

**Motivation and Teachers Performance in Government-Aided Secondary Schools in
Sironko District**

By



**A Research Report Submitted to the School of Education in Partial Fulfillment of the
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DEDICATION

I dedicate this research report to the entire family of Patrick Mudebo, Mummy Sylvia Masibo who frequently told me as a young child and growing woman that “With hard work you can accomplish anything and become what you desire for”. I also dedicate this work to my brothers, sisters and friends at campus who have supported me with prayers and financial assistance, and also for their moral encouragement they have rendered to me during my stay at campus.

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My first appreciation and thanks go to the Almighty God who has given me life, strength and knowledge to accomplish this academic work.

In a credible sense, i am proud to say that my supervisor Mr Tebaese Christopher deserves credit for his excellent and vivid interest in my work which has helped me keep on the right track. For sure his guidance has made my work reality. I also thank the entire administration and management of Uganda Martyrs University-Mbale for all the support rendered in various ways. To my dear father and mother, friends and brethren, I say thank you.

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ACRONYMS

MOES	:	Ministry of Education and Sports.
ECHP	:	European Community Household Panel.
BOG	:	Board of Governors.

ABSTRACT

The study aimed at investigating the influence of motivation on teacher's performance in government-aided secondary schools in Sironko District and it was guided by the following objectives; to find out the influence of in-service training on teacher's performance in public secondary schools in Sironko District, to determine how working conditions affect teachers performance in public secondary schools in Sironko District, to examine how promotion influences teachers performance in public secondary schools in Sironko District.

The study used the cross sectional design based on both qualitative and quantitative research approaches. This was because it would enable the researcher to generate quick self-reports from the participants under the study.

The findings of the study were; the most respondents agreed with the statement that some teachers in government-aided secondary teachers are incompetent due to their inadequate training which gave a reason that students at times fail because teachers are not doing their part as required for instance some teachers are under qualified to teach where majority go in for teaching for survival, majority agreed that, provision of basic facilities in classrooms, adequate equipment, learning materials and supplies and maintenance of school buildings would affect their performance, most of them agreed that keeping a teacher in one position for long without any promotion makes him or her not to enjoy his or her work.

The study recommends that the research was conducted on a small area based on only two government-aided secondary schools in Sironko and therefore, wider research with a bigger sample size should be conducted in Sironko District.

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CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

This chapter presents the background of the study, statement of the problem, and purpose of the study. Besides, it also features the objectives of the study, research questions, scope, significance of the study, operational definitions of the variables and the conceptual framework.

1.1 Background of the Study

According to Gotanga (2012), teacher's motivation has become an important global issue for the two decades, given their responsibility to impart knowledge and skills to learners. Martler (1992) also agreed that motivated teachers are more productive and can influence performance in school. Aloni (2000) added that motivation guides people's behaviors towards the achievement of certain goals.

Mills (2006) and Forshaw (2007) observed that work motivation is one of the most researched and yet misunderstood concepts. Therefore, effective managers should realize that in order to motivate their employees and identify what motivates them, it is important to realize that workers have different needs and will act differently towards achieving or satisfying them. The people employed by an organization are ultimately responsible for wealth creation in the organization and hence there is need to motivate them to achieve improved performance and ensure that organizational goals are achieved.

World-over managers are concerned with issues of some employees performing better than others and some explanations have been advanced such as ability, instinct aspiration levels, age and family background. Out of these concerns, managers, focus their attention on how to motivate employees as according to Armstrong (2009). In the United States of America, majority of public school teachers receive compensation according to salary schedule, that is entirely determined by their number of years of service and their highest qualification attained. Though this system however, has been increasing attacks from policy makers and researchers in recent years, several of public schools have considered adding a component to the wage structure that

directly compensates teachers at least partly measured by student's achievements on standardized tests.

And several of public schools have considered adding a component to the wage structure and directly compensate teachers. As a result, several public schools including Florida, New York City, Denver and Nashville have recently adopted such performance pay policies, as postulated by Howell and person (2007).

According to Odul (2012), in Kenya just like elsewhere, teachers encounter performance challenges, in which irregular work attendance is common; professional documents are rarely prepared; supervision of school activities is ignored; class work is inadequate; and generally learners are literally left on their own. It is observed that without attempts put in place to motivate teachers; improved student's performance would be difficult.

Motivating employees of an organization more effectively towards achieving organizational goals was perhaps the most fundamental task of management. Organizations motivate their employee and perform well by rewarding them in form of financial and non-financial benefits so as to improve on their performance and productivity. Motivation benefits play a big role in any organization in the modern society because if only employees are motivated, then they can be more productive. Managers usually take measures such as pay increase, promotions, training, allowances, responsibility, job security, respect and participation in organization's activities in policy making, among other things, to motivate their employees.

1.2 Statement of the Problem

Many studies and recommendations have been done on teachers' motivation and performance by Siringi (2010), Mumanyire (2005), Kagoda (2010) etcetera, but motivation has remained the most misunderstood concept and policy makers and school leaders in Uganda are facing a challenge of motivating teachers to high levels of performance. Despite all efforts, achievements, and remarkable developments that Sironko district has registered in the education department, such as increased number of pupils, construction of schools, classrooms, increased number of teachers recruited and other educational initiatives with support from the government, other partners like World Bank, African Development Bank, Save The Child Fund, Sironko District;

etc, performance has remained lagging behind especially in 2012 and 2013 as observed by Lumutash (2010).

According to Sironko District Education Performance Report, presented to the council meeting in February, 2014, the performance of teachers in government-aided secondary schools has continued to decline. It was therefore against this background that the researcher undertook this study of motivation and teacher's performance in government aided school in Sironko district.

1.3 Objectives of the Study

1.3.1 Major Objective

The purpose of the study was to investigate the influence of motivation on teachers' performance in government-aided secondary schools in Sironko District.

1.3.2 Specific Objectives of the study

The study was guided by the following objectives:

1. To find out the influence of in-service training on teacher's performance in public secondary schools in Sironko District.
2. To determine how working conditions affect teachers performance in public secondary schools in Sironko district.
3. To examine how promotion influences teachers performance in public secondary schools in Sironko District.

1.4 Research Questions

The study sought to provide answers to the following research questions;

1. What influence does in-service training have on teacher's job performance in public secondary schools in Sironko district?
2. How do working conditions influence teachers' job performance in public secondary schools in Sironko district?
3. What influence does promotion have on teachers' job performance in public secondary schools in Sironko district?

1.5 Scope of the Study

The scope of the study was divided into three components: content scope, Geographical scope and the scope.

1.5.1 Time Scope

The study was conducted between March to September 2017 basing on the years of 2013- 2016 because the performance had kept on declining. Ample and adequate time was available to get views of the students, teachers and administrators who were part of the target population. This enabled the researcher to determine how motivation had affected teacher performance.

1.5.2 Geographical Scope

The study was carried out Sironko district in public secondary schools, specifically Bugunzu and Nalusala seed secondary schools, which are found in Buwasa and Buyobo Sub-Counties respectively because these schools are government-aided and their performance was not pleasing.

1.5.3 Content Scope

The study was focused on assessing how motivation influences teacher performance in public secondary schools in Sironko District specifically Bugunzu seed and Nalusala seed secondary schools which are found in Buwasa sub-county and Buyobo sub-county respectively out of five schools which are found in those sub-counties. these schools were chosen because they are aided by the government and the performance with in these schools is very poor. It will particularly explore the influence of in-service training on teacher's performance, how working conditions affect teacher performance and how promotion influences teacher performance in public secondary schools in Sironko district.

1.6 Significance of the Study

This research maybe beneficial to policy makers and school administrators since they will find it easy to supervise and monitor teachers' performance.

The government may also stand to benefit from the study in acquiring vital critical information for improving terms and working conditions of teachers in order to increase the level of job performance. It was hoped that this research may be significant to teachers in public secondary schools In Sironko District, for they will gain information on how to improve their performance in various engagements. The study may also help the government in understanding the ways of motivating teachers in order to improve on their performance in teaching.

It was hoped that this research may be significant to teachers in public schools in Sironko District, for they will gain information on how to improve on their performance in various engagements. The study may also provide a basis for other researchers to conduct research on motivation and teachers performance. It may also help adequate information to the ministry of education and sports and with, adequate and useful literatures for future policies geared towards improving teachers' performance. Teachers at different levels of education; basic, tertiary, and higher education may equally benefit significantly from the study results by obtaining the best human capital management practices to enhance job performance, for the best of both individual workers and the organization.

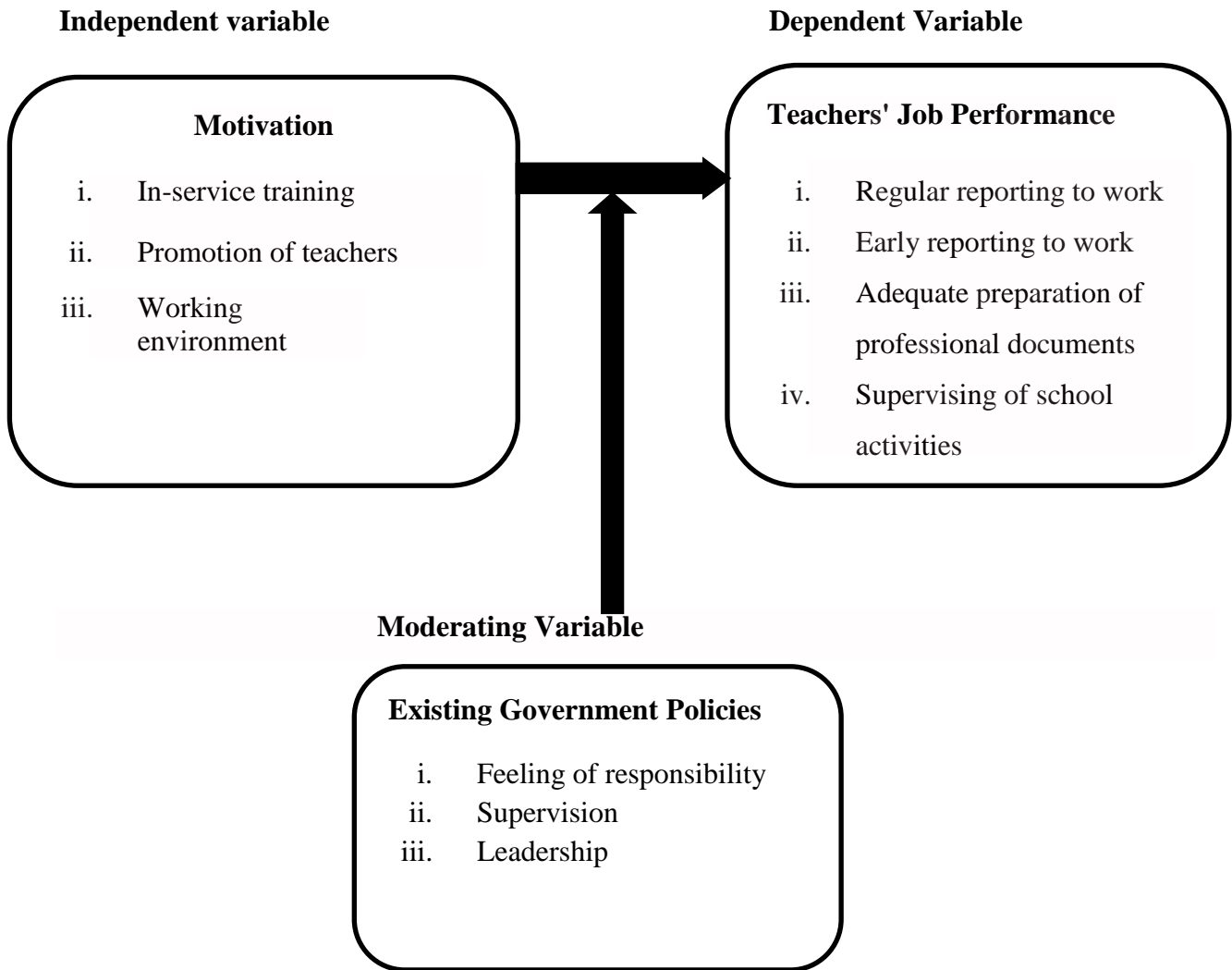
1.7 Justification of the Study

The study drew the need of the world's people to acquire the much required quality education necessary for obtaining survival skills for life. In the light of this noble goal, the Ugandan government rolled a policy of registering all children in schools, through free primary and free day secondary schools education as a means of increasing retention rates across the levels of learning. Therefore realizing the objectives of quality education, the process of learning would be strengthened through effective teacher management practices. Since these teacher-management practices are numerous, and for the sake of this study, motivation was considered a crucial dimension in enhancing teacher's performance, hence the urgency of particular study.

1.8 Conceptual Framework of the Study

Mugenda and Mugenda (2003) assert that conceptual framework refers to the conceptualization of the relationship between variables in the study and shows the relationship graphically. The study's conceptual framework was regarded as significant for it assists the researcher to quickly

perceive the relationship established. The conceptual framework of this study was illustrated below.



Source: Researcher 2017

The conceptual framework, figure 1.1, shows that teachers' perception and experience of motivation

eventually leads to high morale for increased job performance. Such motivations arise from: service training, improvement of working conditions and promotion of teachers. The ability of teachers to effectively perform tasks would significantly depend on the level of motivation; each of the motivating drives will positively influence their commitment to tasks and assignments.

1.9 Definition of terms

Motivation is the activation of goal-oriented behavior. Motivation is said to be intrinsic or extrinsic. The term is generally used for humans but theoretically, it can also be used to describe the causes for animal behavior.

In-service training: refers to subsequent training orientations embraced by teachers continually to equip them with the new trends in the field of education.

Motivation: refers to the drives, both internal and external given to a person to reinforce behavior.

Promotion: refers to a process of arousal and internal satisfaction in which the teacher is continually up graded over time by way of salary increment and higher level of responsibility.

Public schools: refers to schools developed and maintained by public funds from the government, parents and community.

Teachers' job performance: refers to how the teachers respond to duty in terms of punctuality in attending lessons, giving and making assignments, syllabus coverage, preparation of professional documents, supervising school activities and being regular in schools.

Working conditions: refers to the conditions upon which tasks are performed by teachers in their schools, such as provision of tools, resources, enough working space, availability of accommodation, security of tenure, among other factors.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.0 Introduction

This chapter was designed according to the objectives of the study, to explore the extent to which in-service training, working conditions and promotions influence teachers' performance in government-aided secondary schools in Sironko district.

2.1 Influence of In-Service Training on Teachers' Performance

Ramsey (2005) defined training as the process by which knowledge and skills are imparted in individuals for purposes of effectively addressing the challenges of life. In the view of Kiziito (2004), training is perceived as the process results in effective preparation of individuals capable of performing tasks completely. Door (2010) viewed training as an endeavor that molds people to develop desirable knowledge, skills and attitudes needed in solving real life problems. Seen from another perspective, Hommer (2008) asserted that training is the process by which individuals' ability to execute a task is enhanced through acquisition of skills, knowledge and positive attitudes necessary for harmonious co-existence in social set up. Jeri (2010) added that since training is perceived as the process of acquisition of knowledge, skills and desirable attitudes needed in addressing threats in real life, an institution that seeks to solve its performance challenges must consider investing in human capital.

Walchand (2007) argued that training activities are correlated to the productivity and retention of performance. This is because the use of formal training programs associated with significantly higher productivity growth and extensive training are more likely to be promoted by the firm if employees are motivated to stay and contribute to the firm's success, fostered in part by selective hiring, competitive pay packages and team-oriented work environments. Ndege (2004) asserted that offering in-service training to teachers is crucial in determining the extent to which an institution intends to achieve its academic goal, since this is motivational for purposes of realizing increased job performance. Institutions therefore need to embrace regular training so that defined behavior patterns expected in the accomplishment of specialized tasks can be acquired. Training can be considered in a broad perspective that covers the training for initial job

placement in addition to continuous in-service training that is helpful in dealing with emerging issues in the field of education. Siebern (2005) analyzed thirteen countries in the European community Household Panel (ECHP) 1984 to 2001 and emphasized that job satisfaction tends to be higher where there is access to work-place training.

Kirui (2010), doing a study on the influence of training on employee performance in Ainamam constituency, observed that people often fail to perform their duties well if they display inadequate professional skill demanded by the task. He recommended that individual employees should be engaged in tasks for which they have been properly trained. He also advised organizations to emphasize the presence of a learning curve even by sponsoring employees in short courses such as seminars and workshops in order to boost their competences in performance of tasks. Training of employees makes it easy in job design, since each job depicts certain behavioral attributes which job seekers are expected to possess and training is the best strategy to be used in developing such attributes in the workers.

Omi (2009), doing a study that focused influence of in-service training on teacher performance in public secondary schools in Manga Sub-County of Kisi County, observed that learning institutions should invest more on training their personnel to build human capital with suitable knowledge and skills in order to discharge their duties competently. He further suggested that training should be embraced continuously so that people's skills are enriched for productivity performance and motivation is one effective way of enhancing the ability of firms to compete. Armstrong (2000) contended that trained employees often work better as a team because everyone is aware of his/her expectations and they can achieve them together smoothly. Trained employees are more confident in their performance and decision making skills. In addition, employees who receive regular training are more likely to accept change and come up with new ideas.

According to Neo (2000) in East African Breweries Limited (EABL) found out a significant relationship between the employees training and their result in accomplishing different tasks. It was found that those employees who have taken training are more capable of performing different tasks than those who do not go for in-service training. Therefore, training has a direct relationship with performance.

Dearden et al. (2000, 2006) were able to measure the impact on productivity directly using a panel of British industries over the period of 1983 to 1996; they found out that 1% increase in training was associated with an increase in value added per hour of about 0.6% compared to an increase in wages of only 0.3%.

According to Robert (2008) who is the managing director of legal construction company located in central region of Ghana which contributes substantially to the development of the community through its road construction and employment of the country's human resource, training of the company's employees contributed to an increase in revenue from 2005-2009 40% increase compared to 2001-2004 which was very low. He attributed this 40% increase to skills and knowledge of the employees acquired during training as they became more efficient and effective in their duties.

2.2 Influence of working conditions on Teacher's Performance

Olongo (2011), asserted that working conditions offer conducive atmosphere upon which work is done. Its component include availability of working tools and equipment; presence of enough working space needed for accomplishment of various tasks; leadership styles that get freedom of expression of personal desires; innovation and creativity; a feeling of recognition and social work and availability of different forms of motivation. Odhiambo (2009) observed that many council workers operate brief-case offices in the corridors of the Town Hall due to the availability of insufficient working space. Besides the working space, the workers also can frustrate the performance of tasks due to lack of adequate resources, particularly field officers are unable to access the necessary resources for discharging their duties, some workers resort to conspiring with potential tax payers to deny the council revenues.

Emily (2005), enumerated offers like accommodation, allowances etc. as special attributes of dependable workers who would be ready to go miles in order to deliver results. Such workers must be trained at a high premium by the organization since they really disappoint their responsibilities. She argued that whereas superior remuneration had a great influence on employee motivation to perform and it is a remote factor, the actual performance was influenced by several factors on the basis of establishment of a conducive working environment. Galan (2003), investigated the influence of working conditions on workers' performance in health

facilities in Venezuela and found out that many workers are satisfied with their jobs, cited presence of improved working environment. Most of the health facilities are considered to have hit the performance high.

Working environment also entailed availability of motivating rewards, accessibility to fringe benefits, guaranteed annual and other leave as well as annual salary increment Odundo (2002), observed that management should provide a variety of motivators rather than focusing on just few known rewards. Dorine (2004), observed in her study based on employee productivity and organizational performance that when workers had performed their duties according to the expectation of the organizations, such workers could be treated in a special manner that guarantees recognition of innovation and creativity, selfless sacrifice and service to the organization and boldness to embrace risky venture for the sake of accomplishing group goals

Saida (2004), conducted a study on the influence of working environment employee performance noted that workers in the mining industries in Athi river are subjected to dangerous working conditions. The workers are found to be inhaling current dusts which are seemingly considered a normal experience. Protective gargets are not considered and the physical environment is equally unfriendly.

2.3. Influence of Promotion on Teachers' Performance

Health Field, (2000) promotion is advancement of an employee from one job position to another that has a higher job title, responsibility, salary range and it is associated with higher skills or experience .it leads to self actualization and fulfillment of one's potential.

Adagala (2011) asserted that it motivates teachers when promotions are granted at certain appropriate intervals in the teaching service, as none would be happy when they are static in the system. Promotion was believed to assume many dimensions, ranging from salary up grading, attaining a higher job group or simply moved to a higher institutional administrative hierarchy. Reporting from a study done in the public secondary school focusing on factors influencing teachers job performance in the rural Obigala village, Emenike (2011), observed that teachers who obtain regular promotions are more motivated to increase their levels of work performance than those who are static on their grades.

Wong and Wong (2010) observed that teacher's promotion is an important issue particularly because of pay levels in education, unlike in the business world which is relatively fixed learning and looks at promotion as an important reward tool through which teachers can strive to meet standards set by their employers. Siringi (2010), found out that teachers want among others, faster promotion and review of the methods used to reward hardworking teachers.

Atkinson (2010), observed that employees who are unsatisfied with their jobs are associated with high absenteeism rate than those with job satisfaction and with many attendance levels. He concluded that employees' satisfaction and performance is connected with absenteeism. Therefore it is important that the attainment of results in any institution like school lies within the hands of the teacher. Thus, the way they would be motivated would enhance the achievement of set goals and continued better performance.

According to Cunningham and Cordeiro (2009), successful organizations promote continuous professional development through out employee's career to achieve intended organizational goals and people take jobs where they are entrusted with important tasks and professional development chances that lead to a person's growth. Like other professionals, Rabore (2000), emphasizes that promotion of teachers is directly linked to an increment in remuneration structure, based on hierarchical job groups.

2.4 Conclusion of Literature

Despite the fact that a lot of research has been done on motivation and teacher's performance, little attention has been focused on what appropriate policies and measures should be put in place to address the issue of teacher motivation. No research study has been conducted on teachers motivation and performance in government-aided Secondary Schools in Sironko district.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter provides the explanation and description to a combination of methods that were used in data collection and these includes; research design, study population, sampling techniques, sample size, data collection methods, data collection instruments, reliability of the instruments, validity of the instruments, sampling procedures, data analysis, ethical considerations, and limitations of the study.

3.1 Research Design

Kothari (2004), defined research design as the arrangement of the conditions for the collections and analysis of data in a manner that is relevant to the research purpose procedure. The researcher used across sectional design based on both qualitative and quantitative research approaches. This was because it would enable the researcher to generate quick self-reports from the participants under the study. Elliot (2006), asserts that Cross sectional research design is of necessity because involves collecting data from a relatively large number of respondents in its natural setting cheaply and in a short time. Qualitative approach was preferred because it helped the researcher to obtain the respondent's perceptions and opinions about motivation and teacher's performance in government aided secondary schools in Sironko District.

3.2 Area of the Study

The research was carried out in government-aided secondary schools i.e. Bugunzu seed secondary school which is found In Buwasa sub-county and Nalusala secondary school which is found in Buyobo sub-county in eastern part of Uganda .Bugunzu is found in Budadiri Mbale road 15 kilometers away from the main road of Budadiri- Mbale main road and Nalusala is 20 kilometers away from this very road.

3.2 Population of the Study

The study considered 50 respondents out of 76 teachers from two government secondary schools in Sironko District. Cutting across all different levels such as class teachers, Head of departments, career masters and mistresses, senior women and men teachers Director of studies, Deputy head-teachers, Head-teachers, 4 non-teaching staff. The respondents were selected accordingly bearing in mind of age, gender status, experience, among others.

3.3 Sample size

Mugenda (2003), defined sample size as a sub set of a particular population. The researcher considered a sample size of 50 respondents. The sampled respondents were as follows; 8 class teachers, 24 heads of departments, 4 career masters/mistresses, 4 senior women/men teachers, and 4 non-teaching staff were sampled using Simple Random Sampling Techniques. While 2 Head-teachers, 2 deputy head-teachers and 2 directors of studies were sampled using Purposive Sampling Techniques. These categories of respondents were considered because they were resourceful people to the independent variables (motivation) and dependant variables, (Teachers' performance) in government secondary schools of Sironko District.

1.4 Sampling Techniques

The researcher used simple random sampling or probability and non-probability sampling methods and purposive sampling techniques as they were generally spread for the case of class teachers, Head of departments, career masters and mistresses, senior women and men teachers. However, the Director of studies, Deputy head-teachers and Head-teachers. Purposive sampling was used because the researcher wanted to obtain information from the Director of Studies, Head-teacher, Deputy Head-teachers because they play administrative and planning role and above implementation of policies in the school hence knowledge about the topic.

3.5 Data Collection Methods and Instruments

The researcher intended to use interview methods and surveys. This is because, the methods enable the researcher to interact with the respondents face to face.

3.5.1 Data Instruments

The researcher used interview method and surveys because this method would enable her to interact with the respondents face to face. It involved many data collection instruments i.e. both primary and secondary using questionnaires and self-administered questionnaires and interview guides.

3.5.1 Questionnaires

The structured questions were used to collect data from class teachers, senior women/men teachers and non-teaching staff of the two government-aided secondary schools since they belong to lower level of administration. Closed ended questions were centered on specific objectives so as to get respondent's alternative answers and to avoid time wasting in the thinking. On the other hand, open-ended questions were used to allow respondents to express issues at hand in details.

Odiya (2009) and Ajuja (2005), agreed that questionnaires had the advantages of the respondents filling them at their convenience and avoid interviewees' bias since the researcher would not be physically present at the respondents place to influence answers.

3.5.2 Interview Guides

The interview guides were used and it comprised a lot of aspects on which the researcher wished to draw data from. The researcher interviewed the target respondents face to face asking those questions and responses were recorded. The interview guide was used to collect data from the directors of studies; deputy head-teachers, head-teachers. The instruments were appropriate for use on top administrators due to detailed information they possess regarding motivation and teacher performance.

3.6 Reliability of the Instruments

Mugenda (2003) defined reliability as a measure of the degree to which a measuring instrument yields consistent results after repeated trials. Questions were designed and pretested by giving some colleagues and lecturers so as to form appropriate questions that the sampled respondents would understand and also allow the researcher familiarize with the concept use. Pre-testing

exercise helped the researcher to identify ambiguity and response categories and provide consistency with the study objectives. The interview guide also provided the insight of how the study would be conducted and how the sequence of the questions would be and how to entice the respondents to answer questions.

3.7 Validity of the Instruments

Kothari (2005) defined validity as a measure of the degree to which differences are found with measuring instrument to depict true differences among the items being measured. Both the interview guide and questionnaires will be designed in time with specific objectives. The researcher intends to establish the worthiness of the instruments. The researcher will use the validity to test so as to check on the error rate in the recommendations and hence avoid false misleading information.

3.8 Data Management and Research Processing Procedure

According to Kothari (2005), data collection procedures comprises of the steps and actions necessary for conducting the research effectively and the desired sequencing of these steps. The researcher embarked on the process of collecting data from the field upon preparation of a research proposal which was assessed, corrections effected and research permit were obtained from Bugunzu seed and Nalusala Seed Secondary Schools. The researcher hit the ground for data collection by presenting the relevant authorities such as the class teachers, deputy head-teachers, quality assurance officer and all Head-teachers of the sampled public secondary schools. Thereafter, two trained and well motivated research assistants engaged in the actual data collection, while closely being supervised by the researcher. The research assistants were informally trained before commencement of data collection process, especially on procedures of administration of data collection instruments to the respondents.

McDonald (1980), these steps involved preparing cover letters attached to each questionnaire disclosing the Significance of the study as well as assuring the respondents of the researcher's commitment to confidentiality. In this study, research assistants self-administered the data collection instruments to the respondents in batches of ten copies each, systematically until all were exhausted.

Given that the researcher was committed to collecting the desired data, the respondent were advised to complete the questionnaire in the presence of the research assistants in order to address cases of misunderstandings that may arise. In the event that the respondents would not be prepared to complete the questionnaire due to any other reason, arrangements were made for the questionnaire to be collected later by the research assistants for purposes of enhancing questionnaire return rate.

3.9 Methods Data Analysis

Both qualitative and quantitative data was analyzed. The information derived described the relationship between research questions. Content analysis was used in analyzing data collected. The data was coded, edited, classified and tabulated and information cross examined with the use of questions put in the questionnaires and interview guides.

3.10 Ethical Considerations

The research treated information provided by respondents with utmost confidentiality and has only been used for research and academic purposes. The researcher respected the dignity of the respondents and did not ask those provocative questions especially questions concerning private life and even those which degrade somebody's dignity. Issues such as bribes, undue influence were strongly avoided by the researcher. False and misleading information were critically subjected to validity test to check on the error rate in the research.

3.11 Limitation

The respondents were not willing to give information because they were not sure whether the information will be used against them. However, the researcher tried to explain to the respondents, the purpose and the significant of the study. Some respondents expected some financial gains for participation in the study. This is because researchers especially from non-governmental organizations and government-funded organizations give some money to the participants. However, the researcher tried to establish a good relationship with the respondents and hence explained the purpose of the study as being purely academic. The researcher expected some delays in filling the questionnaires since most of the respondents would be busy with daily duties and responsibilities. To overcome this, the researcher intended to make appointments and

continually remind the respondents to fill the questionnaires so as to meet the university time frame.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

The information presented in this chapter includes, analysis and discussion of the study findings regarding the role of motivation teachers performance in government-aided secondary schools in Sironko District it contains the Social demographic characteristics and influence of in-service training on teachers performance, working conditions and promotion.

4.1 Social Demographic Characteristics of Respondents

Respondents were asked about the age and the information they gave is as shown in the table below.

Table 1 Showing Social Demographic Characteristics of Respondents

No	Variable	Freq. (n=50)	Percentage (%)
1.	Age		
	18-25	04	8%
2.	25-30	14	30%
3.	31-35	10	20%
4.	36-46	16	32%
5.	47 and above	06	12%
		50	100%

Source; Primary Data (2017)

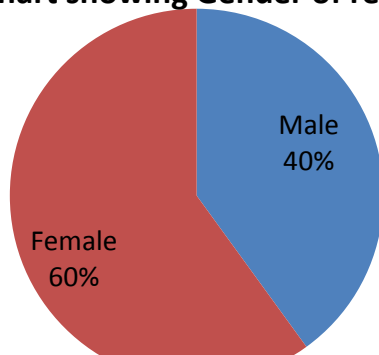
The results from the field on age indicated 8% of the respondents were between 18-25 years 12% were 47 and above,30% were in the range of 25-30, 20% were between 31-35, majority of respondents (32%) were aged between 36-46 years, 10% were 47 and above. According to the

findings, majority of the respondents aged between 36-46 years were employees in government aided secondary schools in Sironko District. Findings also indicated that the respondents considered for the study were profession enough, fully committed with work in their respective position and, this has encouraged schools in Sironko District to do what it takes at different levels of teaching and learning process.

4.2 Gender

Distribution of responsibility by gender is where the researcher was interested in findings out of the number of male and female participants in the study. It helped in identifying the existing gaps in regard to gender hence deciding on the possible interventions. Respondents' sex is as displayed in the pie chart below

Pie chart showing Gender of respondents



Majority of respondents 30/50(60%) were female, while only 20/50(40%) were Males. This was because there are more female secondary teachers in government-aided secondary school in Sironko District as compared to males. This is because teachers are paid less wage compared other professions which can not be enough to sustain himself and the family therefore, men leave consider teaching to be a profession for women and they opt for other things which are more beneficial like business hence making

4.3 Marital Status

This is finding out the status of marriage of the respondents. This is important in that it helps in identifying the varying views of respondents were asked about their marital status, they gave the following information.

Table 2 Showing Marital Status of Respondents

no	Variable	Freq. (n=50)	Percentage (%)
	Marital status		
1	Single	20	40
2	Married	25	50
3	Widowed	5	10
		50	100%

Source: Primary Data (2017)

Majority of respondent 25/50(50%) were married, while 20/50(40%) were single. Only 5 representing 10% were widowed. According to the findings, majority of the respondents agreed were married. This was majorly attributed to the fact that these are mature people who are free to engage in marital affair

4.4 Highest Education Level Attained

The findings showed that the majority of the respondents involved in the study had attained the tertiary level of education. The following responses were given as shown in the table 3, below;

Table 3 Showing Highest Education Level attained by respondents

S/no	Variable	Freq. (n=50)	Percentage (%)
	Qualification		
1	Ordinary level	0	00%
2	Advanced level	04	8%
3	Diploma level	19	38%
4	Degree level	21	42%
5	Other levels	06	12%
		50	100%

Source: Primary Data (2017)

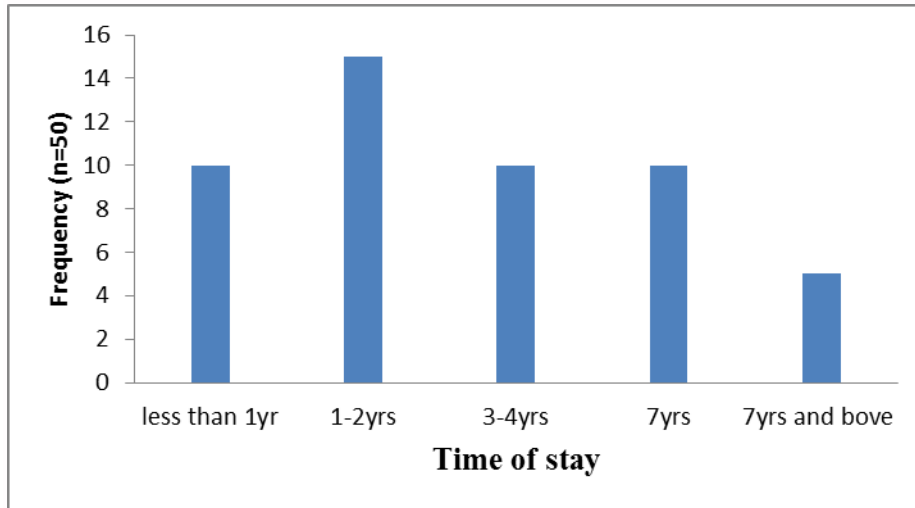
The results indicated that non of the respondents possessed ordinary level, 8% had attained advanced level, 13 representing 38% had attained diploma levels and 42% had attained Degree level of education whereas 12% had other levels of education like masters degree. According to the findings of the study, majority of the respondents were degree holders. This was attributed to the education service qualification requirement for secondary schools with advanced level to have graduate and at the same time continuous upgrading of teachers from one level to the other teachers. This has made teachers not only competent but also knowledgeable to improve

student's academic performance.

4.5 Time of Stay in the School

Regarding the duration or time of stay in the school they serve, they gave the following responses were obtained as reflected in the bar graph below.

Fig 1 Bar Graph Showing Time of Stay in School



Results show that majority of respondents 30% had stayed for one to two years, 20% had stayed for three to four years, 20% had stayed for seven years, and lastly 10% had stayed for seven years and above. According to the results, majority had stayed for one to two years implying that they had now attained experience to make students achieve commendable performance.

4.6 Responsibilities of Respondents at School

When respondents were asked about their responsibilities in their schools, they gave the following responses and as shown in the table below.

Table 4 Showing Responsibilities of Respondents at School

Variable	Freq. (n=50)	Percentage (%)
Responsibilities		
Class teachers	8	16%
Heads of department	24	48%
Career masters	4	8%
Senior teachers	4	8%
Head teachers	2	4%
Deputy head teacher	2	4%
Director of studies	2	4%
Askris	2	4%
Cleaners	2	4%
Total	50	100%

Source: Primary Data (2017)

Findings indicated that Heads of department were the majority i.e. 48%; 16% were class teachers, 8% were careers masters, 8% were senior teachers, and 4% were each for head-teachers, deputy head-teacher, and director of studies, ascaries and cleaners. The study findings indicated that heads of departments were the majority because they deal with teachers, students and other school administrators directly in ensuring teaching; learning performance of students per class is achieved.

4.7 Influence of In-Service Training on Teachers Performance

When views on in service training on teachers is shown in table below.

Table 5 Showing Influence of In-Service Training on Teachers Performance

S/N	1		2		3		4		5	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Strongly Agreed	25	50%	13	26%	15	30%	30	60%	18	36%
Agreed	13	26%	30	60%	23	46%	10	20%	22	44%
Not Sure	02	4%	01	2%	03	6%	01	2%	02	4%
Strongly disagreed	05	10%	04	8%	03	6%	08	16%	04	8%
Disagreed	05	10%	02	4%	06	12%	01	2%	04	8%
	50	100%	50	100%	50	100%	50	100%	50	100%

Source: Sironko District government secondary schools

Majority (43) 86% of the teachers in government secondary schools agreed that they need continuous training so as to improve on their performance, (10) 20% disagreed and only (02) 4% were not sure. They agreed because training does not only empower teachers on a wide range of concepts in their teaching professional but also increases their knowledge capacity in class which eventually leads to efficiency in work and performance of students in the subject being taught. Therefore, in-service training plays an important role in improving teacher's performance which is in line with Armstrong (2000) who contends that trained employees often work better in teams because every one is aware of their expectations and can achieve them together smoothly.

Similarly when respondents were asked whether some teachers in government secondary schools are incompetent due to their poor academic backgrounds, 38(76%) strongly agreed, 06(12%)

disagreed and only 01(2%) were not sure. The study noted that, from the respondents that most of them agreed with the statement that some teachers in government-aided secondary teachers are incompetent due to their inadequate training. And they gave a reason that students at times fail because teachers are not doing their part as required for instance some teachers are under qualified to teach and according to the findings, majority go in for teaching for survival. This therefore, affects the performance of students in their exams.

When respondents were asked whether providing training and an opportunity for advancement which motivates teachers to please productivity while increasing their sense of solve to the society, 38(76%) agreed. 09(18%) disagreed, 03(6%) were not sure. The study noted from the respondents that majority of them agreed with the statement that providing training and an opportunity for advancement which motivates teachers to please productivity. They said that teachers once given the opportunity of being trained increases their knowledge in their profession which motivates them to perform hence their productivity in work increase.

When respondents were asked whether seminars, conferences, workshops and refresher courses for teachers influences teaching and can process for both the learner and school, 40 (80%)strongly agreed, 09(18%) disagreed and 01(2%) were not sure. In finding out why the majority agreed with the statement, they said that all these activities are done to empower teacher on their knowledge and understanding to enhance student's performance.

When respondents were asked whether Teachers who learn new skills through training make good candidates for promotion because they will have shown their abilities to learn, 18 (36%) strongly agreed,22 (44%) agreed, 04(8%) strongly disagreed,04(8%) disagreed and 02(4%) were not sure. The study noted most of the respondents agreed with the statement. They said that promotions in government-aided secondary schools need a lot of commitment towards work, performance and ability to increase student's enrollment levels which promotes academic excellence in student's performance. This is in line with Armstrong (2000), who basically says that training is a formal and systematic modification of behavior through learning which occurs as a result of education instruction, development and planned experience.

4.8 Working Conditions and How it Affects Teachers' Performance

When respondents were asked on how working conditions affects teachers' performance, they gave the following views as reflected in table 6 below.

Table 6 Showing Working Conditions and How it Affects Teachers' Performance

S/N	1		2		3		4	
	Freq	%	Freq	%	Freq	%	Freq	%
Strongly Agreed	15	30%	15	30%	30	60%	30	60%
Agreed	22	44%	23	46%	10	20%	09	18%
Not Sure	01	2%	02	4%	02	4%	01	2%
Strongly Disagreed	04	8%	03	6%	06	12%	01	2%
Disagreed	08	16%	07	14%	02	4%	09	18%
	50	100%	50	100	50	100%	50	100%

Source: Sironko District government secondary schools

When respondents were asked whether improving teachers in the development and reform of educational policies and programs would affect their performance, 15(30%) strongly agreed, 22 (44%) agreed, 01(2%) were not sure, 04(8%) strongly disagreed, and 08(16%) disagreed.

When respondents were asked whether adequate pre-service and continuing education to equip teachers to provide quality education would affect their performance, 15 (30%) strongly agreed, 23 (46%) agreed, 02(4%) were not sure.03 (6%) strongly disagreed and 07(14%) disagreed with the statement.

When respondents were asked whether provision of basic facilities in classrooms, adequate equipment, learning materials and supplies and maintenance of school buildings would affect

their performance, 30(60%) strongly agreed,10 (20%) agreed, 02(4%) were not sure 06 (12%) strongly disagreed and 02 (4%) disagreed with the statement.

When respondents were asked whether increasing salaries to become properly relative to those paid to other professionals in equivalent occupations and provision of incentive such as retirement and pension plans would affect their performance, 30(60%) strongly agreed,09 (18%) agreed,01 (2%) were not sure ,01 (2%) strongly disagreed and 09 (18%) disagreed with the statement.

4.9 Promotion and its Influence on Teacher’s Performance

When respondents were asked about promotion and its influence on teacher’s performance, they gave the following responses as reflected in the table below.

Table 7 showing Promotion and its influence on teacher’s performance

S/N	1		2		3		4		5		6	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Strongly Agreed	20	40%	15	30%	10	20%	12	24%	25	50%	22	44%
Agreed	15	30%	15	30%	27	54%	18	36%	10	20%	18	36%
Not Sure	01	2%	01	2%	03	6%	02	4%	05	10%	02	4%
Strongly Disagreed	04	8%	06	12%	05	10%	07	14%	05	10%	04	8%
Disagreed	10	20%	13	26%	05	10%	11	22%	05	10%	04	8%
	50	100%	50	100%	50	100%	50	100%	50	100%	50	100

Source: Sironko District government secondary schools

When respondents were asked whether promotion makes teachers to get committed to their duties and responsibilities, 20(40%) strongly agreed, 15(30%) agreed, 01(2%) were not sure 04

(8%) strongly disagreed, and 10(20%) disagreed. In finding out why the majority of the respondents strongly agreed, they said that promotion increases individual's commitment towards their duties and responsibilities and also enhances effectiveness and efficiency of the teacher. This is however in relation to Travers (2000), who says that promotion of teachers is directly linked to an incremental remuneration structure based on hierarchical job groups which determine upwards mobility.

When respondents were asked whether teachers need faster and merit promotion as a motivation factor, 15 (30%) strongly agreed, 15 (30%) agreed, 01 (2%) were not sure, 06 (12%) strongly disagreed and 13(26%).the study noted that majority agreed with the statement. In finding out why, they said that the government secondary schools which extend promotions to teachers on merit attack other teachers to work harder to be promoted as well. This implies that performance of teachers in secondary schools plays an important role in ensuring the performance of students in schools.

When respondents were asked whether only hardworking and result had oriented teachers should be promoted, 10(20%) strongly agreed, 27(54%) agreed, 03(6%) were not sure, 05 (10%) strongly disagreed, 05(10%) disagreed. The study noted that respondents said that hard work pays, therefore the more hardworking a teacher is at school, the more chances for him or her to be promoted.

When respondents were asked whether only teachers with teaching experience of at least ten years should receive promotion, 12 (24%) strongly agreed, 18(36%) agreed, 02(4%) were not sure. 07 (14%) strongly disagreed, 11 (22%) disagreed. It is done to appreciate teachers for good work done and to encourage them to continue serving the best of their potential and abilities which in is in line with Erdill (2000),who said that another fundamental strategy to motivation is to consider human behavior as stimulated by the urge to satisfy needs.

When respondents were asked whether there is a high chance of a teacher performing better after promotion, 25(50%) strongly agreed, 10(20%) agreed, 05 (10%) were not sure,05 (10%) strongly disagreed and 05(10%) disagreed. Most of them strongly agreed with the statement. In finding out why, they said that, nurturing employee's sense of responsibility improves employees hence improving on their duties and responsibility performance. It is further said that productivity and

creativity stimulates motivation.

When respondents were asked whether keeping a teacher in one position for long without any promotion makes him or her not to enjoy his or her work, 22 (42%) strongly agreed, 18(36%) agreed, 02(4%) were not sure,04 (8%) strongly disagreed and 04(8%) disagreed. The study noted that majority of the respondents agreed with the statement. They gave a reason that when one is left in same position for so long feels as if he is the only experienced person in that position which sometimes makes them to become relaxed in their duties and hence hindering student's performance

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the results, conclusion and recommendations on motivation and teachers performance in government-aided secondary schools in Sironko District. The variables of the study were; In-service Training, Working Conditions, and Promotion.

5.2 Summary of the Findings

In the study, out of 50 copies of Questionnaire administered to the Respondents, all were received back duly completed giving rise to a response of 100%.

The study was guided by three specific objectives which included;

The first objective dealt the finding out the influence of in-service training on teacher's performance in public secondary schools which found out that the effect of teacher's performance in government-aided secondary schools shows that teachers need continuous training so as to improve on their performance, some teachers in government-aided secondary schools need seminars , conferences, worker shops and refresher courses to influence teaching for both the learner and school teachers who learn new skills through training make good candidates for promotion because they will have shown their abilities to learn, some teachers in government secondary schools are incompetent due to their poor backgrounds, providing training and opportunities for advancement motivates teachers to increase productivity which increase their sense of value to the society.

The second objective was about determining how working conditions affect teacher's performance in public secondary schools in Sironko district. Findings indicated that provision of basic facilities in classrooms, adequate equipment, learning materials and supplies and maintenance of school building motivates teachers to work, increasing salaries to become properly relative to those paid to other professional in equivalent occupations and provision of incentives such as retirement and pension plans, adequate pre-service and continuing education to equip teachers to provide quality education ,and lastly improving teachers in the development

and reform of educational policies and programs. These can all act as working condition motivators.

The third objective dealt with examining how promotion influences teacher's performance in public secondary schools in Sironko District. Findings indicated that keeping a teacher in one position for long without any promotion makes them or her not to enjoy his or her work, only hardworking and result oriented teachers should be promoted, promotion makes teachers to get committed and to their duties responsibilities, there is a high chance of a teacher performing better after promotion, teachers need faster and merit promotion as a motivation factor, only teachers with teaching experience of at least ten years should receive promotion.

5.2.1 Demographic Characteristics of Respondents

On the basis of age, 15(30%) of the respondents whose questionnaire copies were received fell in the range fell in the range of 36-46 years of age 16 (32%).findings indicated that a number of employees in Sironko district are mature enough, like their profession, fully committed with work in their respective position. This is the age period with in which individuals become stable in their jobs and less inclined to seek for employment elsewhere and likely to be committed to their job performance in the hope for promotion. While a few of them were below twenty five because majority of the people in Uganda are not yet fully qualified to be teachers at that age.

Reflected in the study is that, teaching at secondary school level, seems a preserve for females. Whereas the study did not treat gender as an extraneous variable to be controlled for, the likelihood that different sexes may prefer different treatment in their duties could be a pointer to variations in commitment to job performance, though the direction of the influence was not clear.

However females being responsible for a lot other family chores, were likely to be less committed in their formal duties in contrast to the male counterparts. Besides females were more than males because now days male minimize teaching profession as it is considered to be for women and that the wage rate is to less to sustain a man and his family, therefore, they opt for other professions.

Considering issues of marital status, majority of the respondents were married 25 (50%).this was because since majority of the respondents were in a bracket age of 34-46, they are expected to be

married hence expected to get much committed to the jobs.

Basing on the issues of highest education level of education attained, the result indicted that majority were degree holders. This was because it is one of the qualification requirements for secondary school teachers in most schools now days.

When asked about the time of stay in the school, majority of the respondents had stayed for one to two years .this is because the wage rate for a teacher can not compared to other professionals, therefore after working for few years, majority always leave the profession and involve themselves in other productive things like business.

5.3 Conclusions

Drawing conclusions from the study findings, it is crucial to observe that the key study Variables that informed this work, in a great measure, were found to have had substantial contributions to Teacher's Performance in in Government- Aided Secondary Schools in Sironko District. These were In-service Training, Working Conditions, and Promotion in the learning institutions.

5.3.1 To Find Out the Influence of In-Service Training on Teachers Performance.

As revealed in the study, in-service training of teachers was established to play a significant role in motivating teachers to step up their performance since training equips teachers with the knowledge and skills in the performance However, the teachers in government secondary schools in Sironko district had not developed the culture of embracing regular trainings to keep a breast with the ever emerging issues in education.

5.3.2 To Determine How Working Conditions Affect Teacher's Performance

Moreover, working conditions was realized to have a significant influence on Teacher's Performance, as workers take most of their time in the work stations than elsewhere. Though it appeared that some attempts were being in place to address this, the working environment was not enriched enough to offer the much needed job satisfaction among the Teacher's working in public Secondary Schools in Sironko District.

5.3.3 To Examine How Promotion Influences Teacher's Performance

The study also concludes that promotion is a strong motivator, that when systematically done and seen fair to everyone. Provision of basic facilities in classrooms, adequate equipment, learning material and supplies and maintenance of school buildings was cited out as a key of motivation as far as working conditions are concerned.

5.4 Recommendations

Study findings recommend that both policy formulation and further research are drawn.

5.4.1 Recommendations for Policy Formulation

The Sironko district should work on the issues of management, support, supervision, motivation and other school level support systems.

The Board of Governors should try to ensure that teachers are provided with training programs, accommodation, adequate salaries to supplement what they earn from government, hardworking and performing teachers should receive promotions.

The government and ministry of education should conduct further research in the area of the implementation of education reforms in order to deal with finance.

Parents and guardians are part of the schools management and therefore should monitor performance of the teachers; demand for better results of their children; follow up of discipline of their children and also contribute to the structural maintenance in schools.

Teachers should recommit to their professionalism and adhere to the professional code of conduct. They should also play an active role as lead actor in performing gender, safe and child friendly school environment, mentors support learners to excel. Head-teachers are also called upon to supervise and support teachers to do their work effectively.

The learners must attend school, maintain discipline and strive for excellence

It is therefore recommended that the management of Government-Aided Secondary Schools put in place measures geared towards enhancing

Performance of Teachers and formulates Motivational policies that enhance employee Performance.

The ministry of education can use the findings from the research in understanding extrinsic rewards that lowers teacher's job performance and thus take appropriate strategies and measures so as to improve the efficiency of teachers.

The Board of Governors (BOG) can also use the findings from the research in providing rewards to the teacher's capacity to work harder and facilitates pupil's performance, both in measures so as to improve on the efficiency.

5.4.2 Recommendations for Further Research

The research study was conducted on a small area based on only two government aided secondary schools in Sironko district. Therefore, wider research with a bigger sample size should be conducted in Sironko district and the following recommended areas to be considered for further research:

1. What Influence do Intrinsic Rewards have on Teacher's performance in Government-Aided Secondary Schools in Sironko District?
2. What is the Difference in Job Commitment between Teacher's in Sironko District and other areas in Uganda?
3. To what extent does Working Environment Influence Teacher's Job Performance in both Public and Private Organizations?
4. Are there significant negative Influences of Motivational Rewards on an Institution?

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APPENDIX I

**QUESTIONNAIRES FOR CLASS TEACHERS, SENIOR WOMEN/ MEN
TEACHERS**

Dear respondents,

My name is Nabukwasi Eve, a student at Uganda Martyrs University. I am conducting a research on the topic “Motivation and Teachers Performance in Government-aided Secondary Schools in Sironko District” .This is an academic research as a partial fulfillment of the requirements for the award of the Bachelors Degree in Arts with Education of Uganda Martyrs University. Therefore the purpose of this letter is to kindly request you to participate in this study, as a respondent. The information provided in this study is for academic purpose and shall be treated with utmost confidentiality, please, feel free and fill these questionnaires.

1. Section A: Respondents Bio Data

1. What is your age range?(please tick one of them)

Age	18-25	25-30	31-35	36-46	47 and above
Response					

2. Marital status

(a) Single (b) married (c) vwed

3. Gender

(a) Male (b) Female

4. Highest Education Level Attained. (please tick one of them)

Qualification	Ordinary level	Advanced level	Diploma level	Degree level	Other levels (specify)
Response					

5. How long have you been employed in this school (please tick the most appropriate)

(a) less than one year (b) 1-2 yrs (c) 3-4 yrs (d) 7 yrs (e) 7 yrs and above

6. What responsibility do you hold in this school?

(a) Class teacher (b) Head of department
(c) Careers master/mistress (d) senior woman/man
(e) Director of studies (f) Deputy head-teacher
(g) Head-teacher (h) Non-teaching staff

7. For section B,C and D, please simply tick the most appropriate alternative provided in the box against each question represented by the following alternatives

(1) Strongly agree
(2) Agree
(3) Not sure
(4) Strongly disagree
(5) Disagree

SECTION A: TO FIND OUT THE INFLUENCE OF IN-SERVICE TRAINING ON TEACHERS PERFORMANCE

	Likert scale	1	2	3	4	5	6
1.	Teachers in government secondary schools need continuous training as to improve on their performance.						
2.	Some teachers in government secondary schools are incompetent due to their poor academic backgrounds.						
3.	Provide training and an opportunity for advancement which motivates teachers to please productivity while increasing their sense of solve to the society.						
4.	Seminars, conferences, workshops and refresher courses for teachers to influence teaching and they process of both the learner and school						
5.	Teachers who learn new skills through training make good candidates for promotion because they will have shown their abilities to learn.						
6.	There is a significant relationship between teachers training and learner's performance.						

SECTION B: TO DETERMINE HOW WORKING CONDITIONS AFFECT TEACHERS' PERFORMANCE

	Likert scale	1	2	3	4
1.	Improving teachers in the development and reform of educational policies and programs				
2.	Adequate pre-service and continuing education to equip teachers to provide quality education.				
3.	Provision of basic facilities in classrooms, adequate equipment, learning materials and supplies and maintenance of school buildings.				
4.	Increasing salaries to become properly relative to those paid to other professionals in equivalent occupations and provision of incentives such as retirement and pension plans.				

SECTION C: TO EXAMINE HOW PROMOTION INFLUENCES TEACHERS PERFORMANCE.

	Likert scale	1	2	3	4	5	6
1.	Promotion makes teachers to get committed to their duties and responsibilities.						
2.	Teachers need faster and merit promotion as motivation factor						
3.	Only hardworking and result-oriented teachers should be promoted.						
4.	Only teachers with teaching experience of at least 10 years should receive promotion.						
5.	There is a high chance of a teacher performing better after promotion.						
6.	Keeping a teacher in one position for long without any promotion makes him or her to enjoy his or her work.						

Thank you very much for your valuable time and cooperation.

God bless you.

APPENDIX II

INTERVIEW GUIDE FOR THE HEAD TEACHERS, DEPUTY HEAD TEACHERS AND DIRECTORS OF STUDIES

1. How long have you been employed in this school?
2. What responsibilities do you hold in this school?
3. Do you think continuous training make teachers perform better in their duties and responsibilities?
4. Do working conditions act as a motivator for teacher's performance?
5. Do you think promotions act as a motivator for teacher's performance?
6. What other motivational factors do you think can make teachers perform their duties and responsibilities well?
7. What motivated you to join the teaching profession?
8. Does teaching give you a great job satisfaction?
9. In your opinion, do you think that there is a high chance of teachers performing better after motivation?

Thank you very much for your valuable time and cooperation.

God bless you.