

**STAFF MOTIVATION AND THE PERFORMANCE OF GOVERNMENT-AIDED
PRIMARY SCHOOLS AT PRIMARY LEAVING EXAMINATIONS: A CASE
STUDY OF BUKEDEA DISTRICT**

BY

MARION NAREEBA

REG. No: 12/MMSHRM/28/019

**A DISSERTATION SUBMITTED TO THE SCHOOL OF MANAGEMENT SCIENCE
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A
MASTER'S DEGREE IN MANAGEMENT STUDIES (HUMAN RESOURCE
MANAGEMENT) OF UGANDA MANAGEMENT INSTITUTE**

FEBRUARY, 2014

DECLARATION

I, Marion Nareeba declare that this dissertation entitled “**Staff Motivation and the Performance of Government-aided Primary Schools At Primary Leaving Examinations: A case study of Bukedea District**” is my original work and has not been submitted anywhere for any academic award.

Signature: -----

Date: -----

APPROVAL

This dissertation is submitted with our approval as institution supervisors:

DR. DAVID K W SSONKO

Uganda Management Institute

Signed-----

Date-----

MR. FRED WAHITU

Uganda Management Institute

Signed-----

Date-----

DEDICATION

I dedicate this dissertation to my beloved parents who provided the foundation and inspiration for this program. This dissertation is also dedicated to my dear husband Mr. James O. Onyoin and our children Michael, James, Manuela and Jason whose support, love, patience, trust and inspiration have enabled me to achieve this objective.

ACKNOWLEDGEMENT

Thanks be to God Almighty for the blessings and love he has bestowed upon me in life particularly at this point in time, that has seen me through. I wish to thank a number of people and institutions that have greatly contributed towards the completion of this research.

Foremost, I would like to express my sincere gratitude to my Supervisors Dr. David K W Ssonko and Mr. Fred Wahitu for the continuous support they provided to me while pursuing my Masters Degree, and for their patience, motivation, their enthusiasm and immense knowledge. I also thank them for the positive criticism and guidance that helped me during the time of research and writing this dissertation.

Special thanks go to Mr. Beinebyabo Adrian for his guidance. I could never have imagined having a better advisor and mentor for my dissertation.

I would also like to thank my family, my husband Mr. James O. Onyoin for the love, encouragement, spiritual and financial support. I thank my sister Molly Nomugisha and my children: Michael, James, Manuela and Jason for the love, spiritual support and for the patience during the busy days and nights when I was doing my research. Last but not least my appreciation to Apophia and Alison for taking good care of my children during my busy days.

I would also like to thank my former workmates at MoPS particularly Ms. Savia, Mr. Apollo, and Ms. Joan for their encouragement. My respondents and the Officials of Bukedea District Local Government particularly the CAO, Personnel officer, District Education officer, District Inspector of Schools, Head Teachers and teachers in various primary schools sampled. I thank you for your time and responses that saw me accomplish my study.

Lastly, I thank my friends: Hellen Kaamuli, Julius Okurut, Eric Lule for the encouragement, stimulating discussions, and working together to beat deadlines.

TABLE OF CONTENTS

ITEM	PAGE
DECLARATION.....	ii
APPROVAL	iii
DEDICATION.....	iv
ACKNOWLEDGEMENT.....	v
TABLE OF CONTENTS	vi
LIST OF TABLES	xiv
LIST OF FIGURES	xvi
LIST OF ABBREVIATIONS AND ACRONYMS	xvii
ABSTRACT.....	xix
CHAPTER ONE: INTRODUCTION.....	1
1.1 Introduction	1
1.2 Background to the Study	1
1.2.1 Historical Background	1
1.2.2 Theoretical Background.....	4
1.2.3 Conceptual Background.....	5
1.2.4 Contextual Background	6

1.3	Statement of the Problem	7
1.4	General Objective	8
1.5	Specific Objectives.....	8
1.6	Research Questions	9
1.7	Research Hypotheses.....	9
1.8	Conceptual Framework	9
1.8	Significance of the Study	11
1.9	Justification of the Study	11
1.10	Scope of the Study	12
1.10.1	Geographical Scope	12
1.10.2	Time Scope	12
1.11	Operational Definitions	13
CHAPTER TWO: LITERATURE REVIEW.....		14
2.1	Introduction	14
2.2	Theoretical Review	14
2.3	Conceptual Review	16
	Motivation.....	16
	Performance	17

2.4	Staff Housing and Performance of Government Aided Primary Schools	18
2.5	Monetary Rewards and Performance of Government aided primary Schools	20
2.6	Teaching Materials and Performance Government-aided Primary of Schools.....	23
2.7	Summary of Literature Review and Gaps Identified	27
CHAPTER THREE: METHODOLOGY.....		28
3.1	Introduction	28
3.2	Research Design.....	28
3.3	Study Population	29
3.4	Determination of Sample Size and Selection.....	29
3.5	Sampling Techniques and Procedure	30
3.6	Data Collection Methods.....	31
3.6.1	Questionnaire Survey Methods.....	31
3.6.2	Interviewing Method.....	31
3.6.3	Documentary Method	31
3.6.4	Observation Method.....	31
3.7	Data Collection Instruments.....	31
3.7.1	A Self-administered Questionnaire.....	32
3.7.2	Key Informant Interview Guide.....	32

3.7.3	Documentary Review Checklist	33
3.7.4	Observation Checklist.....	33
3.8	Data Quality Control (Validity and Reliability).....	33
3.8.1	Validity of Instruments	33
3.8.2	Reliability of Instruments	34
3.9	Procedure of Data Collection	34
3.10	Data Analysis.....	35
3.10.1	Quantitative Analysis.....	35
3.10.2	Qualitative Analysis.....	35
3.11	Measurement of Variables.....	36
3.12	Ethical Considerations.....	36
CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTEPRETATION OF FINDINGS.....		37
4.1	Introduction	37
4.2	Response Rate	37
4.3	Background Characteristics Of Teachers sampled.....	38
4.3.1	Gender of respondents	38
4.3.2	Age of teachers	39

4.3.3	Tenure of service of respondents	40
4.3.4	Salary Scale.....	42
4.3.5	Previous experience before joining current School	43
4.3.6	Highest Education qualification.....	44
4.3.7	Key Informants Background Characteristics	45
4.4	How Staff Housing Affects Performance Of Government Aided Primary Schools at PLE in Bukedea District	47
4.4.1	Descriptive Statistics for staff housing	47
4.4.2	Results from Key informant interviews about staff housing	51
4.4.3	Testing hypothesis one: There is a significant relationship between staff housing and performance of government-aided primary schools at PLE.....	53
4.5	Effect of Monetary Rewards on the Performance of Government-Aided Primary Schools at PLE in Bukedea District.....	55
4.5.1	Descriptive Statistics for monetary rewards	55
4.5.2	Results from Key informant interviews about monetary rewards	60
4.5.3	Testing hypothesis Two: There is a significant relationship between monetary rewards and performance of government aided Primary Schools at PLE	63
4.6	Influence of Teaching Materials on PLE Performance of Government-aided Primary Schools in Bukedea District.....	65

4.6.1	Descriptive Statistics for Monetary Rewards	65
4.6.2	Results from Key informant interviews about teaching materials.....	69
4.6.3	Testing hypothesis Three: There is a significant relationship between teaching materials and performance of government-aided primary schools at PLE.....	71
4.7	Multiple Regression Analysis for All Study Variables.....	73
4.8	Descriptive Statistics for Measuring Performance of Government-Aided Primary Schools at PLE.....	75
4.8.1	Results from Key informant interviews about performance of government-aided schools at PLE in Bukedea District	78
CHAPTER FIVE: SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS.....		79
5.1	Introduction	79
5.2	Summary of Findings	79
5.2.1	Objective one: To explore how staff housing affects performance of government aided Primary Schools at PLE in Bukedea District	79
5.2.2	Objective Two: To assess how monetary rewards affect performance of government aided Primary schools at PLE in Bukedea District.....	80
5.2.3	Objective Three: To find out the influence of teaching materials on PLE performance of government aided primary schools in Bukedea District	80
5.3	Discussion	80

5.3.1	Objective one: To explore how staff housing affects performance of government aided Primary Schools at PLE in Bukedea District	80
5.3.2	Objective Two: To assess how monetary rewards affect performance of government aided Primary schools at PLE in Bukedea District.....	85
5.3.3	Objective Three: To find out the influence of teaching materials on PLE performance of government aided primary schools in Bukedea District	91
5.4	Conclusions	94
5.4.1	Objective one: To explore how staff housing affects performance of government aided Primary Schools at PLE in Bukedea District	94
5.4.2	Objective Two: To assess how monetary rewards affect performance of government aided Primary schools at PLE in Bukedea District.....	94
5.4.3	Objective Three: To find out the influence of teaching materials on PLE performance of government aided primary schools in Bukedea District	95
5.5	Recommendations	95
5.5.1	Staff housing	95
5.5.2	Monetary Rewards	96
5.6	Areas for Further Research	97
	REFERENCES.....	98
	APPENDICES	106
	Appendix A: Questionnaire for Teachers	106

Appendix B: Interview Guide for Key Informants	111
Appendix C: Documentary Review Guide	113
Appendix D: Table for Determining Sample Size	114
Appendix E: Regression Analysis Results.....	115
Appendix F: Photos.....	118

LIST OF TABLES

Table 1.1: Percentage Pass in grade one from 2009-2012 in Government-aided Primary schools in Bukedea District	7
Table 3.1: Sample selection	29
Table 4.1 The response rate for the study	37
Table 4.2: Gender distribution of respondents.....	39
Table 4.3: Age distribution of teachers.....	39
Table 4.4: Tenure of service of respondents in selected schools.....	40
Table 4.5: Salary scales of teachers	42
Table 4.6: Previous experience of teachers before joining current schools.....	43
Table 4.7: Highest education qualification for respondents	44
Table 4.8: Distribution of key informants according to their background characteristics.....	45
Table 4.9: Descriptive Statistics for staff housing.....	48
Table 4.10: Correlation between staff housing and performance of government-aided primary schools at PLE.....	53
Table 4.11: Descriptive Statistics for monetary rewards	56
Table 4.12: Correlations between monetary rewards and performance of government-aided primary schools at PLE.....	63
Table 4.13: Descriptive Statistics for instructional materials	66
Table 4.14: Correlations between teaching materials and performance of government-aided primary schools at PLE.....	72

Table 4.15: Model summary for the regression	73
Table 4.16: ANOVA	74
Table 4.17: Coefficients for the Regression	74
4.8 Descriptive Statistics for Measuring Performance of Government-Aided Primary Schools at PLE.....	75
Table 4.18: Descriptive Statistics for performance of government-aided primary schools at PLE	76
Regression for staff housing and performance at PLE	i
Regression analysis model for monetary rewards and performance at PLE	ii
Regression analysis model for teaching materials and performance at PLE	ii

LIST OF FIGURES

Figure 1.1: Conceptual Framework	i
Photo 1: Staff quarters constructed by the community in Kidongole primary school.....	i
Photo 2: showing dilapidated staff quarters in Bukedea Primary school, Bukedea District	ii
Photo 3: showing teaching materials in Kidongole Primary School, Bukedea District	iii

LIST OF ABBREVIATIONS AND ACRONYMS

AMREF	African Medical and Research Foundation
BECE	Basic Education Certificate Examinations
CAO	Chief Administrative Officer
DEO	District Education Officers,
DIS	District Inspector of Schools
DV	Dependent Variable
EFA	Educational for All
ESA	Education Standards Agency
FY	Financial Year
GOU	Government of Uganda
IV	Independent Variable
KCPE	Kenya Certificate of Primary Education
MDG	Millennium Development Goals
MoPS	Ministry of Public Service
NEA	National Education Assessment
p	level of significance
P.1	Primary One
P.7	Primary Seven
PLE	Primary Leaving Exams
r	correlation coefficient
SPSS	Statistical Package for Social Scientists
UBOS	Uganda Bureau of Statistics
UGX	Uganda Shillings

UMI	Uganda Management Institute
UNEB	Uganda National Examinations Board
UNESCO	United Nations Education and Scientific Organization
UPE	Universal Primary Education
USE	Universal Secondary Education

ABSTRACT

The general objective was to investigate the effect of staff motivation on the performance of government-aided primary schools at Primary Leaving Examinations in Bukedea District. Specific objectives were to: explore how staff housing affects performance at PLE; assess how monetary rewards affect performance at PLE and find out the influence of teaching materials on performance of government-aided primary schools at PLE in Bukedea District.

The study used a descriptive case study design with both quantitative and qualitative approaches. A sample of 373 respondents participated in the study with 302 teachers, 56 head teachers and 15 District Education Officials. Simple random, census and purposive sampling techniques were used. The response rate was 97.8%. Structured interviews, Key informant interviews, observation and document review were the data collection methods. Quantitative data was analyzed using the descriptives, mean, standard deviation and Pearson correlation and regression. Qualitative analysis was done basing on thematic analysis.

Major findings showed a weak positive and statistically significant correlation between staff housing and performance of primary schools at PLE; a moderate positive and statistically significant correlation between monetary rewards and performance at PLE. Finally, there was a weak, positive, statistically significant correlation between teaching materials and performance of government-aided primary schools at PLE. Regression analysis shows that staff motivation accounted for 12.8% of total variance in performance at PLE.

Major conclusions were: staff housing leads to poor performance of government aided primary schools at PLE, monetary rewards is related to poor performance at PLE and teaching materials is related to improved performance at PLE, and vice versa. Major recommendations included: need to provide staff housing in the district budget; need for teachers to get salary increment, timely. Finally there is need for adequate material resources for the teaching of the subject.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study aimed at investigating the effect of staff motivation on the performance of Government aided Primary Schools in Bukedea District. Staff motivation was the independent variable while performance was the dependent variable. The study defined the nature of motivation for teachers to perform. Specifically, it looked at monetary rewards and the working conditions and how they affected the performance of primary schools at PLE. Under performance, the researcher examined the performance of government-aided primary schools at Primary Leaving Exams.

This chapter presents the background to the study, the problem statement, general objective, specific objectives, the research questions, the conceptual framework, significance of the study, justification of the study, scope of the study and operational definitions.

1.2 Background to the Study

In this section the researcher highlighted the historical, conceptual, contextual and theoretical aspects of motivation and school primary school performance.

1.2.1 Historical Background

Globally, educating a nation remains the most vital strategy for the development of the society throughout the developing world (Aikman & Unterhalter, 2005). Many studies on human capital development concur that it is the human resources of a nation and not its capital or natural resources that ultimately determine the pace of its economic and social

development. The principal institutional mechanism for developing human capital is the formal education system of primary, secondary, and tertiary training (Nsubuga, 2003).

Poor performance in schools is a global problem and is especially prevalent in developing countries particularly in Africa. Johnson and Beinart (2008) citing Combs (1968), argue that the desperate conditions of primary schools in Africa, despite good progress remain, and are most visible in sub-Saharan Africa. Odada (2005) refers to these as the numerous disabling factors in the schools that hamper quality education delivery and consequently poor performance and poor results, exacerbated by a lack of facilities required for free universal primary education, an acute shortage of trained and motivated teachers, suitable school buildings, funding deficiencies, transport and school meals (Chaube & Chaube 2006). In view of these challenges, progress towards the Educational for All (EFA) goals set out at the 2000 Forum for Education in Dakar, and the Millennium Development Goals (MDG) set at the Millennium Summit in New York, in 2000 seem unlikely to be met globally.

In countries like Ghana, according to the National Education Assessment (NEA) tests in 2009, less than 30% of primary school children reach proficiency levels in English and Mathematics. In 2011, over 40% of candidates who sat for the Basic Education Certificate Examinations (BECE) failed the examination and could not gain placement in any of the second cycle institutions, representing a below average performance. Enrolment rates have however increased at the basic level. This clearly shows a gain in access without any corresponding action to improve learning (Kormla, 2012). In neighbouring Kenya, Kenya Certificate of Primary Education (KCPE) results for 2006 – 2011 indicate that over 35% of pupils in rural schools had failed (Rono, 2013).

The education system in Uganda was adopted from its colonial masters – the British. The Government of Uganda (GoU) is a major provider of education in the country and because of this; its performance is a major concern to the GoU where teacher's work has to be monitored. In pursuant of its role, the GoU through the Ministry of Education has put in place a number of strategies and rules to ensure optimum performance of the teachers. The GoU put in place a code of conduct called Teachers Condition of Service Rules, 1996 to check teacher's behavior so that they can perform their duties properly. The Inspectorate section was also set up to oversee teacher's performance. The whole set up of the government aided education system is embedded with structures that check and monitor performance (District Education Officers, District Inspector of Schools).

This study focuses on the primary school section of the educational set up in Uganda. This is the level for children aged from about 7 to 13 years. It is the level that follows right after the nursery school or pre-primary schools which are mainly preserves of children from urban centers. There are seven levels in the primary level which are normally referred to as P1 to P7. The study duration is about seven years, though it is possible for a pupil to repeat a class at any particular level (AMREF, 2009). At the end of the last level (P7) the pupils do a national exam (Primary Leaving Examination) which is offered by Uganda National Examinations Board (UNEB). This exam is very important in the child's early life as it determines which schools the child can go for the secondary level of education. If a child does not perform well at this level, then his/her journey to the vicious circle of poverty starts here as he/she will either drop out of the education system or go to a poor/ low level secondary school which will inhibit his or her chances of better performance and hence lowering further, their chances of attending University/tertiary education.

In Uganda, it is conceivable that all children who entered primary school will complete the seven-year primary cycle by the target date after seven years. To illustrate this point, Kasirye (2009) underlined the fact that the biggest drawback in Uganda today is that less than half of those children who enroll, complete the Primary education cycle. More worrying is the fact that many of those who do complete, leave with unacceptably low levels of knowledge and skills (Johnson & Beinart 2008; UNESCO, 2008). Indicators of educational performance show that Uganda has done remarkably well on education access-related targets since the introduction of Universal Primary Education in 1997. However, educational outcomes in terms of performance remain disappointing (Ekaju, 2011).

Statistics on PLE performance in Uganda indicate that the pupil performance tremendously increased compared to the results of 2010 and the results were free from leakages (Ministry of Education and Sports, 2012). The total number of pupils who sat for the exams were 535,933 pupils from 11,139 registered centres. Of this number, 446,928(83.4%) were Universal Primary Education (UPE) beneficiaries while 89,005(16.6%) of the candidates were non-UPE. This shows that poor performance tends to affect government-aided schools compared to non-UPE schools.

1.2.2 Theoretical Background

The study was about teachers' perception of the motivational factors which affect performance. It was informed by the motivational theory as formulated by Herzberg et.al (1957), in the two factor model which identified what they called the satisfiers and the dissatisfiers. He assumed that satisfiers are internal to the job (job content) and are seen to motivate the employees to superior performance and effort for example recognition and praise, achievement, increased responsibilities and opportunities for growth. The dissatisfiers

are external to the job (job context) which essentially describe the environment and prevent job dissatisfaction while having little effect on possible job attitudes like company policy, salary and supervision.

Edwin Locke and Gary Latham (1990), leaders in Goal-Setting Theory and research, have incorporated nearly 400 studies about goals into a theory of goal setting and task performance. According to the theory, there appear to be two cognitive determinants of behavior: values and intentions (goals). A goal is defined simply as what the individual is consciously trying to do. For Locke and Latham, goals, therefore, direct attention and action. Goals motivate people to develop strategies that will enable them to perform at the required goal levels. Finally, accomplishing the goal can lead to satisfaction and further motivation, or frustration and lower motivation if the goal is not accomplished.

Feedback on motivation helps organization members attain their performance goals. It also helps people determine how well they are doing for example, motivation of teachers in form of salary, housing and teaching materials tends to bring about good PLE performance feedback trends. Motivation also helps people determine the nature of the adjustments to ensure that the school performance at PLE is improved.

1.2.3 Conceptual Background

Armstrong (2012) defines motivation as the strength and direction of behavior and the factors that influence people to behave in certain ways. Dubrin (2009) has two meanings of motivation: an internal state that leads to effort expended toward objectives and an activity performed by one person to get another to accomplish work. Performance on the other hand

from the Oxford English Dictionary is the accomplishment, execution, carrying out and working out of anything ordered or undertaken.

According to Ekaju (2011), academic performance is how well one does in school. However in the study, the performance at PLE was defined as grade at PLE, pass rates and failure rates and dropout rates at PLE. Thus, the researcher also hypothesises that without motivation of employee using various mechanisms such as monetary rewards, staff housing, and teaching materials, academic performance of schools at PLE may not be achieved.

1.2.4 Contextual Background

Bukedea District was created by Act of Ugandan Parliament in 2006 and became operational on July 1st 2007. Prior to that, the district was part of Kumi District (Wikipedia, 2013 en.wikipedia.org/wiki/bukedea_district). In 2007, Bukedea had only 144,100 people at an annual population growth rate of 3.3 percent. By 2012, it had a population of approximately 169,500 people (UBOS, 2012 Statistical Abstract).

The District has a total of 97 primary schools and out of these, 63 primary schools have P.7 centres. There are 1374 primary teachers of government-aided schools (Bukedea District School Profile, FY 2012/2013). Performance is still poor in terms of pupils who score high grades in national exams. This is shown by the yearly analysis of PLE results. A summary of PLE results from the years 2009 to 2011 is as shown in Table 1.1 below:

Table 1.1: Percentage Pass in grade one from 2009-2012 in Government-aided Primary schools in Bukedea District

Year	No. of Entries	Div1	Div2	Div3	Div4	U(Failures)	X(Absentees)
2009	2691	13	830	903	444	451	50
2010	2874	32	1108	819	429	410	76
2011	2926	44	1029	755	611	411	76
2012	2866	92	869	485	853	498	89

Source: Extract from PLE Results of Bukedea District 2009-2011 by UNEB

In Table 1.1, the performance of PLE in Bukedea District has been fluctuating with a drop from 65%, 2009 to 63% in 2011. Among efforts to increase motivation of teachers, Government has often increased monetary rewards as motivator for teachers in primary schools. For example financial years 2009/2010 to 2012/2013, primary teacher salaries were increased as per their grades/ranks (Ministry of Public Service, Circular Standing Instructions for financial years, 2009/2010-2012/2013).

1.3 Statement of the Problem

Government of Uganda has put in place effort to increase monetary rewards as motivator for teachers in primary schools. For the last four consecutive years i.e. from 2009/2010 to 2012/2013 Financial Years, primary teacher salaries were increased as per their grades/ranks. For Grade III teachers, salary was UGX 210,000 in FY 2009/2010, in FY 2010/2011 and FY 2011/12 it was 273,000=, and was subsequently increased to UGX 310,000 in 2012/2013 (Ministry of Public Service, Circular Standing Instructions for Financial Years, 2009/2010-2012/2013). Government also tried to increase teacher housing so that they can live near their schools. Up to 156 houses were built (Bukedea District Profile Report, FY2012-2013). It was anticipated to improve PLE performance in government primary schools.

Despite all these efforts, performance of government aided primary schools at PLE is still low. PLE results from the Academic year 2012 show that only 10.9% overall (59,154 out of 543,071) were in first grade (PLE 2012: Performance report). In fact evidence for Bukedea District shows a daunting picture with regard to PLE performance for 2012 as only 92(3.2%) of candidates were in first grade out of 2866, while in 2011 and 2010 they were 44(1.5%) and 32(1.1%) respectively. This shows that there is still a problem of PLE performance by pupils in Bukedea District. Thus despite the district efforts to improve teacher motivation, little improvement has been realized in terms of performance at PLE.

It is thus hypothesized that teacher motivation in terms of staff housing, monetary rewards and teaching materials may partly be a cause of poor performance which is likely to continue once staff motivation is not prioritized. The researcher thus investigated the effect of staff motivation on performance of government-aided primary schools at PLE in Bukedea District.

1.4 General Objective

To investigate the effect of staff motivation on the performance of government-aided primary schools at Primary Leaving Examinations in Bukedea District.

1.5 Specific Objectives

The following were the specific objectives:

- (i) To explore how staff housing affects performance of government aided Primary Schools at PLE in Bukedea District
- (ii) To assess how monetary rewards affect performance of government aided Primary schools at PLE in Bukedea District
- (iii) To find out the influence of teaching materials on PLE performance of government aided primary schools in Bukedea District

1.6 Research Questions

The following research questions guided the study:

- (i) What is the relationship between staff housing and PLE performance of government-aided primary schools in Bukedea?
- (ii) What is the relationship between monetary rewards and PLE performance of government-aided Primary Schools in Bukedea District?
- (iii) What is the relationship between teaching materials and performance of government-aided primary schools at PLE in Bukedea District?

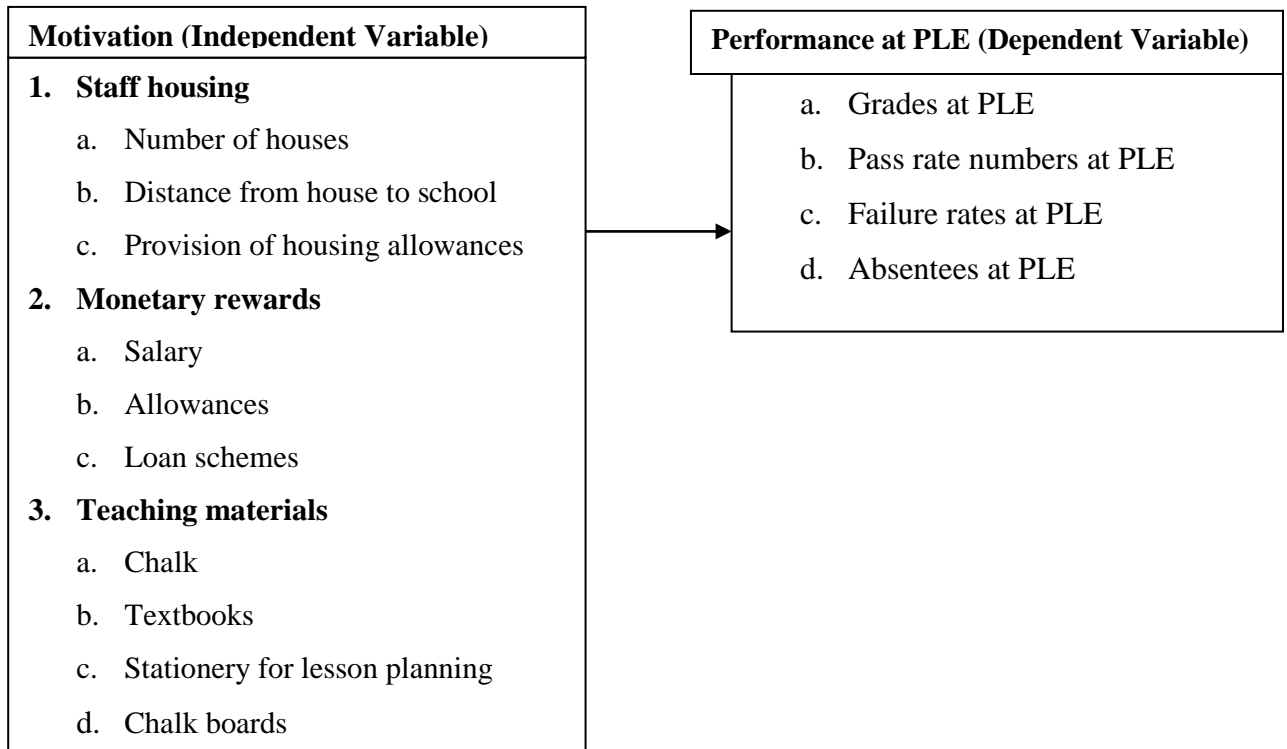
1.7 Research Hypotheses

- (i) There is a significant relationship between staff housing and performance of government aided primary schools at PLE in Bukedea District
- (ii) There is a significant relationship between monetary rewards influence and performance of government aided Primary Schools at PLE in Bukedea District
- (iii) There is a significant relationship between teaching materials and performance of government-aided primary schools at PLE in Bukedea District

1.8 Conceptual Framework

A conceptual framework is a diagrammatic representation of the relationship between variables and how they are operationalized for the purpose of research. According to Sekaran (2000) a variable is anything that can take on differing or varying values. The values can differ at various times for the same object or a person as well as same time for different objects or persons.

Figure 1.1: Conceptual Framework



Source: Adapted from Ekaju (2011) and modified by the researcher

As shown in Figure 1.1, it was conceptualized that the motivation of teachers constituted three areas in this study. These areas were: staff housing in terms of Number of houses, Distance from house to school and Provision of housing allowances; the second independent sub-variable was monetary rewards which included: salary, allowances and loan schemes. Finally it was conceptualized that motivation can be achieved through provision of teaching materials (Chalk, Textbooks, Stationery for lesson planning and Chalk boards).

Once these aspects of motivation are in place, there is likelihood that performance of government-aided schools at PLE would be achieved. Performance at PLE was measured in terms of: Grades at PLE, Pass rate numbers at PLE, Failure rates at PLE and absentees at PLE.

1.8 Significance of the Study

The government may benefit from the research through showing policy issues that need to be adjusted particularly in terms of factors that may influence primary education performance. This can therefore help policy makers in MoES focus on motivation as a key factor to improvement of performance at PLE.

Primary school teachers may benefit from the study as they are the primary beneficiaries from improved motivation through various provisions like monetary rewards and housing. It also brings to front the plight of these teachers and how best to advocate for their motivation. Future researchers may use the study findings for reference purposes in reviewing literature.

The study results may also contribute to the existing body of knowledge on the area of motivation and performance of primary education sector in Uganda and comparable to other countries.

1.9 Justification of the Study

There is a dearth of academic research on motivation of teachers and performance of primary schools at PLE in Uganda. Numbers of enrollments have gone up since the introduction of free universal primary education in Uganda and yet the performance is poor. Government-aided primary schools have the biggest share of enrollments implying their poor performance greatly affects the future development of the nation. Salary increase has of recent been the main focus of motivation, yet other motivational aspects could be important. This study explored other aspects such as staff housing and teaching materials.

Indeed research in this area was worth undertaking in order to build on the body of knowledge that policy makers and academicians can analyze to explain the effect of motivation among others on performance of teachers.

1.10 Scope of the Study

This section presents the scope of the study, in terms of geographical coverage, content scope and time scope.

1.10.1 Geographical Scope

The study covered the government aided primary schools in Bukedea District, located in Eastern Uganda. Bukedea District was carved off from Kumi district in 2006. The study focused on 56 UPE schools and targeted teachers from P1 to P7 in Bukedea District.

1.10.2 Time Scope

The study covered a period of the four academic years 2009 to 2012. It was during this period that PLE performance was oscillating and by 2012 there was a decline and thus this required research in this period.

1.10.3 Content Scope

The study focused only on staff motivation and how it influences performance of government-aided primary schools at PLE. The derivative measure of the PLE performance of government-aided primary schools was the dependent variable. The study examined how staff housing, monetary rewards and teaching materials influence performance of government-aided primary schools at PLE.

1.11 Operational Definitions

Motivation is a way of influencing the teacher to perform better than previous. It therefore looks at those ways that can enable the teacher to put in more effort than before, leading to better performance of the pupils.

Staff according to the problem under study means teachers who teach in government aided primary schools in Bukedea District

Staff housing refers to the number of houses available for the accommodation of teachers and the distance between the work place (school) and residence.

Monetary rewards refers to pay or what is paid to teachers in exchange of the service rendered

Teaching materials means the aids of teaching for example, textbooks, chalk, lesson plans, duster and pens among others.

Performance at PLE referred to Grades at PLE, Pass rate numbers at PLE, Failure rates at PLE and absentees at PLE.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents theoretical review, conceptual review, and actual review objective by objective and the summary of the related literature that scholars put forward pertaining to the problem under study.

2.2 Theoretical Review

The study was guided by Herzberg's Motivation-Hygiene theory. In 1959 Herzberg, Mausner and Snyderman processed a research concerning motivation to work. They chose similar companies situated in Pittsburgh Industry area of the USA. They interviewed approximately 200 engineers and accountants working for those companies (Herzberg, 1959). The theory developed from this research concerns hygiene factors, which are necessary for the employee to experience but do not motivate them to work. The explanation for hygiene factors could be a person's relationship with the environment in which one operates (Herzberg, 1959).

Herzberg argues that intrinsic job factors are motivating, whereas extrinsic factors only placate employees. In this theory, there are two group factors. The first one is motivating factors or satisfaction and the second one is hygiene factors or dissatisfaction. According to Herzberg, the workers get motivated when they are responsible for their work. He also proposed that managers can give their employees more authority to their job and offer them direct and individual feedback in order to motivate and help employees to connect to their work. Furthermore, Herzberg also recommended that the job should have sufficient challenges to utilize the full ability of the employee. If the job is not sufficiently challenging

enough and not used for an employee's full abilities, the company should replace the employee with the one who has a lower level of skill to do the job (Robbins, 2001).

Most empirical studies have refuted predictions based on Herzberg's theory. According to Herzberg's theory, he concluded that hygiene factors are related to dissatisfaction rather than satisfaction. However, recent researchers have found contradictions and opposite to his theory (Herzberg, 1959). Another problem with Herzberg's theory is that some employees show no particular interest in such motivators as opportunity for growth and advancement (Dubrin, 2002). In spite of criticisms, Herzberg's theory provided a new way of thinking about worker motivation and his theory remains as an influential factor in an attempt to make the motivation theory in an organizational way (Dubrin, 2002).

Herzberg's theory implication in real work life for a manager and management in the company who want to motivate their employees would include these activities: provide the employees with good compensation, flexible company policies and being connected to their own employees. In addition, managers also recognize the good work from their employees and give their employees opportunities to grow and develop their skills, knowledge and experience.

There appears to be a great similarity between Herzberg's and McGregor: Theory X/Theory Y (Chhabra, 2010). A careful examination of Herzberg's model indicates that what he actually says is that some employees may have achieved a level of social and economic progress in the society. However, they still must satisfy the lower level needs for maintenance of their current state. Thus, we can say that money might still be a motivator for operative employees

and for some managerial employees (Chhabra, 2010). In this vein, hygiene factors are not sufficient condition in motivating employees but rather a precondition in enticing employees in promoting the organizational mission and objectives. This further suggests that, the issue of motivation is still a challenge in modern context despite the efforts of government policy of promoting workers well-being. Other guiding theories include: Goal-setting theory and Expectancy theory among others.

2.3 Conceptual Review

It seems that motivation and performance can be conceived in many different ways. In this section these concepts are explained.

Motivation

Kreitner and Kinicki (2001) defined motivation in own right. He says that “motivation is a set of processes concerned with a kind of force that energizes behaviour and directs it towards achieving some specific goals. Many writers have expressed motivation as goal directed behaviour. This objective nature of motivation is also suggested by Kreitner and Kinicki (2001) put forward that motivation represents “those psychological processes that cause the stimulation, persistence of voluntary actions that are goal directed”. A motivated person has the awareness of specific goals must be achieved in specific ways; therefore he/she directs its effort to achieve such goals (Roberts, 2005). It means that motivated person is best fit for the goals that he/she wants to achieve, as he/she is fully aware of its assumptions.

On reaching the understanding and believing that people (staff) are naturally motivated, an organization simply provides the environment for their motivation to be enhanced and improved (Kreitner and Kinicki 2001). It means that an organization is a better environment

and working atmosphere provider, it only needs to believe that the people have the motivational behavior. Lawler (2003) noted that different theories questioning why people prefer certain careers, why they seek particular rewards and why they feel satisfied or dissatisfied with their work and rewards. These are some of the resonating questions that create so many assumptions and hypotheses to be researched.

Performance

Performance is defined as quantity of output, quality of output, timeliness of output, presence/attendance on the job, efficiency of the work completed and effectiveness of work completed (Mathis & Jackson 2009). Performance is the accomplishment of a given task measured against pre-set standards of accuracy, completeness, cost and speed (Business Dictionary 2010 online). For the purpose of this dissertation, the researcher's definition was as follows: school performance in terms of PLE Pass rate specifically the number passing and the quality of grades at PLE.

According to Griffin et al (1981), a good employee performance is necessary for the organization, since an organization's success is dependent upon the employee's creativity, innovation and commitment. Good job performances and productivity growth are also important in stabilizing our economy; by means of improved living standards, higher wages, an increase in goods available for consumption, etc (Griffin et al., 1981). Griffin et al. (1981) also argues that therefore research of individual employee performance is important to society in general. Employee production and employee job performance seems to be related. However, in general productivity tends to be associated with production-oriented terms and performance is linked to efficiency or perception-oriented terms (Pincus, 1986).

According to Hunter and Hunter (1984) crucial in a high job performance is the ability of the employee himself. Hunter and Hunter (1984) also argue that this is something the organization can know at forehand; they can select employees with the required abilities or they can recruit those employees themselves. Of course the latter is more time consuming, but can obtain better results in the end (Hunter, 1986).

Various authors have researched about the relationship that exists between staff motivation and performance of organizations. Some have focused on education institutions, banks, public service and private organizations. Below is the literature review based on the study objectives.

2.4 Staff Housing and Performance of Government Aided Primary Schools

There is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in government-aided school systems in many developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioral sanctions.

Newspaper reports in Uganda show that there was recognition for the need for teachers housing by President Museveni. The President was quoted saying that the provision of houses to teachers was a major incentive to performance of teachers (Okino, New Vision, 2008). According to Museveni, head teachers did not live near schools; thus spending a lot of time traveling to schools. On this note, Dungu (2000) also cited this problem of residential accommodation in some of the countries of sub Saharan Africa. He noted that many primary school teachers were given small house allowance to cater for their residential accommodation which forced them teachers to reside in poor houses.

According to Bennell and Achyeampong (2007), study recommended, therefore, that the feasibility of establishing a housing loan scheme for teachers, possibly based on a kind of revolving fund with subsidized interest rates, should be carefully examined.

Another situational analysis study done by Ntagaramba and Bennell (2008) in Rwanda, found out that majority of teachers live near to their schools, but less than three percent of teachers live in accommodation provided by their schools. The teacher questionnaire survey indicates that the median monthly expenditure on housing by primary and secondary school teachers is RwF10,000 and RwF30,000 respectively. Only 33% of primary and 25% of secondary teachers stated that they do not spend anything on accommodation, which indicates that they live in their own houses. This had led to significant performance improvements in their primary schools as compared to other schools which lacked these housing arrangements.

In a study done by Mulkeen and Chen (2008), for five African countries including Lesotho, Malawi, Mozambique, Tanzania and Uganda, some findings were relayed about the impact of housing on performance. Their study found out that the absence of large pay increase, the provision of long-term, subsidized housing loans would be the single most effective measure to improve the livelihoods of teachers, and especially primary school teachers. In both interviews and in their questionnaire returns, teachers expressed a strong desire to be able to own their own homes, but are currently unable to do so, given their limited incomes and the unavailability of suitable financial services in these countries including Uganda. In fact, Mulkeen and Chan recommended that provision of rent-free government housing is essential at the hardest-to-staff schools. The localized recruitment of teachers in remoter rural areas

could also help considerably in ensuring that schools are properly staffed thus improving school performance.

The World Bank (2008) further observed that ‘even the bonuses for teachers in remote and rural areas are clearly not enough to compensate for these hardships and the lack of housing teachers have to face.’ This however, has led to a large volume of inter-school movement. There are large numbers of teachers migrating to urban schools. Furthermore, the majority of the teachers that migrate are those that have upgraded themselves, implying that rural schools lose out on qualified teachers.

A study in Zambia found out that teachers’ housing was another factor that had a bearing on the quality of education. Trained teachers were unwilling to be deployed to schools which had inadequate housing facilities, GRZ (2007). To be effective, it required incentives to induce the individuals concerned to actually learn and apply what they had learnt so that their capacities can develop, (UNESCO (2007).

Owusuwaa, Eshun and Yebowaa (2013) in their study in Ghana found out that teachers suggested that in order to improve school performance, decent accommodation should be provided in the various schools to help house teachers. Although most teachers are not intrinsically motivated, proximity to the school will go a long way to reduce lateness and absenteeism and hence improve performance at work. They however did not detail the effect of this housing on their performance, although they clearly noted that indeed housing was a major contributor to performance of teachers and schools.

2.5 Monetary Rewards and Performance of Government aided primary Schools

According to Mumanyire (2005) the most important motivator to the teacher is money which

can be in form of salaries, allowances, wages, bonuses, duty allowances and other monetary rewards. However, other factors such as actual teaching conditions, the environment in which the school is located, teacher participation in matters which affect them, job security and level of commitment to the school's objectives are all crucial to the level of motivation of teachers. The factors were in line with the researcher's interest particularly extrinsic motivators like remuneration and how it has affected teacher performance in government aided primary schools in Bukedea District.

A study on difference among levels of employees in terms of rewards was done by Maicibi (2003) who observed that rewards such as sickness payment, contributory pension schemes, free life insurance and subsidized canteens are fairly evenly spread across all levels of employees. Maicibi (2003) in agreement with the above view noted that salary was a job satisfier for junior staff in universities in Uganda, while not a strong satisfier for senior non-teaching and academic staff. Therefore, all teachers in schools need the desire to be satisfied at work and once all teachers are motivated, their performance will definitely increase and they will see a point in what they are doing, which improves their work morale.

Cole (2002) identified two main types of reward for employees that enhance work performance. They include basic pay (monetary/cash reward) and benefits (non-pay rewards). Monetary reward has to do with the employee's basic salary for work done, which is being paid periodically. The non-pay benefits, has to do with fringe benefits, security/pension benefits, life or health insurance, awards, meal subsidies, transport allowance, car loan, office car allocation, sabbaticals, housing loans, responsibility allowance, risk allowance, etc. The payment of salaries, allowances and promotion are the main factors that shape teacher

attitudes towards their work.

To Doyle (1992) cited in Owusuwaa et al (2013), money as a medium of exchange is the means through which employees can satisfy their numerous needs. Doyle (p. 641] further observed that money is also the “score card by which employees evaluate the worth that the organization places on their services and can compare their worth to others.”

Kazeem (2005) argues that teachers tend to remain comfortable and reasonably motivated as long as salaries are paid on time and they are promoted often. Amadi (1983 cited in Owusuwaa et al, 2013) concluded that the irregular payment of salaries is one of the major problems facing the teaching profession in Nigeria resulting in low performance and the unattractiveness of the profession. Ubom (2007) found that in Nigeria, prompt payment of salaries induced greater commitment to teaching.

Some authors point out that past research suggests money has an influence on teachers’ motivation, and others argue money is one motivator among many (Odden & Kelley, 2002; Giles, 2004). Hence, it is argued that performance-based policy involving a monetary component would attract teaching talent by providing rewards that motivate workers.

Another benefit may occur through a rise in the socio-economic status of teachers, which should also attract and motivate talent (Chamberlain, et al., 2002). However, there are common criticisms in literature that teachers are not particularly motivated by pecuniary reward so they will not respond to financial incentives. If money is a relatively small motivator for teachers, attempts to focus on monetary-reward systems can have the

consequence of increasing resentment towards management, and reducing employee loyalty, resulting in a reduction in productivity (Ramirez, 2011). This is supported by numerous surveys that suggest intrinsic rewards are very important to teachers (Firestone & Pennell, 2003). Firestone and Pennell (2003) argue that evaluation can undermine the intrinsic rewards for teachers, as the “feedback in the form of performance evaluation undermines intrinsic motivation, *even when the evaluation is positive*”

2.6 Teaching Materials and Performance Government-aided Primary of Schools

It is widely believed that teaching-learning resources can improve instruction. An empirical research study has shown that some instructional supervisors ensured that teachers were provided with, and assisted to select appropriate teaching materials and resources to improve instruction (Rous, 2004).

Other studies have attempted to explore the links between school resources and/or teaching materials of the pupils and their performance (Wolff 2002). Etsey (2005) also found out that in Ghana, there are several methods of teaching but a teacher’s choice of a method depends on a variety of factors: the teacher’s experiences, interests and availability of textbooks and extra- reading materials, class size, and learners’ learning preferences (Etsey, 2005).

The availability and use of teaching materials affect teachers’ motivation and the effectiveness of their lessons as well (Etsey, 2005a). Furthermore, the effectiveness of a teachers’ lesson may be a determiner of an improved academic performance. The use of appropriate teaching materials in a teacher’s lesson makes the lessons more practical and well connected to the learners’ environment.

Another study conducted by Etsey (2005b), on causes of low academic performance of learners in some schools in Ghana, one of the causes identified was inadequacy of teaching materials in the schools. The author concluded that, the situation made it difficult for the learners to understand the lessons and this led to low performance.

Etsey (2005b) further posits that, teaching materials stimulate ideas, demand and active response from the learners and provide enjoyment of lessons. Additionally, lessons become more alive and understanding and grasping of the major concepts become easier. Broom (1973 cited in Etsey; 2005b) pointed out that, the creative use of a variety of media for learning increases the probability that pupils would learn more, retain better what they learn and improve their performance on the skills that they are expected to develop.

Ausubel (1973 cited in Etsey (2005b), also stated that pupils are capable of understanding abstract ideas better if they are provided with sufficient teaching materials and concrete experiences with the phenomenon that they are to understand. He added that with the absence of these materials, teachers are unable to impart necessary learning skills among pupils. Etsey (2005) adds that there would be a backlog of content not taught and this would affect the performance of the learners. Since the subject matter syllabuses tend to be spiral, non-completion of a syllabus can have negative cumulative effect on the learners such that as they move from grade to grade, they encounter materials they do not have the foundation to study.

Nnadi (2007) looking at employers in terms of motivation of employees was of the view that, when employers are unable to provide employees with all the requisite or very unreliable materials for the completion of a job, it may lead to frustration and the spillover effect may be

inefficient and ineffective performance. This normally happens when especially the employer expects the employee to complete the job on schedule and with perfection, in spite of the unavailability of some materials. However, Nnadi's study was mainly based on health care professionals rather than teachers. The two groups have different workloads and needs. Even so, performance of health facilities cannot be the same as that of primary schools, which are the focus of the current study.

Wiles et al., (2006) argues that provision of teaching materials is relevant because learners in the junior high schools learn in diverse ways; some learn by seeing, touching, tasting, doing or a combination of more methods. Accordingly, young children are capable of understanding abstract ideas better if they are provided with sufficient materials and concrete experiences with the phenomenon they are to understand. Therefore, the availability and use of teaching materials motivate and affects the effectiveness of teacher's lessons as well as enhance the retentive memory of learners hence improving academic performance.

In another study by Castillow (2004), it was noted that pedagogical principles are pure, pristine, and packed with pedagogical power. With their generic nature, they can be applied to a wide variety of circumstances. For example, learning is facilitated when the instructor demonstrates what is to be learned rather than merely telling what is to be learned. Pedagogical principles are also very pragmatic, in that they synthesize a rich set of practical, instructional experiences and can be used to deal with new practical problems.

Rous (2004) further indicated that although some supervisors in her study in the US public schools provided teachers with resources, materials, and funds to support classroom

activities, others reported instances where instructional supervisors failed to provide resources needed by teachers to implement quality instruction.

In Botswana, 59 percent of the teachers in the public primary schools Pansiri (2008) studied reported that they did not have all the teaching materials they needed for their classes. Only 22 percent of the participants in his study said they were provided with enough teaching materials. This situation of insufficient learning resources may be due to economic reasons and not peculiar to Botswana alone but common in public schools in other developing countries as well.

In a study done in public schools in Ghana, textbooks are supplied by the government, but head teachers have to make requisition for the quantity needed in every subject. With respect to other teaching resources, the schools procure what they require. In Pansiri (2008) study, 53 percent of his teacher participants reported that their supervisors did not involve them in resource selection and procurement.

In the same vein, Popoola (2000) had earlier investigated the effect of instructional resources on the academic achievements of learners in Ogun State. He collected WASC examination results for five years and compared achievements of learners in schools with adequate material resources and achievements of learners in schools with inadequate material resources. He found a significant difference in the achievements of the two sets of learners.

Glickman, Gordon and Ross-Gordon (2004) conducted a survey of audio-visual materials for eight Teacher Training Colleges in Kwara State and for twelve Teachers' Colleges in Plateau

State of Nigeria. His study considered such elements as equipment and materials owned by each of the selected teachers colleges, utilization of equipments and materials owned, and the number of teachers that had some measure of audio-visual related training. The study revealed that there was under-utilization of teaching equipments in some areas and non-utilization in other areas where the research was conducted. Similarly, supervisors should support curriculum development through the revision and modification of content, plans and; materials of classroom instruction

2.7 Summary of Literature Review and Gaps Identified

From the foregoing literature however, it has been clear that no study had been conducted to assess the effects of motivation and the performance of government aided primary schools in Bukedea District. The first gap identified is that most of the reviewed studies were foreign mainly in West African states such as Ghana, Nigeria while others were done in Southern Africa. Despite similarities in socio-economic conditions, there are likely to be differences in motivation and performance of schools at PLE when different countries are considered.

Another gap identified is that the current study is mainly a descriptive case study while majority of the reviewed studies were cross-sectional in nature. This study investigated and provided information to close the above mentioned research gaps.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter focuses on the description of the methodology that was employed in the study. It spells out the research design, study population, sample size and selection, sampling techniques and procedure, methods of data collection and instruments, validity and reliability, procedure of data collection, data analysis and measurement of research variables.

3.2 Research Design

The study employed the use of a descriptive case study design. As defined by Yin (2003), a case study is an empirical inquiry that investigates a contemporary phenomenon within its real life context especially when the boundaries between phenomenon and concept are not clearly evident. The descriptive case study design was used because it helps in analysis of study phenomenon organized on the basis of describing general characteristics (variables). It also helped in understanding the relationships between phenomena in question (Yin, 2003) for example the relationship between staff motivation and performance of government aided schools at PLE.

The study used both quantitative and qualitative approaches in seeking for explanations and analysis of opinions through interviews, questionnaires, documentary review guide and observation. The data was then analyzed with aid of Statistical Package for Social Scientists (SPSS).

3.3 Study Population

The study population included 1374 teachers and 63 head teachers in government aided schools (Bukedea District School Profile, FY 2012/2013) as well as 15 representatives from the District Education Office. Overall the total was 1452 elements. The respondents were well-conversant with issues pertaining staff motivation and performance of schools at PLE.

3.4 Determination of Sample Size and Selection

Since the population of the teachers is known, the sample size of teachers was determined using Krejcie and Morgan (1970) Table of Sample Size Determination. A sample of 373 respondents was involved in the study from Bukedea District. The specific schools that were involved in the study were randomly selected from the list of schools in the area.

Table 3.1: Sample selection

Category of Respondent	Population	Sample Size	Sample strategy
Primary School Teachers	1374	302	Simple random sampling
Head Teachers (Key Informants)	63	56	Purposive sampling
District Education Officials (Key Informants)	15	15	Census
Total	1452	373	

Source: Compiled by Researcher using Krejcie and Morgan (1970) Table of sampling (see full Table at Appendix D) and Bukedea District School Profile (FY 2012/2013)

3.5 Sampling Techniques and Procedure

During sampling, primary respondents were primary school teachers, while secondary respondents were head teachers and District Education Officials. Simple random sampling was used to select teacher respondents. A total of 302 teachers from 56 primary schools in Bukedea District participated in the study. Of the 1374 target teachers, Krejcie and Morgan (1970) Table of Sample Size Determination suggests a minimum sample size of 302 to be selected and this was followed by the researcher. Specific attention was paid to inclusion of both male and female teachers in the study sample. Simple random sampling was used because all the teachers had an equal chance of being included in the study.

The process of simple random sampling involved writing all initials of the names of teachers in each school on pieces of paper that were folded, put in a container and mixed up together. One paper was picked at random without replacement. The name of a teacher on the pick paper was the one to include in the study.

Fifty six head teachers of the selected schools were purposively selected as well as District Education officials. District Education officials participated in the study because they supervise education standards and oversee welfare of teachers. Head Teachers on the other hand, are implementers of effective teaching and are mandated to enhance good academic performance of their schools. Therefore, 373 respondents participated in the study 302 teachers as primary respondents; while 56 head teachers and 15 District Education Officials were included.

3.6 Data Collection Methods

The researcher collected data from both primary and secondary sources. Structured interviews, Key informant interviews as well as observation and document review were the key methods of data collection.

3.6.1 Questionnaire Survey Methods

Questionnaire survey method was used among teachers. It has an advantage of covering large number of respondents and it is less expensive. Using this method, it provided quantitative data (Shumbusho, 2003; Creswell, 2003).

3.6.2 Interviewing Method

Interviewing method was used among Key informants for qualitative data collection, documentary review was very necessary for the secondary data. It was used because they are knowledgeable about study variables.

3.6.3 Documentary Method

Documentary review method was also used. This was helpful in extracting data from documents. The above methods were useful in gathering information from different respondent categories (Mugenda & Mugenda, 2003).

3.6.4 Observation Method

The researcher also used observation method which was important in capturing first hand information on the ground (Tashakkori and Charles, 2003).

3.7 Data Collection Instruments

Both primary and secondary data was collected and the major data instruments used included:

3.7.1 A Self-administered Questionnaire

A self-administered questionnaire was the major instrument that was used in data collection administered to teachers. These questionnaires comprised of closed-ended questions formulated by the researcher. This helped to gather quantitative information regarding the staff motivators and how they affect performance in primary schools at primary leaving exams in Bukedea District. It was useful in generating reliable and valid data from a high proportion of a population within a reasonable time period at a minimum cost and was a relatively cheap and quick means of obtaining information.

The questionnaire was appropriate for this group of people because they were able to read and write in English. Thus, teachers independently filled the questionnaires according to the guidelines given therein. The Likert scale was used because it is one of the most widely and successfully used techniques to measure attitudes towards a topic by asking respondents to indicate whether they strongly agreed, agreed, were undecided, disagreed or strongly disagreed with each of series of statements about the topic (See Appendix A).

3.7.2 Key Informant Interview Guide

Key informant interview guide was designed and administered to key informants to capture qualitative information. The key informants for in depth interviews included head teachers as well as other officials from Bukedea District Education office. This was purposely intended to get more information about the effect of motivation on teacher performance and compare it with that given by teachers.

Interviews were used because the purpose of interviewing was to find out what was in or on someone else's mind. The open ended interviews helped to access the perspective of the

person being interviewed on the other hand. A sample of the key informant interview guide is attached as Appendix B.

3.7.3 Documentary Review Checklist

A documentary review checklist was designed and included key themes to capture in various documentary sources. These included: school reports to district education office, Teacher Welfare Committee Minutes, Internet surfing, reviewing of magazines, newspapers, reports and publications, public records and statistics. This instrument was used because it helped back-up the primary data from questionnaire and interview guide. More so, existing literature related to the topic was obtained (see Appendix C).

3.7.4 Observation Checklist

An observation checklist was used through photography was used as an instrument to help the researcher capture first hand observable aspects of motivation and the status of certain motivational aspect like staff housing and teaching materials (See photos in Appendix F).

3.8 Data Quality Control (Validity and Reliability)

3.8.1 Validity of Instruments

As described by Amin (2005), validity is the degree to which a test measures what it is supposed to measure. To ensure validity of research instruments; pretesting of questionnaire was carried out in three primary schools of Budaka District. The researcher pre-tested the instrument and 2 experts for purposes of validating the instruments to make sure that valid data was collected. In order to establish content validity, results from the ratings were computed using the following formula:

$$\text{CVI} = \frac{\text{number of items rated as relevant}}{\text{Total number of items in the questionnaire}}$$

Total number of items in the questionnaire

The instrument was revised until the CVI was at least 0.7, because this is the least value recommended in survey studies (Amin, 2005).

3.8.2 Reliability of Instruments

On the other hand, Kumar (***) defines reliability as the ability of the instrument to consistently give the same results over time. Reliability of instruments was established using Cronbach's alpha (Amin, 2005). This was calculated using the formula.

$$\alpha = \frac{k}{k-1} \left(1 - \frac{\sum Sd^2 i}{\sum Sd^2 t} \right)$$

(Where: α = alpha coefficient, k = number of items, Σ = summation, $SD^2 i$ = squared standard deviation within each item and $SD^2 t$ = total standard deviation squared). The alpha value should be 0.7 and above, for the instrument to be consistent (Amin, 2005).

3.9 Procedure of Data Collection

A letter of introduction was obtained from UMI introducing the researcher to Bukedea to be allowed to access information related to the area of the study. This was after the approval of the proposal by the Masters Defense Committee of UMI. Thereafter, the researcher delivered a letter from UMI, to the CAO Bukedea who introduced the researcher to the DEO and other District staff who were conversant with the area under study to avail her with the necessary information and co-operation.

At the onset of data collection, the researcher sought permission of the District Education Officer who introduced the researcher to the head teachers of the target schools. The head teachers introduced the researcher to the teachers within the different schools. Questionnaires then were distributed to the respondents in different primary schools.

3.10 Data Analysis

3.10.1 Quantitative Analysis

Data was obtained from close-ended responses was analyzed using the descriptive option of SPSS (Statistical package social scientist) computer package. This method was preferred because it is modern, faster and simplifies the analyzing of data. This involved transforming the options to each item in the administered instruments in to codes.

The Pearson's Correlation Co-Efficient method was used because it was most appropriate for determining whether there is linear relationship between independent variable (IV) and dependent variable (DV). It was most suitable since it enabled the researcher to identify whether there was a linear relationship between staff motivation and performance.

In this study bivariate correlations were used to establish significance, direction, and magnitude of the relationship in the variables. Values of the correlation coefficient are always between -1 and +1. Linear regression analysis was also used to measure linear relationship between a dependent variable and independent variables. Regression analysis does more than just describe the strength of a relationship between two variables. Quantitative data results were presented in form of tables and graphs to enhance proper understanding of data while qualitative results were presented in a narrative form.

3.10.2 Qualitative Analysis

This analysis was done basing on existing sub themes in other words thematic analysis was used. The results were then intergraded into quantitative statistics generated from the questionnaires. Quotations and other interpretations were used to back up quantitative data.

This helped to triangulate findings of the study. Interpretation was undertaken through: searching for alternative explanations, and writing the report.

3.11 Measurement of Variables

The variables were categorized into independent and dependent. Independent variable of the study was motivation and dependent was performance. It was hypothesized that performance at PLE measured through: Grades at PLE, Pass rate numbers at PLE, Failure rates at PLE and Absentees at PLE; depended on staff motivation factors: monetary rewards, staff housing and teaching materials.

During questionnaire development, the Likert scale codes that were used were: 1= Strongly disagree, 2=Disagree, 3 Neutral, 4 = agree and 5 = strongly agree respectively. Data analysis from questionnaires was done by categorizing responses in to frequency and percentages.

3.12 Ethical Considerations

- (i) Each questionnaire contained opening introductory letter requesting for the respondents cooperation in providing the required information for the study. This letter helped the respondents understand the purpose of the study.
- (ii) The respondents were assured of confidentiality of the information provided and that the study findings would be used for academic purposes only. Confidentiality helped to build rapport and remove any doubts among respondents regarding the study.
- (iii)The researcher also sought the consent of respondents to ensure that they willingly participated in the research. This also helped assure them that their participation in the study was purely voluntary.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTEPRETATION OF FINDINGS

4.1 Introduction

This chapter presents the major findings emerging from the field study conducted. It contains the presentation of primary data obtained by the researcher through the administration of a questionnaire and interviews. In the first part of this section, personal data as contained in the questionnaire are presented. The findings are presented using tables and later interpretations are drawn. Therefore sections 4.3, 4.4,4.5 and 4.6 discuss the findings and analysis of the primary and secondary data collected from the survey questionnaires based on each objectives designed in the chapter one of this study.

4.2 Response Rate

This is the first section of the chapter which shows the response rate of the primary and key informants. Below is a Table showing the response rate:

Table 4.1 The response rate for the study

Category	Questionnaires to staff		
	No. of Questionnaires /Interview guides Distributed	Returned	Response Rate
Primary School Teachers	302	300	99.3%
Head Teachers (Key Informants)	56	52	92.8%
District Education Officials (Key Informants)	15	15	100%
Total	373	365	97.8%

Source: Primary Data from the field

Out of 302 questionnaires which were given out to the respondents, 300 were filled and returned. The response rate of all the questionnaires stood at 99.3% for all teachers sampled from various government-aided primary schools from Bukedea District. This high response was achieved as the researcher used self-administered questionnaires with the help of the research assistants on a drop-and-collect later basis. This took a total of eight days and minimized risks of losing them.

On the other hand, for the case of Head Teachers (Key Informants), only four out of 56 did not appear for interviews. However, a high response rate of 92.8 was achieved. Finally for the case of District education officials, all interviews were acquired with response rate of 100%

Vos et al (2002) notes that a 60% response rate is good, while a 70% response rate is excellent. The response rate of 97.8% received for this study was therefore considered as excellent.

4.3 Background Characteristics Of Teachers sampled

This section reports the major background characteristics of responses which were collected using questionnaires that targeted the teachers in government-aided primary schools in Bukedea District. Data was analyzed separately for each set of questionnaires for each authority and presented in the form of frequency distribution tables. This section discusses gender, age, job title, profession and the level of education of respondents.

4.3.1 Gender of respondents

Table 4.2 below shows the gender distribution of respondents (teachers) who were sampled from various primary schools in Bukedea District.

Table 4.2: Gender distribution of respondents

Gender of respondents	Frequency	Percentage
Male	185	61.7
Female	115	38.3
Total	300	100.0

Source: Primary Data

Findings in Table 4.2 reveal that 185(61.7%) respondents were male teachers; while 115(38.3%) were females. This shows that the majority of the study participants were male teachers and that there were more male teachers than female ones in all the sampled government-aided schools in Bukedea District. This may also imply that most schools in Bukedea are male dominated thus female teachers are few in numbers. It may also mean that females rarely apply for job in the district given its rural nature or factors like family and health.

4.3.2 Age of teachers

Table 4.3 below shows the distribution of teachers according to their age brackets. This helped explain the extent to which teachers' age has an impact on their motivation and performance in school.

Table 4.3: Age distribution of teachers

Age brackets	Frequency	Percentage
below 25years	18	6.0
26-35years	163	54.3
36-45years	79	26.3
46-55years	34	11.3
>55years	6	2.0
Total	300	100.0

Source: Primary Data

Results in Table 4.3 indicate that majority (54.3%) of the teachers in sampled primary schools in Bukedea District were in the age bracket 26 to 35 years. This implies that most of the teachers are mature. Also those in this age bracket are more expectant with more needs such as family, marriage and other social responsibilities to satisfy. This also implies that once teachers are not motivated well, it may lead to deliberate relaxation to ensure good performance of the pupils at PLE.

The results also indicate that teachers in the bracket 36- 45 years represented by 26.3% of the teachers. Only 11.3% were between 46 and 55 years while 6% were below 25 years. These results generally revealed that a bigger number of the teachers in Bukedea District are those who have just enrolled in the teaching profession and are still young and energetic. This may also imply that these young teachers between 30 and 40 years are capable of adequately performing their duties and also adhere to the existing constraints despite the shortcomings in motivation in terms of housing, monetary rewards and teaching materials.

4.3.3 Tenure of service of respondents

The researcher was also interested in determining the tenure of service of teachers in their respective primary schools. This factor may have a bearing on the motivational factors that may lead teachers to stay or leave a particular work station (school).

Table 4.4: Tenure of service of respondents in selected schools

Tenure of service	Frequency	Percentage
less than a year	13	4.3
1-2years	139	46.3
3-4 years	70	23.3
above 5 years	78	26.0
Total	300	100.0

Source: Primary Data

Table 4.4 above shows results related to the tenure of service of teachers in their respective government-aided primary schools in Bukedea. As can be seen, most teachers had only served between one and two years. The explanation provided by key informants was that most of the teachers were previously transferred from different districts or primary schools to their current work stations.

Table 4.4 also shows that up to 23.3% of the teachers had served for 3-4 years while 26% had served in their current schools for more than five years. This may imply that they had adequate hands-on experience in their teaching and had witnessed a number of changes in their schools. However, this did not necessarily mean that long tenure of service correlated with motivation of these teachers. Neither did the tenure of service affect their performance of schools, due to the fact that there were still existing gaps in the performance of teachers.

The overall rationale for finding out this information on tenure was therefore to relate it to the familiarity of the participants with regard to policies, management practices and conditions of services of their schools. It was clear from the results in Table 4.4 that majority of the teachers 74% had worked in their respective primary schools for less than 5 years and thus not familiar with issues in their schools.

4.3.4 Salary Scale

Table 4.5 below presents findings on the salary scale of teachers who were given questionnaires.

Table 4.5: Salary scales of teachers

Salary scales	Frequency	Percentage
U2	2	.7
U4	7	2.3
U5	3	1.0
U6	11	3.7
U7	275	91.7
U8	2	.7
Total	300	100.0

Source: Primary Data

Teachers in the study sample were asked to indicate their salary scale with the view of finding out how it impacts on performance of their schools. Majority of teachers (91.7%) were in the salary scale of U7. This is approximately 310,000 Uganda shillings which, according to some teachers were insufficient given the economic conditions. It indicates that there was slight variation in salary scales of teachers.

Another implication is that all teachers commented on low salaries and delay in payments was an inevitable outcome, as most people would complain about salaries if asked. However this dissatisfaction is supported by literature findings on salary levels. Unsatisfactory salary was recorded as being seen as the biggest cause of low morale amongst teachers. Teachers' salaries can affect how hard they work and how motivated they are (UNESCO, 2004).

4.3.5 Previous experience before joining current School

This shows previous teaching experience of teachers before joining current schools.

Table 4.6: Previous experience of teachers before joining current schools

Teaching experience in years	Frequency	Percentage
0-3yrs	108	36.0
4-6yrs	59	19.7
7-10yrs	50	16.7
10 and above	65	21.7
No response	18	6.0
Total	300	100.0

Source: Primary Data

The researcher posed a question to the teachers about the number of years they had taught before coming to their current schools. In response, 36% indicated that they had served for less than three years or had no prior teaching experience. These were mainly fresh entrants in the teaching profession who have achieved little experience so far. The implication here is that there is high likelihood of such teachers leaving public service. They may leave to join private business or seek employment in private schools, in case they are not well motivated by their schools or districts. This may directly or indirectly affect their performance of their schools at PLE.

Up to 19.7% had previously taught for 4-6 years while 16.7% had served for 7-10 years in the teaching professional prior to joining their current schools. Those that had served for more than 10 years were 21.7% of the total sample. This implies that for such teachers, they are committed to service. However, it leaves gaps in their motivation to perform.

4.3.6 Highest Education qualification

The information about the Highest Education qualification of the teachers was obtained from the field using questionnaires to collect data from different government-aided primary schools and summary of the findings are given in Table 4.7.

Table 4.7: Highest education qualification for respondents

Education level	Frequency	Percentage
Degree	6	2.0
Primary teacher's diploma	61	20.3
Certificate	227	75.7
Others	6	2.0
Total	300	100.0

Source: Primary Data

Table 4.7 above shows that the total of 300 responses to the questionnaire indicates that most teachers (75.7%) were trained to the level of Certificate. This implies that if they take advantage of the upgrade programmes, most trained teachers can become diploma holders within a short time, and all those who take the Diplomas will become qualified teachers if they complete the programme.

Nevertheless, one third of teachers may still remain untrained 20.3% had Diplomas in Primary Education and only 2% were Degree holders. Other qualifications were also represented by 2%. This shows that the survey sample is an accurate reflection of the proportion of trained and untrained teachers in the district. In Uganda now days, it is difficult to get appointment in government-aided primary schools without having a minimum of a Diploma in Primary Education as education qualification. However the findings show the contrary as majority were mere Certificate holders. There is thus need for teacher training to improve their productivity and innovation. One other motivator could be in-service training courses for

teachers to improve their efficiency and effectiveness in order for primary schools to perform better at PLE in Bukedea District.

4.3.7 Key Informants Background Characteristics

This section shows the background characteristics of the key informants in the study who were interviewed by the researcher. There were 67 key informants including district education officials and head teachers.

Table 4.8: Distribution of key informants according to their background characteristics

Item	Response	Frequency	Percentage
Gender	Male	49	73.1
	Female	16	26.9
Education level	Bachelor of Education	18	26.8
	Diploma	40	59.7
	Grade V Certificate	7	10.4
	East African Certificate of Education (EACE)	3	3.1
Position in the school/district	District Education Officer (Acting capacity)	1	1.4
	District Inspectors of Schools (Acting capacity)	2	2.8
	Personnel officer	1	1.4
	Assistant Chief Administrative Officer	1	1.4
	Head teachers	52	77.6
	Deputy head teachers	10	15.4
Tenure of service in school/district	Less than a year	1	1.5
	1-5 years	27	40.3
	5-10 years	14	20.9
	Over 10 years	25	37.3
Total		67	100.0

Source: Primary Data

Table 4.8 shows that most key informants were males (73.1%) while females were only 26.9%. This indicates that most of the officials in education departments and head teachers positions are male dominated. There is thus a gender imbalance in the district.

Regarding the key informants' education level, findings show that majority were diploma holders and this is probably due to the fact that almost 80% of the head teachers were in 'acting capacity' but not fully confirmed. 26.8% of the key informants were Bachelors Degree holders and these mainly included District officials and a few head teachers who had upgraded. Certificate holders were 7(10.4%) while three key informants (3.1%) had East African Certificate of education.

Table 4.8 above also shows that most of the key informants (77.6%) were head teachers but in acting capacity while there were five District officials including the District Education Officer, District Inspector of Schools, Personnel officer and Chief Administrative Officer. The implication here was that the district had various gaps in recruitment of officials as the entire education department had mainly officials assisted by head teachers. They however complained of not receiving allowances for their extra efforts.

Finally regarding the tenure of service in the district or primary schools, 40.3% had served between a year and five years while 20.9% had served for 5-10 years. The impressive finding was that 37.3% of the key informants had adequate experience as they had served for more than 10 years (even before Bukedea became a district).

4.4 How Staff Housing Affects Performance Of Government Aided Primary Schools at PLE in Bukedea District

This section presents the findings in relation to the statements/questions that were asked alongside the responses received. The responses are stated in frequencies and percentages. Also in the same section, inferential statistics are presented in form of correlation coefficients to test the relationship between staff housing and performance of government aided Primary Schools at PLE in Bukedea District.

4.4.1 Descriptive Statistics for staff housing

This shows the findings in form of frequencies, percentages, mean and standard deviation for each statement made about staff housing. They are later analyzed and interpreted to provide meaning for each statement. The statements are from a 5-point Likert scale of Strongly Disagree (SD) to Strongly Agree (SA) as summarized in Table 4.9 below:

Table 4.9: Descriptive Statistics for staff housing

Statements	SD	D	N	A	SA	Mean	SD	NR
The school provides teachers with individual houses	82 (27.3%)	83 (27.7%)	35 (11.7%)	65 (11.7%)	22 (7.3%)	2.5192	1.31910	13 (4.3%)
The school provides teachers with shared housing with other teachers	70 (23.3%)	59 (19.7%)	21 (7%)	98 (32.7%)	49 (16.3%)	2.9899	1.46233	3 (1%)
My accommodation is provided by the community	115 (38.3%)	46 (15.3%)	16 (5.3%)	80 (26.7%)	33 (11%)	2.6370	1.82341	10 (3.3%)
I live in a rented house	135 (45%)	70 (23.3%)	10 (3.3%)	34 (11.3%)	44 (14.7%)	2.2560	1.50092	7 (2.3%)
It takes me up to one hour for me to get to the school from home	137 (45.7%)	74 (24.7%)	15 (5%)	48 (16%)	18 (6%)	2.0959	1.31514	8 (2.7%)
Teachers have access to subsidized <i>housing</i> loans	223 (74.3%)	50 (16.7%)	4 (1.3%)	9 (3%)	3 (1%)	1.3356	.75102	11 (3.7%)
Other neighboring schools provide adequate housing for teachers	117 (39%)	58 (19.3%)	25 (8.3%)	72 (24%)	28 (9.3%)	2.3746	1.38983	00
My housing is adequate	136 (45.3%)	102 (34%)	26 (8.7%)	17 (5.7%)	10 (3.3%)	1.8419	1.03845	9 (3%)
Teachers receive housing allowance	265 (88.3%)	20 (6.7%)	3 (1%)	2 (0.7%)	7 (2.3%)	1.2020	.71158	3 (1%)

Source: Primary Data from the field

Key: SD – Strongly disagree, D – disagree, N – Neutral, A – Agree and SA – Strongly agree

SD – Standard Deviation, NR – Non-response

From Table 4.9 above, the teachers in Bukedea District from sampled government-aided primary schools strongly disagreed or disagreed with the statement that “The school provides

teachers with individual houses". Up to 27.3% strongly disagreed while 27.7% disagreed. Only 7.3% strongly agreed with the statement while 11.7% agreed. The mean was 2.5192 while standard deviation was 1.291 and this implies strong disagreement for this statement.

The Table further shows that majority (32.7%) acknowledged through agreement that the school provides teachers with shared housing with other teachers. This was further supported by 16.3% who agreed. A significant 23.3% strongly disagreed while 19.7% disagreed. With a mean of 2.9889 and SD of 1.46233 implying that there was disagreement with the statement.

When asked whether accommodation was provided by the community, majority (38.3%) strongly disagreed and 15.3% disagreed. On the same statement, 11% strongly agreed and 26.7% agreed. This was supported by a mean of 2.6370 and SD of 1.82341 implying disagreement with the statement. However, there were qualitative statements that indicated that teachers were benefiting from community-provided accommodation.

On whether teachers lived in rented houses, a combined total of 68.3% were in disagreement while only 26% agreed with the statement. This follows that for most schools observed; the teachers had improvised and rented houses in nearby trading centres. This statement was further supported by a mean and SD of 2.256 and 1.50092 respectively explain the high proportion of disagreement with the statement.

The Table also shows that up to 137 primary teachers (representing 45.7%) strongly disagreed that it took them up to one hour to get to the school from home while 24.7% disagreed. This implies that at least most teachers did not stay far from school. However, with a combined 22% stating that they agreed with the statement shows that some teachers still

lived far from schools. The probable explanation here was that these teachers were mainly teachers who were transferred to the schools from other schools or districts.

The researcher asked whether teachers in Bukedea had access to housing loans and majority (74.3%) strongly disagreed while 16.7% disagreed with the statement. This clearly implies that there were no provisions for providing subsidized loans for teachers to get proper housing. The probable reason was that these teachers lacked adequate collateral let alone their salaries which made matters worse by the large loan arrears most teachers have in banks. It is also important to note that there are no specific provisions for loans for teachers in most financial institutions; in any case, most of them were not land owners. The mean was 1.3356 showing strong disagreement with the statement and with a SD of .75102 which was below 1 shows very strong disagreement.

The next statement on the staff housing variable inquired whether other neighboring schools provided adequate housing for teachers. This was designed to make comparison from teachers' point of view about staff housing in their schools compared to others around them. Thus in response, 39% strongly disagreed while 19.3% disagreed, implying that the plight of teachers in most schools in Bukedea was almost similar. However, to refute this, 24% agreed and 9.3% strongly agreed that neighboring schools provide adequate housing for teachers. This comparative disadvantage of housing as perceived by teachers may create demotivation and consequently affect their PLE performance of their primary schools. This statement was supported by mean of 2.3746 and standard deviation of 1.38983 showing moderate disagreement.

The researcher inquired from teachers whether their housing was adequate and in response, majority of them (representing 79.3%) strongly disagreed or disagreed with the statement. This disagreement implies that teachers feel that their housing needs are not adequately met by their employers (government) which has implications on their motivation and their performance of their schools at PLE. This also means that teachers cannot give adequate attention to the performance requirements expected of them by the government to ensure that pupils perform well at PLE. This statement had a substantial mean 1.8419 and SD of 1.03845 showing strong disagreement with the statement.

Finally regarding staff housing, the statement inquired whether Teachers receive housing allowance. In response, majority 88.3% strongly disagreed, followed by 6.7% disagreed with the statement. The mean was 1.2020 which is below 3 showing strong disagreement while Standard deviation was 0.71158 also showing very strong disagreement for this statement.

4.4.2 Results from Key informant interviews about staff housing

In the key informant interviews, various officials gave their opinion about how staff housing affects the performance of government-aided primary schools at PLE. In this regard, one of the District education officials noted that:

“When it comes to schools without teacher houses, the community provides for the teachers by contributing building materials, labour and even financial help in some cases...this has motivated teachers”

In fact the researcher observed that in one of the schools, teachers had houses constructed by the community as shown in a photo (see Appendix E). In other cases, the community was providing the rent for the teachers, though this was rare occurrence, given the levels of poverty.

Another key informant explained that:

“With the gazette of Bukedea as a district in 2006, some teachers who were previously in Kumi district were transferred to other schools yet their homes were far from the schools...This explains the problem of housing and the distance they have to move to make it to schools to teach...” (District Official Bukedea District)

One of the key informants focused mainly on the issue of inadequate housing due to the process of transferring teachers which he noted has affected teachers in various ways especially in issues to do with accommodation. In his own words, he said:

“Transfer of teachers from one school to another creates three critical issues: health, family and insecurity for teachers....”

Below are some of the direct quotations on the relationship between staff housing and performance of government-aided primary schools at PLE:

“I believe the most important issue affecting performance is teachers’ houses and feeding, because one will have no claim for failure to deliver teaching service that affects the performance of the school at PLE” (District Official Bukedea District)

Provision of staff housing leads to improved time management by teachers especially those who teach upper primary and are concerned with overall preparation of pupils for PLE” (Head teacher, Bukedea)

Housing for teachers in our school has ensured that teachers have enough time for lesson planning and checking of pupils’ home work, tests and exams...this is thus an important ingredient for performance enhancement” (Male Head teacher)

This implies that when teachers have adequate housing, they are able to deliver to the expectations of their schools and also lead to good performance at PLE. However, the issue of housing was still a challenge for most teachers as one key informant noted:

“When teachers’ salaries delay, teachers are sometimes unable to pay rent in time and many landlords are harsh to our teachers” (Female Deputy Head teacher)

Other key informants noted that:

“There is low parental input in case of providing teachers houses...this aspect is affecting teacher attendance in some schools and thus performance of these schools”

A scenario was described where some teachers ride long distances to come to school yet some have health problems such as Malaria and disabilities.

4.4.3 Testing hypothesis one: There is a significant relationship between staff housing and performance of government-aided primary schools at PLE

The first hypothesis was verified using Pearson correlation. To interpret the correlation findings, the correlation coefficient (r) was used to determine the strength of the relationship between staff housing and performance of government-aided schools at PLE. The sign of the coefficient r was used to determine the nature of change in the variables. The significance of the correlation coefficient (p) tested the hypothesis.

Table 4.10: Correlation between staff housing and performance of government-aided primary schools at PLE

		Staff housing	Performance of government-aided primary schools at PLE
Staff housing	Pearson Correlation	1	.351*
	Sig. (2-tailed)		.003
	N	300	300
Performance of government-aided primary schools at PLE	Pearson Correlation	.351*	1
	Sig. (2-tailed)	.003	
	N	300	300

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4.10 show a weak positive correlation ($r = 0.351$) between staff housing and performance of government-aided primary schools at PLE. This finding was subjected to verification to test the hypothesis “*There is a significant relationship between staff housing and performance of government aided primary schools at PLE*” by comparing the significance of the correlation ($p = .003$) to the recommended significance at 0.05. Given that the p-value was less than 0.05, the research hypothesis was accepted and it was concluded that there was a weak positive relationship between staff housing and performance of government-aided primary schools at PLE.

The $r=0.351$ which is between 0.3 and 0.5 indicates a weak positive linear relationship via a fuzzy-firm linear rule. Interpreting the weak nature of the relationship, the findings show that a slight change in staff housing is related to a moderate change in performance of government aided primary schools at PLE. This therefore means that this change does not rule out other factors. As for the positive nature of the relationship, the findings show that both variables change in the same direction whereby better staff housing is related to improved performance of government aided primary schools at PLE, and poor staff housing will lead to poor performance of government-aided primary schools at PLE.

Since the correlation coefficient does not determine how much an independent variable account for a change in the dependent variable, a further analysis using the coefficient of determination, which is the square of the correlation coefficient, is computed. Thus, the coefficient of determination (r^2) = .019 when expressed in percentage shows that staff housing accounts for 1.9% change in performance of government aided primary schools at PLE, which is a small change.

The above correlation coefficient proves that the hypothesis that stated was retained as this was proved to be right. It however has to be noted that the weak correlation coefficient, though significant implies that there could be other factors affecting performance of government aided Primary Schools at PLE rather than staff housing. This was further supported by results from qualitative interviews which showed that these two aspects affect teachers and the performance of their schools at PLE.

4.5 Effect of Monetary Rewards on the Performance of Government-Aided Primary Schools at PLE in Bukedea District

This section presents the findings in relation to the statements/questions that were asked alongside the responses received. The responses are stated in frequencies and percentages. Also in the same section, inferential statistics are presented in form of correlation coefficients to test the relationship between monetary rewards and performance of government aided Primary Schools at PLE in Bukedea District.

4.5.1 Descriptive Statistics for monetary rewards

This shows the findings in form of frequencies, percentages, mean and standard deviation for each statement made about monetary rewards. They are later analyzed and interpreted to provide meaning for each statement. The statements are from a 5 Likert scale of Strongly Disagree (SD) to Strongly Agree (SA) as summarized in Table 4.11 below:

Table 4.11: Descriptive Statistics for monetary rewards

Statements	SD	D	N	A	SA	Mean	SD	NR
Apart from my salary, I also receive other allowances	252 (84%)	36 (12%)	5 (1.7%)	4 (1.3%)	1 (0.3%)	1.2081	.56587	2 (0.7%)
The most effective teachers in this school receive the greatest monetary rewards	212 (70.7%)	68 (22.7%)	3 (1%)	6 (2%)	9 (3%)	1.4295	.86655	2 (0.7%)
Monetary rewards are given to innovative teachers at this school	195 (65%)	82 (27.3%)	5 (1.7%)	12 (4%)	1 (0.3%)	1.4475	.75353	5 (1.7%)
My salary is enough to cater for my basic needs	243 (81%)	42 (14%)	6 (2%)	3 (1%)	2 (0.7%)	1.2399	.60498	4 (1.3%)
I am satisfied with my current salary	226 (75.3%)	52 (17.3%)	11 (3.7%)	3 (1%)	1 (0.3%)	1.2969	.62254	7 (2.3%)
I am satisfied with my fringe benefits	186 (62%)	82 (27.3%)	16 (5.3%)	4 (1.3%)	3 (1%)	1.4742	.75328	9 (3%)
Salary payments are prompt	148 (49.3%)	98 (32.7%)	43 (14.3%)	6 (2%)	2 (0.7%)	1.7071	.83730	3 (1%)
The school offers weekly duty allowances	261 (87%)	32 (10.7%)	00	00	1 (0.3%)	1.1224	.38572	6 (2%)
Extra teaching allowances paid by the school help me to fulfill my personal needs	227 (75.7%)	62 (20.7%)	5 (1.7%)	1 (0.3%)	1 (0.3%)	1.2669	.53967	4 (1.3%)
The school offers financial assistance to teachers with private functions	227 (75.7%)	45 (15%)	2 (0.7%)	1 (0.3%)	2 (0.7%)	1.2770	.55627	23 (7.7%)
The school gives advance payment in case teachers have financial problems	224 (74.7%)	66 (22%)	4 (1.3%)	00	2 (0.7%)	1.2166	.54175	4 (1.3%)

Source: Primary Data

Key: SD – Strongly disagree, D – disagree, N – Neutral, A – Agree and SA – Strongly agree

SD Standard Deviation, NR – Non-response

Table 4.11 above shows that on the aspect of monetary rewards, responses were mainly found on the disagreement side for most statements. The teachers in the study sample seemed to indicate that monetary rewards were an issue still poorly met by their employers (government). This significantly affected their performance.

Firstly, on whether teachers received other allowances apart from salary, 84% strongly disagreed while 12% disagreed. For this statement, the weighted arithmetic mean is observed to be 1.2081, while the standard deviation is 0.56587. This shows that the failure to provide allowances as indicated was considered by majority of teachers to negatively influence school performance at PLE.

The third statement inquired from teachers whether monetary rewards were given to innovative teachers at this school. For this statement, a similar trend of results was observed as the mean was 1.4475 which is lower than 3 thus indicating disagreement. The standard deviation was 0.75353 which is also lower than 1 showing strong disagreement with the statement. In the same vein, majority (65%) strongly disagreed, 27.3% disagreed.

On the same issues related to adequacy of monetary rewards, the researcher inquired whether the most effective teachers in this school receive the greatest monetary rewards, in response, 70.7% strongly disagreed and 22.7% disagreed. This implied that even with extra effort, teachers were not rewarded for their hard work which is a serious demotivating factor. Such a scenario creates laxity on the part of teachers due to failure to realize financial rewards which may otherwise meet their needs and motivate them to perform better.

Another statement put forward on a Likert scale was on whether teachers' salary was enough to cater for their basic needs. This fetched similar disagreements from teachers as 81% and 14% strongly disagreed or disagreed respectively. The arithmetic mean was 1.2399 with SD of 0.60498 thus showing strong disagreement. One of the key issues raised to support this disagreement was on the fact that there were a number of transfers going on in Bukedea District among teachers.

More than three quarters (75.3%) of teachers strongly disagreed that "I am satisfied with my current salary". This was further affirmed by 17.3% of the teachers who disagreed with the statement. The arithmetic mean was 1.2969 with standard deviation of 0.62254 indicating that there was strong disagreement with the statement.

Opinion was sought from the teacher as to whether they were satisfied with my fringe benefits. In response, over 62% strongly disagreed while 27.3% disagreed that they were not satisfied with my fringe benefits. The arithmetic mean is 1.4742 while the standard deviation is .75328. With this result, it is suggested that there is a strong disagreement that there were no fringe benefits for the teachers most notably: meals at school, housing loans, free medical services, and early payment of pension and gratuity. This implies that teachers feel neglected in terms of their motivation and their needs. As such, these teachers compare themselves to private school counterparts who receive some of these benefits.

Table 4.11 also shows that regarding the statement whether the school offers weekly duty allowances, majority (87%) strongly disagreed, followed by 10.7% who disagreed. With a weighted arithmetic mean of 1.1224 and the lowest standard deviation of .38572, it confirms

the strong disagreement that indeed government-aided primary schools in Bukedea District did not offer any weekly duty allowances.

Similarly, 75.7% denied that their schools did not offer extra teaching allowances paid to help me to fulfill my personal needs while 20.7% disagreed. More so, the computed mean was 1.2669 while SD was 0.53967 implying strong disagreement. The implication here is that even when teachers perform beyond expectations, they do not benefit from their extra efforts in terms of financial rewards. Furthermore, some head teachers argued that some teachers' (those who live far away from school) need extra allowances to compensate for the risk factors such as health, family and distance.

When asked whether schools offered financial assistance to teachers with private functions, a large proportion of 75.7% strongly disagreed, 15% disagreed while only 1% agreed that the school offered financial assistance to teachers with private functions. The arithmetic mean is computed to be 1.2770 while the standard deviation is 0.55627. This result shows that majority of the respondents strongly disagree that their schools offered financial assistance to teachers with private functions. The above results for the statement also shows that majority of the teachers were not happy with their welfare programme in their primary schools.

Finally in the statements about monetary rewards, regarding the issue of whether the school gives advance payment in case teachers have financial problems, most teachers in the sample (74.7%) strongly disagreed while 22% disagreed. This shows that there is strong disagreement to the fact that schools do not give advance payment in case teachers have financial problems with arithmetic mean is 1.2166 and standard deviation of 0.54175. Additionally, teachers generally tend to be dissatisfied with the level of support that they feel they are entitled to when necessary. Financial support in terms of advance payments, in

particular, is an issue that they raise. In short, they tend to be dissatisfied with the level of support that is available to help maintain relatively short-term or everyday well-being. This view is shared across districts, genders, qualifications and age groups.

Thus, from the above results, it can be stated that monetary remuneration is a problem to teacher in that for most teachers, the salary was inadequate, the welfare programme was not satisfactory, fringe benefits given to them like transport, packages motivation, allowances, and housing were not satisfactory. Therefore, descriptive statistics on monetary rewards and performance of government-aided primary schools at PLE show a pattern that is likely to relate to poor motivation with monetary rewards and poor performance.

4.5.2 Results from Key informant interviews about monetary rewards

When asked about the effect of monetary rewards on motivation of teachers. One of the key informants noted that:

“When teachers are monetarily motivated, it reduces the level of teacher absenteeism, hence the syllabus coverage is realised.”

This statement implies that teachers who are monetarily motivated may act as ‘*principles*’ while their ‘*agents*’ who include pupils, government and their supervisors, get their expected returns of good performance. This is indicated in the Agency Theory (Shapiro, 2005), which although was not the guiding theory for this study, shows the relationships between people entrusted with responsibility and those who entrust them with this responsibility.

This was substantiated by a key informant who noted that because teachers are not rewarded for innovation, they tend to withdraw and perform to mediocre levels. He noted:

“Sometimes the syllabus is not completed even by experienced teacher...this is simply because there is low morale on the side of teachers...there is also limited commitment to serve in UPE schools” (Head teacher)

This implies that some teachers even choose the option of abandoning government-aided schools in favour of private schools which pay better and can provide other motivations. This has implications on the performance of UPE schools at PLE compared to private primary schools in the district.

One key informant clearly explained it in question form

“Why doesn't a teacher be transferred with salary from former station of work”

He added that:

There are almost 70 percent teachers in Bukedea on payroll but they are not receiving their salaries...What performance do you expect from such teachers?”

Another head teacher lamented about his own experience

“I was appointed 15 years ago but haven't got any promotion of annual salary increment...indeed my salary is inadequate cater for my ever-increasing needs...because my salary scale has not changed since then”

In reference to satisfaction with salaries, one of the dramatic statements in the interviews was from a head teacher who emotionally noted that

“Some people die having worked in ‘acting capacity’ for over ten years but with no additional salary...how do you expect teachers to perform”

He noted:

“...yet government and parents demand that we perform well with no salaries”

Another key informant was quoted saying

“Teachers’ salary increment is supposed to be upon assumption of duty, but this does not have up...for example earning Shs. 326,000 as a caretaking head teacher with no extra pay but doing twice as much work”

The key informant interview responses supported the teachers’ claim that salaries were not satisfactory. One of the disgruntled head teachers noted that:

“Even when they say that a certain percentage of teachers are not reporting to school, it comes to the issue of housing, trekking long distances, lack of medical care and allowances...”

It should also be noted that, private school teachers do not have tenure nor do they receive a government pension. Private schools do, however, provide better fringe benefits to their teachers. Fringe benefits at four private schools visited for this study are as follows: free lunch, free in- service training, free health care, and ‘soft’ loans from school proprietors. According to the proprietors, it is these extra benefits that attract and keep some teachers in their schools.

The question raised by one of the key informant in regard to this question was:

“How do you expect a P.7 teacher to perform well when he/she lacks motivation to do extra work?”

He carried on lamenting that:

“...am talking about allowances including call duty and other allowances”

It is a known fact that lack of satisfactory welfare programme leads to increase in labour turnover, poor performance and poor PLE grades for students. To supplement this, a head teacher noted that:

“The reality, however, is that the majority of teachers do not receive these allowances even in times of bereavement, apart from fellow teachers and the community...This is disheartening for sure” (Head teacher, Bukedea District)

4.5.3 Testing hypothesis Two: There is a significant relationship between monetary rewards and performance of government aided Primary Schools at PLE

The sign of the coefficient (positive or negative) was used to determine the nature of change in the variables (monetary rewards and performance of government aided Primary Schools at PLE). The significance of the correlation coefficient (p) was used to test the hypothesis that “There is a significant relationship between monetary rewards and performance of government aided Primary Schools at PLE”. Findings are presented in Table 4.12 followed by the analysis and interpretation.

Table 4.12: Correlations between monetary rewards and performance of government-aided primary schools at PLE

		Monetary rewards	Performance of government-aided primary schools at PLE
Monetary rewards	Pearson Correlation	1	.549*
	Sig. (2-tailed)		.000
	N	300	300
Performance of government-aided primary schools at PLE	Pearson Correlation	.549*	1
	Sig. (2-tailed)	.000	
	N	300	300

*. Correlation is significant at the 0.05 level (2-tailed).

The table above shows that there is a moderate positive correlation ($r = 0.549$) between monetary rewards and performance of government aided Primary Schools at PLE. This finding was subjected to verification to test the hypothesis *“There is a significant*

relationship between monetary rewards and performance of government aided Primary Schools at PLE” by comparing the significance of the correlation ($p = .000$) to the recommended significance at 0.05. Given that the p-value was less than 0.05, the research hypothesis was accepted.

Because the r values is between 0.3 and 0.7 indicates a moderate positive linear relationship via a fuzzy-firm linear rule. Therefore, interpreting the moderate nature of the relationship, the findings show that a change in monetary rewards is related to a considerable change in performance of government aided Primary Schools at PLE. As for the positive nature of the relationship, the findings show that both variables change in the same direction whereby better monetary rewards is related to high performance of government aided Primary Schools at PLE, and poor monetary rewards is related to poor performance of government aided Primary Schools at PLE.

However, since the correlation coefficient does not determine how much an independent variable account for a change in the dependent variable, a further analysis using the coefficient of determination, which is the square of the correlation coefficient, is computed. Thus, the coefficient of determination (r^2) = .182 when expressed in percentage shows that monetary rewards accounts for only 18.2% change in performance of government aided Primary Schools at PLE.

4.6 Influence of Teaching Materials on PLE Performance of Government-aided Primary Schools in Bukedea District

This section presents the findings in relation to the statements/questions that were asked alongside the responses received. The responses are stated in frequencies and percentages. Also in the same section, inferential statistics are presented in form of correlation coefficients to test the relationship between staff housing and performance of government aided Primary Schools at PLE in Bukedea District.

4.6.1 Descriptive Statistics for Monetary Rewards

This shows the findings in form of frequencies, percentages, mean and standard deviation for each statement made about teaching materials. They are later analysed and interpreted to provide meaning for each statement. The statements are from a 5 Likert scale of Strongly Disagree (SD) to Strongly Agree (SA) as summarized in Table 4.13 below:

Table 4.13: Descriptive Statistics for instructional materials

Statements	SD	D	N	A	SA	Mean	SD	NR
The school has adequate instruction materials which facilitates my work	48 (16%)	110 (36.7%)	63 (21%)	63 (21%)	12 (4%)	2.5980	1.11258	4 (1.3%)
The school has enough textbooks	78 (26%)	114 (38%)	53 (17.7%)	50 (16.7%)	2 (0.7%)	2.2727	1.05092	3 (1%)
Blackboards and chalk are available	20 (6.7%)	21 (7%)	27 (9%)	171 (57%)	57 (19%)	3.7568	1.05844	4 (1.3%)
There is adequate furniture for all pupils	80 (26.7%)	73 (24.3%)	47 (15.7%)	60 (20%)	31 (10.3%)	2.6186	1.35781	9 (3%)
Science equipment are available at school	148 (49.3%)	93 (31%)	33 (11%)	10 (3.3%)	4 (1.3%)	1.8507	2.59360	12 (4%)
Sports facilities are available at school	74 (24.7%)	89 (29.7%)	65 (21.7%)	56 (18.7%)	7 (2.3%)	2.4261	1.13436	9 (3%)
Manila Papers, Charts are available at school	19 (6.3%)	34 (11.3%)	64 (21.3%)	141 (47%)	36 (12%)	3.4796	1.05704	6 (2%)
Map-sets are available at school	103 (34.2%)	122 (40.7%)	34 (11.3%)	23 (7.7%)	3 (1%)	1.9509	.94815	15 (5%)
Teachers have adequate instruction materials which facilitates efficiency	25 (8.3%)	32 (10.7%)	42 (14%)	147 (49%)	42 (15%)	3.5590	1.28919	12 (4%)

Source: Primary Data

Key: SD – Strongly disagree, D – disagree, N – Neutral, A – Agree and SA – Strongly agree

SD Standard Deviation, NR – Non-response

Table 4.13 shows that for the first statement on whether sampled government-aided primary schools had adequate instruction materials which facilitates teachers' work, there were mixed responses. Majority 36.7% disagreed, and 16% strongly disagreed. However, a significant 21% and 4% agreed or strongly agreed while 21% were neutral. The arithmetic mean was 2.5980 and standard deviation was 1.11258 indicating moderate agreement with the statement.

The second statement was about whether government-aided schools had enough textbooks for pupils and with this, 26% strongly disagreed, while 38% disagreed. For those whose schools had adequate text books, 16.7% agreed while 0.7% strongly agreed. The mean of 2.2727 and SD of 1.05092 indicate moderate agreement. The implication here is that greater attention should be given to improving work-related conditions of teachers to improve the quality of education. In particular, there should be improvements in the supply of teaching and learning materials and general classroom environment to improve student learning.

The third statement inquired whether blackboards and chalk were available and in response most teachers agreed (57%) whereas 19% strongly agreed. Only 13.7% disagreed with this. The high level of agreement is even indicated by the high mean of 3.7568 with standard deviation of 1.05844.

Most respondents disagreed (24.3%) or strongly disagreed (26.7%) with the statement that "There is adequate furniture for all pupils". On the other hand, 33.3% agreed with the

statement. The mean was 2.6186 close to 3 which meant slight agreement while the standard deviation was 1.35781.

The next statement as analyzed on the above Table reveals that a total of 80.3% of the teachers disagreed that science equipment were available at school. It also shows that only 4.6% of the agreed to this statement. A mean of 1.8507 and SD of 2.59360 show a strong disagreement.

The results as relating to the item availability of sports facilities at schools indicate that 54.1% were in disagreement with the statement. On the other hand, 21% agreed that sports facilities are available at school. It is evident from this that most teacher respondents consider that due to lack of sports facilities for physical exercise, pupils' performance may be affected negatively. This is also confirmed by the arithmetic mean of 2.4261 and standard deviation of 1.13436.

Regarding the statement to do with availability of Manila Papers and Charts in government-aided primary schools depicts that majority agreed (47%), followed by 12% who strongly agreed while a total of 17.3% of the teachers disagreed. With a standard deviation of 3.4796 and a standard deviation of 1.05704, it confirms that there is a general agreement that Manila Papers and Charts are available in government-aided primary schools (photo in Appendix E).

The study revealed that for most schools sampled, map-sets were unavailable as indicated by 34.2% teacher who strongly agreed with 40.7% following similar disagreement. Only 8.7% agreed. The level of disagreement is high as indicated by mean of 1.9509 with SD of 0.94815.

The distribution of responses on the final statement whether teachers have adequate instruction materials which facilitates efficiency as shown in Table 4.13 above is: 15% strongly agree, 49% for agree, 10.7% for disagree, and 8.3% for strongly disagree. This result shows that a vast number of teachers agree that on average, schools have adequate instruction materials to facilitates efficiency. This is also confirmed with the weighted arithmetic mean of 3.5590 and standard deviation of 1.28919 showing strong agreement with the statement.

4.6.2 Results from Key informant interviews about teaching materials

Some teachers indicated that:

“There is a steady improvement in teaching materials such as text books”

“Our school has been provided with manila papers, markers, chalks and locally made Instructional materials for mathematics...” (Head teacher. Male)

However, qualitative interview showed a daunting picture as the following quotes indicated:

“Availability of teaching materials is still poor lack of desks, teaching books and text books...”

When asked whether teaching materials like libraries, desks, and text books were adequate, the key informants also denied this. In fact, to corroborate this, some key informants had this to say:

“Schools have large enrolments thus limiting the number of desks for pupils to sit on and also the lack of text books for around 300 pupils for 5 books.” (District Official Bukedea District)

“Teaching materials are inadequately provided to our rural schools. Even when you follow the curriculum, there are other areas that government could use money to

facilitate – teaching and learning materials like text books” (District Official Bukedea District)

Another head teacher argued that:

“How can government use money to buy Swahili books but ignore more essential books such as Science, English and Maths...this is appalling”

This implies that most schools have materials but some of these text books are irrelevant given the primary school curriculum in Uganda.

However, one of the head teachers noted that

“Sometimes as a head teacher, I use my own money to run the school such as teaching materials like books and chalk, examination papers among others”

To show the inadequacy of science equipment, a male head teacher noted that:

“Teaching materials are not adequate especially text books for upper classes (p.5-p.7), library books, laboratories, thermometers and magnets”

To support the weak positive significant relationship between teaching materials and performance of government-aided primary schools at PLE, some qualitative findings were gathered from key informants. One of the District education officials noted that

“Conducting teaching and learning becomes practically hard for teachers without teaching materials...these acts as their tools for doing their work”

“Thematic and transitional p.4 text books are not adequate in our school, yet they are vital for the transformation of pupils from lower to upper primary”

“The lack of teaching materials hinders the teaching process”

Another official noted that:

“I have observed during inspection that when teaching materials are available, it reduces absenteeism and makes lessons more practical especially in p.7...”

A head teacher advised that:

“Children learn through seeing (visual) and touching objects. Therefore if teaching materials are available, they make learning more concrete and pupils seem to remember well...”

The implication here is that the use of pictures which can help children in grounding their thoughts and feelings. Pictures are used as alternatives to real objects where it is impossible to show students the real objects, and they do serve effectively in an imagined activities.

4.6.3 Testing hypothesis Three: There is a significant relationship between teaching materials and performance of government-aided primary schools at PLE

The hypothesis was verified using Pearson correlation. To interpret the correlation findings, (r) was used to determine the strength of the relationship between materials and performance of government-aided primary schools at PLE. The sign of the coefficient was used to determine the nature of change in the variables. The significance of the correlation coefficient (p) was used to test the hypothesis: “There is a significant relationship between materials and performance of government-aided primary schools at PLE”. Findings are presented in Table 4.14:

Table 4.14: Correlations between teaching materials and performance of government-aided primary schools at PLE

Correlations

		Teaching materials	Performance of government-aided primary schools at PLE
Teaching materials	Pearson Correlation	1	.231*
	Sig. (2-tailed)		.000
	N	300	300
Performance of government-aided primary schools at PLE	Pearson Correlation	.231*	1
	Sig. (2-tailed)	.000	
	N	300	300

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.14 show a weak but positive correlation ($r = 0.231$) between teaching materials and performance of government-aided primary schools at PLE. This finding was subjected to verification to test the hypothesis “There is a significant relationship between materials and performance of government-aided primary schools at PLE” by comparing the significance of the correlation ($p = .000$) to the recommended significance at 0.05. Given that the p value was less than 0.05, the research hypothesis was accepted and it was concluded that there was a significant positive relationship between materials and performance of government-aided primary schools at PLE.

Interpreting the weak nature of the relationship, the findings show that given the fact that a change in general teaching materials is related to a very considerable change in performance of government-aided primary schools at PLE. As for the positive nature of the relationship, the findings show that both variables change in the same direction whereby availability of

teaching materials is related to improved performance of government-aided primary schools at PLE, and vice versa.

Since the correlation coefficient does not determine how much an independent variable account for a change in the dependent variable, a further analysis using the coefficient of determination, which is the square of the correlation coefficient, is computed. Thus, the coefficient of determination (r^2) = .05 when expressed in percentage shows that the teaching materials for (5%) change in materials and performance of government-aided primary schools at PLE, which is a small change.

4.7 Multiple Regression Analysis for All Study Variables

As correlations were completed, the backward method of multiple regression analysis was performed by the researcher. The method of multiple regression sought to create the most closely related model or factor to performance of government aided primary schools at PLE. Results from this study revealed that 3 predictive variables were statistically significant at the .05 level. The most statistically significant variable was monetary rewards as seen below:

Table 4.15: Model summary for the regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.284 ^a	.170	.128	.96235

a. Predictors: (Constant), staff housing, monetary rewards, teaching materials

Table 4.16: ANOVA**ANOVA^b**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.288	3	7.429	8.022	.000 ^a
	Residual	254.680	275	.926		
	Total	276.968	278			

a. Predictors: (Constant), staff housing, monetary rewards, teaching materials

b. Dependent Variable: performance of government-aided primary schools at PLE

Table 4.17: Coefficients for the Regression**Coefficients^a**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		β	Std. Error	Beta		
1	(Constant)	1.761	.197		8.941	.000
	Staff housing	.134	.056	.138	2.373	.018
	Monetary rewards	.168	.053	.187	3.189	.002
	Teaching materials	.177	.093	.112	1.911	.057

a. Dependent Variable: performance of government-aided primary schools at PLE

Regression analysis which was conducted on performance of primary schools at PLE as the dependent variable and three Motivation variables as the independent variables: staff housing, monetary rewards and teaching materials. Results of regression analysis indicate adjusted R^2 of 0.128 and F-value 8.022 ($p < 0.000$) with three independent variables (see appendix D).

Adjusted R^2 of 0.128 reveals that 12.8% of total variance of performance of primary schools at PLE is explained by pre-specified bundles of Motivation variables. That is three independent variables in the model account for 12.8% of total variance in dependent variable: performance of primary schools at PLE.

According to the Table 4.17 above, monetary rewards ($t = 3.189$; $p = 0.002$) emerged as the most significant variables in explaining the variance in performance of primary schools at PLE. This was followed by staff housing ($t = 2.373$; $p = 0.018$) while teaching materials were ($t = 1.911$; $p = 0.057$). These variables are significant at 1% significance level.

It is of interest to note that all three Motivation variables emerged as the good predictors of performance of primary schools at PLE. Monetary rewards having a Standardized Coefficient beta of 0.187, while staff housing has a standardized beta of 0.138 whereas teaching materials had a beta of 0.112. In this regard, monetary rewards had the strongest effect on performance of primary schools at PLE with a standardized beta of 0.187.

Therefore, results of regression analysis support all the hypotheses indicating that all independent variables are important predictors of the dependent variable (performance of primary schools at PLE). Hence, the hypotheses are accepted and null hypotheses are rejected.

4.8 Descriptive Statistics for Measuring Performance of Government-Aided Primary Schools at PLE

This section presents the findings in relation to the statements/questions that were asked alongside the responses received. The responses are stated in frequencies and percentages, mean and standard deviation.

Table 4.18 below shows the findings in form of frequencies, percentages, mean and standard deviation for each statement made about teaching materials. They are later analyzed and interpreted to provide meaning for each statement. The statements are from a 5 Likert scale of Strongly Disagree (SD) to Strongly Agree (SA) as summarized in Table 4.18 below:

Table 4.18: Descriptive Statistics for performance of government-aided primary schools at PLE

Statements	SD	D	NS	A	SA	Mean	SD	NR
Pupils' PLE grades have been good over the last three years	37 (12.3%)	81 (27%)	84 (28%)	89 (29.7%)	4 (1.3%)	2.8034	1.04751	5 (1.7%)
The Pass rates numbers at PLE are satisfactory	36 (12%)	100 (33.3%)	81 (27%)	73 (24.3%)	2 (0.7%)	2.6747	1.00530	8 (2.7%)
The pass rates of our school at PLE are good compared to other schools	12 (4%)	51 (17%)	65 (21.7%)	31 (43.7%)	9 (3%)	3.2761	.95902	32 (10.7%)
There are high failure rates at PLE at this school	36 (12%)	145 (48.3%)	66 (22%)	18 (6%)	2 (0.7%)	2.2697	.80549	33 (11%)
The number of absentees at PLE is high at this school	88 (29.3%)	145 (48.3%)	16 (5.3%)	13 (4.3%)	3 (1%)	1.8604	.82074	35 (11.7%)
Performance of my school at PLE is highly influenced by salary paid to teachers	98 (32.7%)	87 (29%)	27 (9%)	25 (8.3%)	17 (5.7%)	2.1181	1.21658	46 (15.3%)
Non-monetary rewards to teachers to highly influence PLE results at my school	74 (24.7%)	96 (32%)	28 (9.3%)	49 (16.3%)	23 (7.7%)	2.4481	1.29450	30 (10%)

Source: primary data

Key: SD – Strongly disagree, D – disagree, N – Neutral, A – Agree and SA – Strongly agree

SD Standard Deviation, NR – Non-response

Table 4.18 above shows that responses on item 1 on performance at PLE show that for the statement “Pupils’ PLE grades have been good over the last three years” show that 29.7% agreed while 1.3% strongly agreed. On the other hand, 27% strongly disagreed and 27% disagree. The cumulative percent of respondents that agree is 31% compared to 29.3% who disagree. The weighted average mean is 2.8034 while the standard deviation is 1.04751. This suggests that there is mixed level of opinions.

The result of item 2 as shown above reveals that on the statement whether the pass rates numbers at PLE were satisfactory. On the other hand, 45.3% seemed to disagree, 25% agreed. The mean is computed to be 2.6747 while the standard deviation is 1.00530. This confirms that majority of there is moderate disagreement with the statement.

The response to item 3 is as reported in the Table above. Of the total sample of 300 teachers, 46.7% strongly agree or agree that the pass rates of our school at PLE are good compared to other schools. However, 17% disagreed and remain 4% strongly disagreed respectively. The weighted arithmetic mean of 3.2761 and standard deviation of 0.95902 confirms that the respondents moderately agree that the pass rates of our school at PLE are good compared to other schools.

Regarding item 4, Table 4.18 shows that 60.3% (48.3% disagree and 12% strongly disagree) that there are high failure rates at PLE at this school. This is probably attributed to the notification that for the last three years, UPE performance had improved in primary schools.

Similarly, majority (77.6%) disagreed with the statement that the number of absentees at PLE is high at this school. This implies that enrolment has improved in government-aided primary schools in Bukedea District. This is a good indicator of school performance.

The analysis of the data generated for item 5 reveals that majority 55.6% either disagree or strongly disagreed respectively to the statement “The performance of my school at PLE is highly influenced by the salary paid to teachers”. The weighted average mean is 2.1181 and the standard deviation is 1.21658 disagreement. Finally, majority of teacher disagreed while 24.7% strongly disagreed that non-monetary rewards to teachers highly influenced PLE results at my school. Thus with the weighted average mean of 2.4481 which can be approximated to 3 and the standard deviation of 1.29450 we can confirm that there was slight disagreement with this statement. However, 24% agreed that non-monetary rewards to teachers highly influenced PLE results at my school.

4.8.1 Results from Key informant interviews about performance of government-aided schools at PLE in Bukedea District

Some key informant responses included

“PLE Performance is below average”

Another head teacher noted that:

“PLE performance in my school is not so good”

A district official was quoted saying:

“For the last three years, performance of schools at PLE is improving” (District Official Bukedea District)

Others had hopes that there was improvement as one head teacher put it:

“There is steady improvement of performance in Bukedea ever since 2007 to date...we hope for the best this year at PLE”

CHAPTER FIVE

SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the research findings, discussions, conclusions drawn and the researchers' recommendations according to study objectives.

5.2 Summary of Findings

The findings from the study indicate that there is a relationship between staff motivation and performance of government-aided primary schools at PLE. This was established from the self-administered questionnaires to teachers and also during face to face interviews with key informants. The descriptive and inferential analysis also showed more empirical findings on the existing relationship between the study variables. These findings were summarized according to the objectives of the study as seen below:

5.2.1 Objective one: To explore how staff housing affects performance of government aided Primary Schools at PLE in Bukedea District

The study sought to investigate the relationship between staff housing and performance of government-aided schools at PLE. The study results from the correlation show a weak, positive and statistically significant relationship between staff housing and performance of government-aided primary schools at PLE at .351(*) given by Pearson correlation (p value) of 0.003. The regression results further revealed that staff housing accounts for a change in performance of government-aided primary schools at PLE at 1.9% which is a small change.

5.2.2 Objective Two: To assess how monetary rewards affect performance of government aided Primary schools at PLE in Bukedea District

The study sought to find out the relationship between monetary rewards and performance of government-aided schools at PLE. The study results from the correlation show a moderate, positive and statistically significant relationship between monetary rewards and performance of government-aided primary schools at PLE at .549(*) given by Pearson correlation (p value) of 0.000. The regression results further revealed that monetary rewards accounts for a change in performance of government-aided primary schools at PLE at 18.2%.

5.2.3 Objective Three: To find out the influence of teaching materials on PLE performance of government aided primary schools in Bukedea District

The study sought to find out the relationship between teaching materials and performance of government-aided schools at PLE. The study results from the correlation show a weak, positive and statistically significant relationship between teaching materials and performance of government-aided primary schools at PLE at .231(*) given by Pearson correlation (p value) of 0.000. The regression results further revealed that teaching materials accounts for a change in performance of government-aided primary schools at PLE at 5%.

5.3 Discussion

5.3.1 Objective one: To explore how staff housing affects performance of government aided Primary Schools at PLE in Bukedea District

Findings indicated that most teachers in Bukedea District from sampled government-aided primary schools disagreed with the statement that “The school provides teachers with individual houses”. Majority also acknowledged through agreement that the school provides teachers with shared housing with other teachers. This agrees with a study done by Lucy

(2010) who noted that of 25 teachers interviewed only five reported living in teacher housing; those that exist in Kashari are inhabited primarily by Head teachers and Deputy Head teachers, as most schools only have a couple of houses.

Other similar studies indicated that GoU realised the importance of teacher housing and allocated 15% of the classroom construction budget to increase the amount available (Bennell, 2004), but this is still not enough. Up to 24% of teachers interviewed took more than an hour to get to school. Those living far away received no extra financial support for rent closer to schools, and no help with transport costs if boda boda's (local motorbike taxi) were hired. Despite government efforts not all teachers are provided with on site housing, which creates resentment and reduces the incentive to perform well.

When asked whether accommodation is provided by the community, majority disagreed. However, there were qualitative statements that indicated that teachers were benefiting from community-provided accommodation. In fact the researcher observed that in one of the schools, teachers had houses constructed by the community for some schools. In other cases, the community was providing the rent for the teachers, though this was rare occurrence, given the levels of poverty. This is in line with what Tanaka (2010) noted in his study in Ghana that the provision of accommodation may not in itself work as an incentive to attract and retain teachers in rural areas, if it does not address their needs. Similarly, in her study of the South American context, Vegas (2007) argues that teacher housing incentives in rural areas may not be effective if the socio-cultural context is not considered

On whether teachers lived in rented houses, a majority were in disagreement while. This follows that for most schools observed the teachers had improvised and rented houses in nearby trading centres. This statement was further supported by a mean and SD of 2.256 and

1.50092 respectively explain the high proportion of disagreement with the statement. This is similar to what Lucy (2010) noted that with low wages to counteract poor labour conditions or support teachers in extra labour costs, teachers face challenges of transport or rent. Teachers often live far from where they teach and if housing is not provided on site and they have to travel far, energy and enthusiasm will be low when they arrive. In fact government also acknowledged in 2002 that only 19.1 percent of teachers lived in teacher housing (MoES, 2003). Teachers without nearby housing might have to pay for transport or pay rent for another house closer to where they teach, there are no monetary supplements to help with these costs, which aggravates low morale caused by poor salaries.

Findings indicate that most teachers took them up to one hour to get to the school from home. This implies that at least most teachers did not stay far from school or that these teachers were mainly teachers who were transferred to the schools from other schools or districts. Findings also show that most teachers in Bukedea had access to housing loans, which clearly implies that there were no provisions for providing subsidized loans for teachers to get proper housing. The probable reason was that these teachers lacked adequate collateral let alone their salaries which made matters worse by the large loan arrears most teachers have in banks. It is also important to note that there are no specific provisions for loans for teachers in most financial institutions; in any case, most of them were not land owners. The mean was 1.3356 showing strong disagreement with the statement and with a SD of .75102 which was below 1 shows very strong disagreement.

The next statement in the staff housing variable inquired whether other neighboring schools provided adequate housing for teachers. This was designed to make comparison from teachers' point of view about staff housing in their schools compared to others around them.

Thus in response, majority disagreed, implying that the plight of teachers in most schools in Bukedea was almost similar. This comparative disadvantage of housing as perceived by teachers may create demotivation and consequently affect their PLE performance of their primary schools. This statement was supported by mean of 2.3746 and standard deviation of 1.38983 showing moderate disagreement. Bennell and Achyeampong (2007), study also agreed that that the feasibility of establishing a housing loan scheme for teachers, possibly based on a kind of revolving fund with subsidized interest rates, should be carefully examined.

The researcher inquired from teachers whether their housing was adequate and in response, majority of them disagreed with the statement. This disagreement implies that teachers feel that their housing needs are not adequately met by their employers (government) which has implications on their motivation and their performance of their schools at PLE. This also means that teachers cannot give adequate attention to the performance requirements expected of them by the government to ensure that pupils perform well at PLE. This statement had a substantial mean 1.8419 and SD of 1.03845 showing strong disagreement with the statement. Finally regarding staff housing, the statement inquired whether. In response, majority of teachers strongly disagreed, with the statement that teachers receive housing allowance supported by mean and Standard deviation.

Testing the relationship between staff housing and performance of government-aided schools at PLE, findings show a moderate positive correlation between staff housing and performance of government-aided primary schools at PLE. Given these results, the research hypothesis was accepted and it was concluded that there was a moderate positive relationship between staff housing and performance of government aided primary schools at PLE. Similar findings

were found out by Ntagaramba and Bennell (2008) in Rwanda, that majority of teachers live near to their schools, but less than three percent of teachers live in accommodation provided by their schools. The teacher questionnaire survey indicates that the median monthly expenditure on housing by primary and secondary school teachers is RwF10,000 and RwF30,000 respectively. Only 33% of primary and 25% of secondary teachers stated that they do not spend anything on accommodation, which indicates that they live in their own houses. This had led to significant performance improvements in their primary schools as compared to other schools which lacked these housing arrangements.

Interpreting the moderate nature of the relationship, the findings show that a slight change in staff housing is related to a moderate change in performance of government aided primary schools at PLE. This therefore means that this change does not rule out other factors such as monetary rewards. As for the positive nature of the relationship, the findings show that both variables change in the same direction whereby better staff housing is related to improved performance of government aided primary schools at PLE, and poor staff housing lead to poor performance of government aided primary schools at PLE.

A further analysis using the coefficient of determination, which is the square of the correlation coefficient was computed with the coefficient of determination (r^2) = 0.019 when expressed in percentage shows that staff housing accounts for 1.9% change in performance of government aided primary schools at PLE, which is a big change. Mulkeen and Chen (2008), for five African countries including Lesotho, Malawi, Mozambique, Tanzania and Uganda, some findings were relayed about the impact of housing on performance. Their correlation however were mainly negative which indicated that the lack of long-term, subsidized housing

loans was the single most hindering factor to teacher performance and consequently school performance in these countries.

In support of the same findings, Owusuwaa, Eshun and Yebowaa (2013) in their study in Ghana found out that teachers suggested that in order to improve school performance, decent accommodation should be provided in the various schools to help house teachers. Although most teachers are not intrinsically motivated, proximity to the school will go a long way to reduce lateness and absenteeism and hence improve performance at work. They however did not detail the effect of this housing on their performance, although they clearly noted that indeed housing was a major contributor to performance of teachers and schools

Therefore the gap in the literature on the effect of teachers' failure to meet their housing need on performance at PLE has been partially filled by this study. Some studies reviewed tend to fill this gap to some extent, by finding that the cost of living in Uganda is rising sharply but salaries have not increased to counteract this problem. Both findings agree that salaries do not support teachers in transport or extra housing costs if teacher housing is unavailable. This was the case for over 80 percent of teachers interviewed. The interviews revealed not just that many didn't have teacher housing but also many felt this treatment was unfair.

5.3.2 Objective Two: To assess how monetary rewards affect performance of government aided Primary schools at PLE in Bukedea District

Results show that on the aspect of monetary rewards, responses were mainly found on the disagreement side for most statements. The teachers in the study sample seemed to indicate that monetary rewards were an issue still poorly met by their employers (government). This significantly affected their performance. Similar to this, Cole (2002) identified monetary

reward has to do with the employee's basic salary for work done, which is being paid periodically. The non-pay benefits, has to do with fringe benefits, security/pension benefits, life or health insurance, awards, meal subsidies, transport allowance, car loan, office car allocation, sabbaticals, housing loans, responsibility allowance, risk allowance, etc. The payment of salaries, allowances and promotion are the main factors that shape teacher attitudes towards their work.

Firstly, most teachers did not receive other allowances apart from salary. This shows that the failure to provide allowances as indicated was considered by majority of teachers to negatively influence school performance at PLE. This statement implies that teachers who are monetarily motivated may act as '*principles*' while their '*agents*' who include pupils, government and their supervisors, get their expected returns of good performance. This is indicated in the Agency Theory (Shapiro, 2005), which although was not the guiding theory for this study, shows the relationships between people entrusted with responsibility and those who entrust them with this responsibility.

When asked whether monetary rewards were given to innovative teachers at this school, majority disagreed. This was substantiated by a key informant who noted that because teachers are not rewarded for innovation, they tend to withdraw and perform to mediocre levels. This implies that some teachers even choose the option of abandoning government-aided schools in favour of private schools which pay better and can provide other motivations. This has implications on the performance of UPE schools at PLE compared to private primary schools in the district.

On the same issues related to adequacy of monetary rewards, the researcher inquired whether the most effective teachers in this school receive the greatest monetary rewards, in response, 70.7% strongly disagreed and 22.7% disagreed. This implied that even with extra effort, teachers were not rewarded for their hard work which is a serious demotivating factor. Such a scenario creates laxity on the part of teachers due to failure to realize financial rewards which may otherwise meet their needs and motivate them to perform better.

Another statement put forward on a Likert scale was on whether teachers salary was enough to cater for their basic needs. This fetched similar disagreements from teachers as 81% and 14% strongly disagreed or disagreed respectively. Most teachers indicated that they were dissatisfied with my current salary. This was further affirmed by 17.3% of the teachers who disagreed with the statement. Kazeem (2005) argues that teachers tend to remain comfortable and reasonably motivated as long as salaries are paid on time and they are promoted often.

Most teachers were not satisfied with my fringe benefits. With this result, it is suggested that there is a strong disagreement that there were no fringe benefits for the teachers most notably: meals at school, housing loans, free medical services, and early payment of pension and gratuity. This implies that teachers feel neglected in terms of their motivation and their needs. As such, these teachers compare themselves to private school counterparts who receive some of these benefits.

It should also be noted that, private school teachers do not have tenure nor do they receive a government pension. Private schools do, however, provide better fringe benefits to their teachers. Fringe benefits at four private schools visited for this study are as follows: free lunch, free in- service training, free health care, and ‘soft’ loans from school proprietors.

According to the proprietors, it is these extra benefits that attract and keep some teachers in their schools. However, other findings from previous research are different. Some authors point out that past research suggests money has an influence on teachers' motivation, and others argue money is one motivator among many (Odden & Kelley, 2002; Giles, 2004). Hence, it is argued that performance-based policy involving a monetary component would attract teaching talent by providing rewards that motivate workers.

Most schools did not offer weekly duty allowances as majority of teachers disagreed with the statement. Similarly, most teachers denied that their schools did not offer extra teaching allowances paid to help me to fulfill my personal needs while 20.7% disagreed. The implication here is that even when teachers perform beyond expectations, they do not benefit from their extra efforts in terms of financial rewards. Furthermore, some head teachers argued that some teachers' (those who live far away from school) need extra allowances to compensate for the risk factors such as health, family and distance.

When asked whether schools offered financial assistance to teachers with private functions, a large proportion disagreed, that the school offered financial assistance to teachers with private functions. This result shows that majority of the respondents strongly disagree that their schools offered financial assistance to teachers with private functions.

The above results for the statement also shows that majority of the teachers were not happy with their welfare programme in their primary schools. It is a known fact that lack of satisfactory welfare programme leads to increase in labour turnover, poor performance and poor PLE grades for students. On whether the school gives advance payment in case teachers have financial problems, most teachers in the sample disagreed. This shows that there is

strong disagreement to the fact that schools don't give advance payment in case teachers have financial problems. Amadi (1983 cited in Owusuwaa et al, 2013) concluded that the irregular payment of salaries is one of the major problems facing the teaching profession in Nigeria resulting in low performance and the unattractiveness of the profession. Ubom (2007) found that in Nigeria, prompt payment of salaries induced greater commitment to teaching.

Testing the relationship between monetary rewards and performance of government aided Primary Schools at PLE shows a moderate positive significant relationship between monetary rewards and performance of government aided Primary Schools at PLE. Given this relationship, the research hypothesis was accepted and it was concluded that there is a moderate positive relationship between monetary rewards and performance of government aided Primary Schools at PLE. Thus, fair wages and salaries policies are key elements in enhancing employee performance. Basic wages and salaries on their own are unlikely to enhance performance but performance-related pay systems have been found to provide considerable motivation to individual performance. An unfair wages and salary system certainly leads to disgruntled employees.

Similar results have been found out in other studies which indicate that monetary rewards are a strong determinant of performance. For instance, Mumanyire (2005) the most important motivator to the teacher is money which can be in form of salaries, allowances, wages, bonuses, duty allowances and other monetary rewards. However, other factors such as actual teaching conditions, the environment in which the school is located, teacher participation in matters which affect them, job security and level of commitment to the school's objectives are all crucial to the level of motivation of teachers.

Doyle (1992) cited in Owusuwaa et al (2013), also cited money as a medium of exchange is the means through which employees can satisfy their numerous needs. Doyle (p. 641] further observed that money is also the “score card by which employees evaluate the worth that the organization places on their services and can compare their worth to others.”

However, relating to the theory, Herzberg, Mainer and Sideman (1959) argue that when workers come out for higher salary and get it, the satisfaction which they get is of rather short duration and very soon they begin to come out for more because money is a hygiene factor. The satisfaction gained from money is thus of short duration as compared to the satisfaction which accrues from true achievement or recognition for achievement.

Interpreting the moderate nature of the relationship, the findings show that a change in monetary rewards is related to a considerable change in performance of government aided Primary Schools at PLE. As for the positive nature of the relationship, the findings show that both variables change in the same direction whereby better monetary rewards is related to high performance of government aided Primary Schools at PLE, and poor monetary rewards is related to poor performance of government aided Primary Schools at PLE.

However, since the correlation coefficient does not determine how much an independent variable account for a change in the dependent variable, a further analysis using the coefficient of determination, which is the square of the correlation coefficient, is computed. Thus, the coefficient of determination (r^2) = .182 when expressed in percentage shows that monetary rewards accounts for only 18.2% change in performance of government aided Primary Schools at PLE, thus is a big change. It thus important to note that monetary contribution helps significantly in meeting teachers' basic needs, including transportation

fare, in addition to food provision. In fact, monetary rewards were found out to be the strongest predictor of performance at PLE.

Chapman et al. (2006) also explored the relationship between junior secondary school teachers and monetary incentives in Botswana, adopting community support as an independent variable. They suggest that teachers' performance in upper classes was positively correlated with level of salary paid to them. This confirms that monetary rewards as an important determinant of teacher motivation and school performance. In line with Chapman et al.'s argument, in this study, the researcher deems monetary incentives to be those benefits primarily responsible for good grades at PLE for most primary schools.

5.3.3 Objective Three: To find out the influence of teaching materials on PLE performance of government aided primary schools in Bukedea District

Results for teaching materials indicate that for the first statement on whether sampled government-aided primary schools had adequate instruction materials which facilitates teachers' work, there were mixed responses. On whether government-aided schools had enough textbooks for pupils and with this, majority of teachers disagreed. The implication here is that greater attention should be given to improving work-related conditions of teachers to improve the quality of education. In particular, there should be improvements in the supply of teaching and learning materials and general classroom environment to improve student learning. In fact, to corroborate this, some key informants noted that *schools have large enrolments thus limiting the number of desks for pupils to sit on and also the lack of text books for around 300 pupils for 5 books*. This implies that most schools have materials but some of these text books are irrelevant given the primary school curriculum in Uganda.

The third statement inquired whether blackboards and chalk were available and in response most teachers agreed (57%) whereas 19% strongly agreed. Only 13.7% disagreed with this. The high level of agreement is in line with Kasirye (2009)'s study in Uganda found that only 84% of classrooms have a useable blackboard, although only 15% are completely without, blackboards are essential for teaching especially where there is a shortage of textbooks.

Findings also show that there is adequate furniture for all pupils" while the teachers disagreed that science equipment were available at school. Some studies have however, got different results. Theunynck, (2009) found out that in most of Africa, available furniture is usually ill-designed for pedagogical purposes. The immobility of furniture makes group work problematic, and so it is often neglected. School infrastructure has an impact on teacher's spirits and impacts on their ability to use more modern teaching methods and often when it rains, their ability to teach at all.

The results as relating to the item availability of sports facilities at schools indicate that most teachers disagreed with the statement. It is also evident from this that most teacher respondents consider that due to lack of sports facilities for physical exercise, pupils' performance may be affected negatively. Large class sizes also encourage teachers to use teacher-centred methods, as there is less room to enable group work to take place (Serbessa, 2006). This results in a tedious and unhappy learning environment. The nationally recommended class size in Uganda is less than 45 pupils per teacher, the pupil – teacher ratio was 1:52 in 2004 (Ward et al., 2006).

Regarding the statement to do with availability of Manila Papers and Charts in government-aided primary schools depicts that majority agreed. With a standard deviation of 3.4796 and a

standard deviation of 1.05704, it confirms that there is a general agreement that Manila Papers and Charts are available in government-aided primary schools. Findings show that most schools sampled, map-sets were unavailable as indicated by teachers in form of agreement with the statement.

Findings show that teachers have adequate instruction materials which facilitate efficiency as majority agreed. This result shows that a vast number of teachers agree that on average, schools have adequate instruction materials to facilitates efficiency. This is also confirmed with the weighted arithmetic mean of 3.5590 and standard deviation of 1.28919 showing strong agreement with the statement. Problems that persist within the teaching force, such as poor teaching methods and irregular teacher attendance, are shown in this piece to have had a detrimental effect on primary learners in Uganda. However, teacher morale was found to be alarmingly low in the literature and was also evident from opinions expressed in semi-structured interviews, carried out in Kashari sub-county in a study done by Lucy (2010). This dissatisfaction is largely caused by issues outside of teachers control; inadequate salaries, poor working conditions and top down policies.

Findings indicated a weak but positive significant correlation between teaching materials and performance of government-aided primary schools at PLE. Given this relationship, the research hypothesis was accepted and it was concluded that there was a significant positive relationship between materials and performance of government-aided primary schools at PLE.

The findings show that a change in teaching materials is related to a considerable change in performance of government-aided primary schools at PLE. As for the positive nature of the relationship, the findings show that both variables change in the same direction whereby

availability of teaching materials is related to improved performance of government-aided primary schools at PLE, and vice versa. In a similar study, Nannyanjo (2007) interviewed teachers who stated that textbooks and curriculum often didn't match, due to there being large delays between curriculum changes and textbook distribution. The quality and availability of learning materials strongly affects what teachers can do (Serbessa, 2006).

5.4 Conclusions

5.4.1 Objective one: To explore how staff housing affects performance of government aided Primary Schools at PLE in Bukedea District

It is concluded that there is a weak positive linear relationship via a fuzzy-firm linear rule. The findings show that a slight change in staff housing is related to a moderate change in performance of government aided primary schools at PLE. It is also concluded that both variables change in the same direction whereby better staff housing is related to improved performance of government aided primary schools at PLE, and poor staff housing lead to poor performance of government aided primary schools at PLE.

5.4.2 Objective Two: To assess how monetary rewards affect performance of government aided Primary schools at PLE in Bukedea District

It is concluded that there is a moderate positive relationship between monetary rewards and performance of government aided Primary Schools at PLE. The moderate nature of the relationship, the findings show that a change in monetary rewards is related to a considerable change in performance of government aided Primary Schools at PLE. It is also concluded that both variables change in the same direction whereby better monetary rewards is related to high performance of government aided Primary Schools at PLE, and poor monetary rewards is related to poor performance of government aided Primary Schools at PLE.

5.4.3 Objective Three: To find out the influence of teaching materials on PLE performance of government aided primary schools in Bukedea District

There is a weak but positive correlation between teaching materials and performance of government-aided primary schools at PLE. It is thus concluded that there is a significant positive relationship between materials and performance of government-aided primary schools at PLE given the fact that a change in general teaching materials is related to a very considerable change in performance of government-aided primary schools at PLE. It is important to note that both variables change in the same direction whereby availability of teaching materials is related to improved performance of government-aided primary schools at PLE, and vice versa.

5.5 Recommendations

5.5.1 Staff housing

Bukedea District local government should allocate more money in its budget estimates for construction of teachers' houses in primary schools in order to solve the staff housing problem. It is important to note that building or improving staff housing would be to the benefit of pupils to easily access their teachers.

The community should be called upon to help teachers solve the housing problem in case government delays. This is because observations show that in schools where community has been active in the construction of teacher houses, motivation of teachers has improved. This would help resolve the acute housing problem that teachers face.

Bukedea District local government should deploy teachers locally in the expectation that housing challenges are solved. If a teacher is transferred from a school located far from home

to another, there is likelihood that he/she may not perform to the expectations. This is because findings indicated that most teachers were recently transferred from the distant areas in the former mother district (Kumi) to their current schools.

5.5.2 Monetary Rewards

Ministry of Public Service, Ministry of Finance, Planning and Economic Development and Ministry of Education should revise teachers' salaries upwards in order to motivate them to ensure good performance at PLE. This is because the findings indicate that monetary rewards are inadequate for teachers.

More so, the District local government needs to introduce a system where teachers are given advances in order to cater for emergencies like school fees, sickness, bereavement and other occasions. These monetary incentives would encourage teachers to work harder and thus leading to better performance of schools at PLE. Other types of incentives apart from money for school teachers could include access to affordable loans and free (or subsidized) regular health check-ups.

Ministry of Education and Sports needs to provide guidance on the issues surrounding teachers' salaries. For example, they should also be guided on how a teacher qualifies for salary increment and promotion. This can improve their motivation if teachers realize that their efforts are recognized and rewarded appropriately.

5.5.3 Teaching materials

Government should provide appropriate teaching materials in order to improve performance in the subject. This should be done by ensuring that they are provided timely and be focused

on the needs of teachers and their pupils. The findings showed that teachers were frustrated due to lack of adequate and relevant materials needed to teach their subjects.

It is recommended that well-wishers such as private sector, civil society and parents should contribute to provide recommended textbooks on their wards to supplement teachers' notes. Other materials like chalk, dusters, should also be provided by the parents for teachers in case the school cannot procure them in time.

Education Standards Agency should establish or if it has been established should make a functional center for the provision of locally developed teaching materials and its function should include the evaluation and recommendations on specific and relevant instructional materials for teachers.

5.6 Areas for Further Research

These are the areas where further research could be conducted:

More research into teacher motivation and its effects on teacher performance in class is needed: although it is not a new area, little has been conducted in developing countries, especially with the use of qualitative research approaches.

Another comparative survey could be done to find out the differences between motivation of trained teachers and untrained teachers and how this affects their performance.

Future research should be done on other factors that affect performance of primary schools at PLE such as teacher turnover, commitment, teacher education level and teacher training.

REFERENCES

- Aikman, S. & Unterhalter, E., Eds. (2005). *Beyond Access: Transforming policy and practice for gender equality in education*. Oxford: Oxfam GB.
- Al Jenaibi, B. (2010). *Satisfaction: Comparisons among Diverse Public*.
- Amadi P. (1983). *The dilemma of the Nigerian teacher*. Fountain; 20(14): 114-16.
- Amin, E, A. (2005). *Social Science Research conception, Methodology and Analysis*. Kampala: Makerere University Press.
- AMREFS annual report on the Katine project covering the period from October 2008 to September 2009.
- Armstrong . M. (2012). *A handbook of human resource management practice*. London: Kogan
- Armstrong .M. (2007). *A handbook of human resource management practice*. London: Kogan.
- Barrick, M. R. & Mount, M. K. (1991). The big five personality dimensions and job performance: meta-analysis. *Personnel Psychology*, 44.
- Bassett-Jones and Lloyd, (2005). An empirical test of a new theory of human needs. *Organizational Behavior and Human Performance*, 4, 143-175.
- Bennell P.S., & Achyeampong, A. (2007). *Teacher motivation and incentives in Africa and South Asia*. DFID: London.
- Broom, L. (1973). *Sociology: A text with adopted reading* (4th ed.). New York: Harper and Row.
- Brumbrach GB (1998), *same ideas, issues and predictions about performance management* Public Personnel management , winter.

- Buford, J.A, Bedeian, A.G, & Lunder, J.R (1995). *Management 3rd Edition*. New York; Dryden Press.
- Chapman, D. W., Snyder, C. W. & Burchfield, S. A. (2006). Teacher Incentives in the Third World. *Teacher and Teacher Education*, Vol 9 (3), pp. 301-316.
- Vegas, E. (2007) Teacher Labor Markets in Developing Countries. *Future of Children*, Vol 17 (1), pp. 219-232.
- Chaube, S.P. & Chaube, A. (2006). *Comparative education*, second and enlarged edition. New Delhi: Vikas.
- Chhabra T.N (2010). *Fundamentals of Management*. 4th by K V Sharma-978-81-96332-6-0
- Cole GA. (2002). *Personal and human resource management (5th ed)*. London: Book Power/ELST. 2002.
- Creswell, J. W. (2003). *Research design : qualitative, quantitative, and mixed methods approaches* Thousand Oaks, CA: Sage Publications
- Doyle KO. (1992). Introduction: Money and the behavioral sciences. *American behavioral Scientist*; 641-657.
- Dubrin, A. J. (2004). *Leadership: Research findings, Practice and Skills*. Houghton Mifflin Company: New York.
- Dungu, L. (2000). *Accommodation and job performance of primary school teachers in Rakai district*. Unpublished Masters dissertation Makerere University, Kampala.
- Education and Sports Sector Annual Performance report, FY 2012/2013
- Ekaju, J (2011) *An Investigation into the Relationship Between the 1997 Universal Primary Education (UPE) Policy and Regional Poverty and Educational Inequalities in Uganda (1997-2007)*. PhD thesis

- Enon, J.C (1998) Educational Research, Statistics and Measurement. Nairobi: Makerere University Press
- Etsey, K., (2005). *Causes of low academic performance of primary school pupils in the Shama Sub-Metro of Shama Ahanta East Metropolitan Assembly (SAEMA) in Ghana. CapeCoast*. Paper presented at a Regional Conference on Education in West Africa, Senegal, Dakar. <http://www.saga.cornell.edu/saga/educonflets.pdf>
- Firestone, W. A., & Pennell, J. (2003). Teacher commitment, working conditions, and differential incentives. *Review of Educational Research*, 63(4), 489-526
- Gibbs, G. and Habeshaw, T. (2003) *Recognising and Rewarding Excellent Teaching*. Open
- Giles, T. (2004). *Non-monetary rewards as part of the remuneration equation*. New Zealand Management, 51(9), 46-48.
- Glickman, C.D., Gordon, S.P., & Ross-Gordon, J.M. (2004). *Supervision and Instructional Leadership: A Developmental Approach*. 6th ed. Boston: Allyn & Bacon
- Griffin, R. W., Welsh, A. & Moorhead, G. (1981). Perceived Task Characteristics and Employee Performance: A Literature Review. *Academy of Management Review*, 6(4), 655-664.
- GRZ (2007). *Operational Guidelines for Community Schools*, Lusaka: MoE.
- Herzberg, F. (1959). *The Motivation to Work*. 2nd edition. John Wiley
- Herzberg, F. Maunsner, B. & Synderman, (1959). *The motivation to work*, (2nd ed.) New York: John Willey.
- Higgins, (1994) *The management challenge*. 2nd edition, New York. Macmillan Human.
- Hunter, J. E. (1986). Cognitive Ability, Cognitive Aptitudes, Job Knowledge, and Job Performance, *Journal of Vocational Behaviour*, 29, 340-362.

- Hunter, J.E. & Hunter, R.F. (1984). Validity and Utility of Alternative Predictors of Job Performance. *Psychological Bulletin*, 96 (1), 72-98.
- Johnson, D. & Beinart, W. (2008). The changing landscape of education in Africa: quality, equality and democracy. In: D. Johnson ed. (2008). *The changing landscape of education in Africa: Quality, equality and democracy*. Oxford: Symposium Books, pp.7-12.
- Kasirye, I. (2009). Determinants of learning achievement in Uganda, Education Policy Research Centre, JEL.
- Kasirye, I., 2009. Determinants of learning achievements in Uganda.[online] Economic Policy Research Centre Uganda. Available at: <http://www.csae.ox.ac.uk/conferences/2009-EdiA/papers/325-Kasirye.pdf>
- Kazeem SO. (2005). *Correlates of job motivation of workers in selected public and private secondary schools in Ife-Ijesa Zone, Osun State, Nigeria*. Master thesis. Department of, Obafemi Awolowo University, Ile-Ife, Nigeria.
- Khan, K. U., Farooq, S. U. and Khan, Z. (2010). The Relationship Between Rewards And Employee Motivation in Commercial Banks of Pakistan. *Research Journal Of International Studies*, Issue 14. http://www.eurojournals.com/rjis_14_06.pdf.
- Kormla, E. N (2012). *Principals' Strategies For Improving The Academic Achievement Of Students Of Disadvantaged Rural Junior High Schools In Ghana*. Edith Cowan University, Perth, Western Australia
- Kreitner, (1995), *Management* 6th Edition, Boston: Houghton Mifflin Company.
- Kreitner, R & Kinicki, R. (1995). *Management (6th ed.)*. Boston: Houghton Mifflin Company
- Kreitner, R.,& Kinicki, A. (2001). *Organizational Behaviour* (5th ed.). McGraw-Hill companies, Inc.

- Lawler, E.E. (2008). *Talent: Making people your competitive advantage*. San Francisco: Jossey-Bass.
- Lindner, J. R. (1998). Understanding employee motivation. *Journal of Extension*, 36(3).
- Locke, E. A., & Latham, G. P. (1990). *A theory of goal setting and task performance*. NJ: Prentice Hall
- Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation. *American Psychologist*, 57(9), 705-717.
- Lucy E. (2010). *Persistent problems: are primary teachers in Uganda really to blame for inadequate learning outcomes?* Masters Dissertation: University Of East Anglia: School of International Development Studies
- Maslow, A.H. (1943). A theory of human motivation. *Psychological Review*, 50, 370-396.
- Ministry of Education and Sports. Ministerial Policy Statement, Financial Year 2012/2013.
- Ministry of Public Service. Circular Standing Instruction No.3 of 2010 Salary Structure for the financial year 2010/2011
- Ministry of Public Service. Circular Standing Instruction No.4 of 2011 Salary Structure for the financial year 2011/2012
- Ministry of Public Service: Circular Standing Instruction No.1 of 2012 Salary Structure for the financial year 2012/2013
- Mugenda & Mugenda (2003) *Research Methods: Acts Press, Nairobi*.
- Mulkeen A and D. Chen (eds), (2008). *Teachers for rural schools: Experiences in Lesotho, Malawi, Mozambique, Tanzania and Uganda*. World Bank: Washington DC
- Mullins, J. (1998). *Management and organization behavior*. 5th Ed: British Library Catalogue: London.

- Mumanyire, M. (2005). *Factors affecting teacher motivation in secondary schools in Mukono district*. Unpublished Masters dissertation, Makerere University, Kampala, Uganda.
- Nannyonjo, H., 2007. Education inputs in Uganda: An analysis of factors influencing learning achievement in grade six. *Working paper No.98*. Washington, D.C: The World Bank.
- Nnadi, E. E. (2007). *Handbook on human resources management for health care professional*. Howard University Press: Washington D.C.
- Nsubuga, Y.K.K (2003). *Development and examination of secondary education in Uganda*. Experience and challenges Kampala Uganda.
- Ntagaramba, J & Bennell P (2008). *Teacher Motivation and Incentives in Rwanda: A situational Analysis and recommended Priority Actions*. Final Draft
- Odada, M. (2005). The extent to which national examining is a quality assurance mechanism: Case of Uganda National Examinations Board. A paper presented at the 23rd annual conference of the Association for Educational Assessment in Africa (AEAA) in Kampala, Uganda from 8 - 12 August.
- Odden, A and Kelley, C (2002). Paying Teachers For What They Know And Do: New And Smarter OECD, at <http://www.oecd.org/dataoecd/17/47/34077553.pdf>,
- Owusuwaa, M, A.A., Eshun S N., and Yebowaa M, F.A (2013). Intrinsic and Extrinsic Motivation among Teachers in Upper East Region of Ghana: A Case of Senior High Schools in Bongo District. *Online Journal of African Affairs, Vol 2(2)*, pp. 29-37.
- Pansiri, N.O (2008). Instructional Leadership for Quality Learning: An Assessment of the Impact of the Primary School Management Development Project in Botswana. *Educational Management, Administration and Leadership, 36(4)*; 471-494

- Pincus, J. D. (1986). Communication satisfaction, job satisfaction, and job performance. *Human Communication Research, 12* (3), 395-419.
- PLE 2012: Performance report, retrieved 10th July 2013.
- Popoola, T.A. (2000). *An investigation into the relationship between instructional resources and learners academic performance in Secondary Schools in Abeokuta Local Government Area of Ogun State of Nigeria*. An Unpublished M.Ed Thesis.
- Ramirez B. (2011). The Ideal Teacher: Implication for Students Evaluation of Teachers' Effectiveness. *Assessment and Evaluation in Higher Education, 25*(3): 254-263.
- Robbins, S. (2001). *Management*, 2nd ed., Australia, Sydney: Prentice-Hall.
- Roberts R.L. (2005). *Relationship between rewards, recognition and motivation at insurance company in the Western Cape*: University Of The Western Cape.
- Rono, P. K. (2013). Effects Of Students Gender On Mathematics Performance In Primary Schools In Keiyo South District, Kenya. *International Journal Of Scientific & Technology Research* Volume 2, Issue 6, June 2013 Issn 2277-8616
- Rous, B. (2004). Teacher perspectives of instructional supervision and behaviors that support preschool instruction. *Journal of Early Intervention 26*(4), 266-283
- Serbressa, D.D., 2006. Tension between traditional and modern teaching-learning approaches in Ethiopian primary schools. *Journal of International Cooperation in Education, 9*(1), p.123-140.
- Shumbusho,G.N (2003) Research Report writing Skills; Mzumbe: Mzumbe Book Project.
- Tanaka, C (2010). An Exploration of Teacher Motivation: A Case Study of Basic School Teachers in Two Rural Districts in Ghana PhD thesis Submitted to the University of Sussex.

- Tashakkori, A. and T. Charles (2003). *Handbook of mixed methods in social & behavioral research* Thousand Oaks, CA: Sage Publications
- Theunynck, S., 2009. *School construction strategies for Universal Primary Education in Africa: Should communities be empowered to build their own schools?* Washington DC: World Bank.
- Ubom IU. (2007). *Value orientation, needs satisfaction and job performance of public servants in Akwalbom State*. A Ph.D. dissertation, University of Calabar.
- UBOS (2012). *Education Statistical Abstract*. Ministry of Education and Sports.
- Uganda Government, (1996). *Teachers' code of conduct statutory*. Instrument No.12: Entebbe government printers and publishing corporation.
- UNESCO (2007). *Advancing in Education: Reaching Rural people, developing capacity: A report from The International Works Group on Education (IWGE) Rome, IWGE*.
- Ward, M.et al., 2006. *Education reform in Uganda – 1997 to 2004: Reflections on policy, partnership, strategy and implementation*. London: DFID.
- Wikipedia, (2013). *About Bukedea District*. en.wikipedia.org/wiki/bukedea_district
- Wiles, J., Bondi, J. and Wiles, M. T. (2006). *The essential middle school*. New Jersey: Pearson Merrill Prentice.
- Wolff, E. (2002). *Empirical Work On and Alternative Views of the Relation of Schooling, Experience, and Earnings*. Chapter 7 in E. Wolff, *Economics of Poverty, Inequality, and Discrimination*, pp. 247-254. (On *electronic reserve*, Hesburgh Library)
- Yin, R. K. (2003). *Case Study Research: Design and Methods: Applied Social Research Methods, Vol 5*. SAGE Publications, Inc; Third Edition

APPENDICES

Appendix A: Questionnaire for Teachers

Dear Sir/Madam,

As a partial requirement of my Masters degree being pursued at Uganda Management Institute, I need to complete a research project for my thesis. The aim of my study is to find out the effect of staff motivation on the performance of government aided primary schools in Bukedea District. Your name was scientifically selected among others as being one of the people who could be very useful to this study, by availing me with the necessary information.

All information you provide was treated in the strictest confidence, and will remain anonymous. Kindly answer these questions as candidly as possible. There are no wrong or correct answers, it is your opinion that is important. I thank you for completing and participating in this important study.

Yours faithfully,

MARION NAREEBA

SECTION A: DEMOGRAPHIC SECTION

Tick the most appropriate response

1. What is your gender? 1=Male 2=Female

2. What is your age?

1= Below 25 yrs 2=26-35 yrs 3=36-45 yrs 4=46-55 yrs e. > 55yrs

3. How long have you been employed in this school?.

1= Less than a year 2=1- 2 years 3=3-4 years 4=Above 5 years

4. What is your salary scale?

1=U2

2=U3

3=U4

4=U5

5=U6

6=U7

7=U8

8=Other -----

5. How many years had you taught before coming to this school?

(a) 0 - 3 years

(b) 4 – 6 years

(c) 7 - 10 years

(d) 10 and above

6. What is your level of education?

1= Degree

2=Primary Teacher’s Diploma

3= Certificate

4=Trainee

5= Others-----

Section B: Staff Housing

The questions below are based on the staff housing in your specific school setting. Please mark one choice in each row.

- 1. Strongly Disagree (SD)
- 2. Disagree (D)
- 3. Neutral (N)
- 4. Agree (A)
- 5. Strongly Agree (SA)

Statements	SD	D	N	A	SA
The school provides teachers with individual houses	1	2	3	4	5
The school provides teachers with shared housing with other teachers	1	2	3	4	5
My accommodation is provided by the community	1	2	3	4	5
I live in a rented house	1	2	3	4	5
It takes me up to one hour for me to get to the school from home	1	2	3	4	5
We have access to subsidised <i>housing</i> loans for <i>teachers</i>	1	2	3	4	5
Other neighboring schools provide adequate housing for teachers	1	2	3	4	5

My housing is adequate	1	2	3	4	5
Teachers receive housing allowance	1	2	3	4	5

Section C: Monetary Rewards

Regarding the monetary rewards you received at this school, to what extent do you agree or disagree with the following statements?

Please mark one choice in each row.

1. Strongly Disagree (SD)
2. Disagree (D)
3. Neutral (N)
4. Agree (A)
5. Strongly Agree (SA)

Statements	SD	D	N	A	SA
Apart from my salary, I also receive other allowances	1	2	3	4	5
The most effective teachers in this school receive the greatest monetary rewards	1	2	3	4	5
Monetary rewards are given to innovative teachers at this school	1	2	3	4	5
My salary is enough to cater for my basic needs	1	2	3	4	5
I am satisfied with my current salary					
I am satisfied with my fringe benefits	1	2	3	4	5
Salary payments are prompt	1	2	3	4	5
The school offers weekly duty allowances	1	2	3	4	5
Extra teaching allowances paid by the school help me to fulfill my personal needs	1	2	3	4	5
The school offers financial assistance to teachers with private	1	2	3	4	5

functions					
The school gives advance payment in case teachers have financial problems	1	2	3	4	5

Section D: Teaching Materials

Regarding the teaching materials at this school, to what extent do you agree or disagree with the following statements? Please mark one choice in each row.

1. Strongly Disagree (SD)
2. Disagree (D)
3. Neutral (N)
4. Agree (A)
5. Strongly Agree (SA)

Statements	SD	D	N	A	SA
The school has adequate instruction materials which facilitates my work	1	2	3	4	5
The school has enough textbooks	1	2	3	4	5
Blackboards and chalk are available	1	2	3	4	5
There is adequate furniture for all pupils	1	2	3	4	5
Science equipment are available at school	1	2	3	4	5
Sports facilities are available at school	1	2	3	4	5
Manila Papers, Charts are available at school	1	2	3	4	5
Map-sets are available at school	1	2	3	4	5
Teachers have adequate instruction materials which facilitates efficiency	1	2	3	4	5

Section E: Performance Of Government-Aided Schools

Regarding the performance of your primary school at PLE, to what extent do you agree or disagree with the following statements? Please mark one choice in each row.

1. Strongly Disagree (SD)
2. Disagree (D)
3. Neutral (N)
4. Agree (A)
5. Strongly Agree (SA)

Statements	SD	D	N	A	SA
Pupils' PLE grades have been good over the last three years	1	2	3	4	5
The Pass rates numbers at PLE are satisfactory	1	2	3	4	5
The pass rates of our school at PLE are good compared to other schools	1	2	3	4	5
There are high failure rates at PLE at this school	1	2	3	4	5
The number of absentees at PLE is high at this school	1	2	3	4	5
The performance of my school at PLE is highly influenced by the salary paid to teachers					
The non-monetary rewards to teachers to highly influence PLE results at my school	1	2	3	4	5

Thank you for your time, responses, and cooperation.

Appendix B: Interview Guide for Key Informants

Gender

Education level

Position in the school -----

Tenure of service in school -----

What are the basic motivators for teachers in primary schools?

Do teachers complain about their working environment in your school/district?

How often do you organize any form of examination to monitor academic performance of students in your school?

a. Staff Housing

Is there an adequate number of houses for teachers?

If yes, how many of them are available?

Do most teachers travel long distances from their houses to school?

Does the school/District provide housing allowances for teachers

What are the challenges teachers face in accessing housing in primary schools?

How does staff housing motivate teachers in primary schools?

Does housing have an effect on performance of government aided primary schools? If yes what effects?

b. Monetary rewards

What forms of monetary rewards do teachers get?

Are the teachers in your school satisfied with the salary they get?

Are the monetary rewards adequate for the teachers? If no, why?

What is the effect of monetary rewards on motivation of teachers in primary schools?

Do monetary rewards have an effect on performance of government aided primary schools?

If yes what effects?

c. Teaching materials

Are teaching materials, textbooks and facilities like libraries and laboratories available in the schools in your school/district?

What are some teaching materials lacking in your School/district?

What are instructional materials available in your school?

What pedagogical aids do you have at your school? Are they enough compared to the quality of education you wish to deliver?

Is your school sufficiently funded?

How do you think teaching materials can affect performance in primary schools?

d. Performance of primary schools

What is your view about the performance of pupils at PLE in your school/District?

What do you think are some of the factors that have led to the current state of pupils' performance at PLE in your school/District?

e. Suggestions

How do you think the motivation of your staff has influenced your school performance?

Suggest some ways of improving some of your difficulties you face at school.

What are some of the difficulties you face in this school?

Appendix C: Documentary Review Guide

Extract from PLE Results of Bukedea District 2009-2011 by UNEB

Ministry of Public Service, Circular Standing Instructions for financial years, 2009/2010-2012/2013

Review Documents and Reports on Bukedea District Profile report

UBOS (2012) Education Statistical Abstract, MOES

Bukedea Teacher Welfare Committee Minutes at Bukedea Primary School, on 7th November 2013

Appendix D: Table for Determining Sample Size

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: “N” is population size “S” is sample size.

Krejcie, Robert V., Morgan, Daryle W., “Determining Sample Size for Research Activities”, Educational and Psychological Measurement, 1970.

Appendix E: Regression Analysis Results

Regression for staff housing and performance at PLE

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.121 ^a	.22	.019	.99493

a. Predictors: (Constant), staff housing

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.512	1	6.512	6.579	.011 ^a
	Residual	280.140	283	.990		
	Total	286.653	284			

a. Predictors: (Constant), staff housing

b. Dependent Variable: performance of government-aided primary schools at PLE

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.406	.120		20.067	.000
	my housing is adequate	.145	.056	.151	2.565	.011

a. Dependent Variable: performance of government-aided primary schools at PLE

Regression analysis model for monetary rewards and performance at PLE

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.149 ^a	.048	.182	.98950

a. Predictors: (Constant), monetary rewards

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.340	1	6.340	6.475	.011 ^a
	Residual	278.065	284	.979		
	Total	284.406	285			

a. Predictors: (Constant), monetary rewards

b. Dependent Variable: performance of government-aided primary schools at PLE

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.369	.135		17.563	.000
	i am satisfied with my current salary	.238	.093	.149	2.545	.011

a. Dependent Variable: Performance of primary schools at PLE

Regression analysis model for teaching materials and performance at PLE

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.231 ^a	.053	.050	.98295

a. Predictors: (Constant), the school has adequate instruction materials which facilitates

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.614	1	15.614	16.161	.000 ^a
	Residual	278.265	288	.966		
	Total	293.879	289			

a. Predictors: (Constant), the school has adequate instruction materials which facilitates

b. Dependent Variable: performance of government-aided primary schools at

PLE

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.133	.146		14.595	.000
	the school has adequate instruction materials which facilitates	.207	.052	.231	4.020	.000

a. Dependent Variable: performance of government-aided primary schools at PLE

Appendix F: Photos

Photo 1: Staff quarters constructed by the community in Kidongole primary school



Photo 2: showing dilapidated staff quarters in Bukedea Primary school, Bukedea District



Photo 3: showing teaching materials in Kidongole Primary School, Bukedea District

