

Remuneration and Motivation of Teachers in Government Aided Secondary Schools in Mukono District

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Abstract

This article examines the relationship between remuneration and motivation of teachers in government aided secondary schools in Mukono District. It examines relationship between (i) salaries, (ii) allowances, (iii) fridge benefits and motivation of teachers in government aided in Mukono District. A sample of 130 teachers was selected from a total of 313 teachers from eight purposively selected secondary schools in the District. Descriptive cross sectional survey design was used to collect data using questionnaires, interviews, focus group discussions and document analysis. Pearson's correlation and regression analysis were used to measure the degree and strength of the relationship between remuneration and motivation. The article reveals that remuneration explains 43.3% of the variations in motivation of teachers. The findings indicate that fridge benefits and allowances are significant predictors of teacher motivation. The article recommends that the government of Uganda, through the Ministry of Education and Sports, lifts the ban on teacher recruitment to have all teachers on the payroll, introduces rural schools' allowances and build low cost houses for accommodation so as to attract qualified teachers to rural schools. These moves should boost teacher motivation.

Key words: Remuneration, teacher motivation, fridge benefits, salaries and government aided schools.

Introduction

Positive employee motivation has far reaching consequences in terms of organizational performance and productivity. Having a motivated workforce is vital for most organizations, since it leads to higher rates of productivity, better quality output and low rates of absenteeism and low employee turnover (Chaudhary & Sharma,2012). In order to achieve optimum performance from its employees, an organization must have not only

employees with required skills and abilities, but also the motivation or willingness to perform. Zimmerman, (1998) affirms that, an organization cannot effectively achieve its mission without motivating its employees to work together towards the achievement of its set goals.

Work motivation refers to the Psychological processes that influence individual behavior with respect to the attainment of work place goals and tasks. Koontz and Wehrich (1998) define motivation as a term applied to drives, desires, needs and wishes and similar forces, which satisfy or induce subordinates to act in a desired manner. In this study, motivation means the willingness of teachers to attend to school programs, their eagerness to take on responsibilities, their interest in students' welfare and their anticipation to stay in the teaching profession or a given school. This definition is in line with Luthans (1998), who asserts that, motivation is the process that arouses, directs and sustains behavior and performance. It is therefore the process of stimulating people to action and to achieve a desired task.

Pigors & Myers (1981) regard remuneration as a process that provides a wage payment that is commensurate with the effort expended or the contribution made by the worker. Werther & Davis (1982) define remuneration as what employees receive in exchange for their work. In this study, remuneration meant the compensation that teachers receive in return for the services they rendered. This includes monetary rewards such as salaries, wages, allowances and fringe benefits, which include housing, meals, transport and medical services.

Teachers who are poorly remunerated are likely to offer poor services. This is supported by Lambert (2004), who states that, if teachers' compensation becomes too low, teachers' commitment to their job will be affected as a consequence of loss of motivation hence affecting quality of schooling. Taylor's scientific management approach attaches primary importance to pay as a motivating factor. Taylor (1947), described remuneration as the most important factor in motivating the organizational workers to achieve greater productivity. However, Herzberg (1959) in his two-factor model (Motivators versus Hygiene factors) regards remuneration as a mere hygiene factor rather than a motivator. According to Herzberg, motivators are factors inherent in the nature of the task itself, such as achievement, recognition for achievement, responsibility and growth. Hygiene

factors refer to those extrinsic factors, which, if not taken care of will lead to employee dissatisfaction or frustration for example remuneration, company policy, working conditions and supervisory style.

Despite government's effort to improve on the teachers' conditions of service in response to the recommendations made by the Education Policy Review Commission (EPRC) 1989, teachers' morale and commitment to their work in Uganda remains dissatisfactory (NAPE, 2011). There is growing concern by the public over low teacher motivation in government-aided secondary schools. The low teacher motivation in public secondary schools evidenced by rampant teacher absenteeism, poor time management and poor lesson preparations has raised public concern (Ahimbisibwe, 2011). In Mukono District, teacher absenteeism is unacceptably high and rising, time on task is low, teachers are devoting less and less time to extra curricular activities, teaching preparation and marking. A preliminary study in 8 government-aided secondary schools in Mukono indicated that an average of 32% of the lessons are not attended to per week. The preliminary study also showed that 60% of the teachers were involved in other activities other than teaching so as to raise side income. This engagement in other income generating activities could be an indication of unsatisfactory remuneration. Low pay is believed to be a major factor affecting teachers' motivation and hence delivery of quality education (Akanksha, Marphatia Eliset, & Archer, 2010). Neglecting motivation of teachers may have serious repercussions on the quality of education in Mukono District. Given the current situation of low motivation of teachers in the District, the researcher set out to establish the relationship between basic salaries, allowances, fringe benefits and motivation of teachers in government-aided secondary schools in Mukono District.

It was hypothesized that basic salaries, allowances and provision of fringe benefits had no relationship with the motivation of teachers in government-aided secondary schools in Mukono District

Methodology

A descriptive cross sectional survey design was used to conduct the study. The descriptive survey was used to collect detailed and factual information that described remuneration and motivation of teachers in the District (Ezeani, 1998). A cross sectional survey design was preferred and utilized since survey results could be generalized to teachers in public secondary schools in Mukono within a known statistical error. This

design also provides information collected from Urban, Peri-Urban and rural teachers in the District within the same period of time (Neuman, 2003).

Questionnaires, document analysis, focus group discussions and interviews were used to collect data. The questionnaire was able to collect and provide data from a large sample within a short spell of time. The focus group discussions and interviews collected views, opinions, perceptions and feelings from teachers and key informants.

The study targeted teachers in twenty-four government-aided secondary schools in Mukono District. Mukono District that is 12 Kms East of Kampala has schools falling in the three categories of Urban, Peri- Urban and Rural that are more concentrated geographically which according Willkinson & Bhandarkar (1992) is necessary to reduce the costs in terms of time and money.

The schools were stratified as urban, peri-urban and rural according to the social-economic background of the students in these schools. Amount of fees charged by schools was used to stratify the schools. Rural schools attract students from the rural setting and charge fees ranging from Shs40, 000 to Shs70, 000 per child per term, these schools pay their teachers basic PTA of less than Shs50, 000. Peri –Urban schools attract students from families of moderate income and charge fees of between Shs70, 000 and Shs200, 000 per term, teachers in these earn a PTA allowance of between Shs50, 000 and Shs120,000. Urban schools attract students from urban settings and charge fees of between Shs500, 000 and Shs 1,000, 000, these schools are able to pay their teachers basic PTA allowance of over Shs250, 000 per month plus allowances for extra responsibilities.

To ensure that urban, peri-urban and rural schools were represented, 8 schools were purposively selected of which 3 were urban 2 peri-urban and 3 rural; from which 130 out of 313 teachers were selected using disproportionate stratified random sampling technique. The sample size of 130 above the recommended 30 for co relational studies in educational research (Suter, 2006), was used for greater statistical validity. Of the 130 teachers selected: 45 were from the urban schools, 45 from the rural schools and 40 from the Peri- Urban schools. Simple random sampling technique was used to select respondents from each stratum. Head teachers were selected as key informants because of

their administrative roles and the key information they have about remuneration and motivation of teachers in the selected school. Information collected from the Head teachers was also used to verify teachers' responses.

The data collection instruments were specifically designed to obtain data on salaries, allowances and fringe benefits in relation to motivation of teachers. The instruments were pre-tested on 30 teachers randomly selected from urban, peri –urban and rural government-aided secondary schools in Mukono that did not participate in the study. A reliability test was carried out to establish the internal consistence of the instruments and validity of the instruments was established by expert judges in performance management. The results from the pretest were used to modify the items. A Cronbach's alpha coefficient of 0.83 and content validity index of 0.78 were obtained for reliability and validity of the instruments respectively.

Pearson's correlation and regression analysis were used to measure the degree and strength of the relationship between remuneration and motivation. Responses to the Likert scale were considered of approximately equal "attitude value" and to each of which subjects responded with degree of intensity-Agree/ Disagree (Kerlinger 1973). Jaccard and Wan (1996) contend that ordinal Likert scale items can assume interval data, as this does not dramatically affect Type 1 and Type II errors. The test of significance was performed at the probability level of $p < 0.05$. Qualitative data got from the interviews, focus group discussions and open questions in the questionnaires was arranged into themes according to the stated objectives, exposed to content analysis and then presented in a narrative form.

Limitations to the study

Since the study was correlational, a causal relationship between remuneration and motivation cannot be assumed. The findings may also not be generalized to the entire District since the 8 schools were purposively selected. Future researchers may focus on the limitations and work on improving the generality of the results.

Results

A total of 115 out of the 130 questionnaires given to the selected teachers were returned. This represented a response rate of 88.5%.

Analysis of the data indicated that out of the 115 teachers who responded, 64.3% were male and 35.7% were female, meaning that there were more male teachers than female teachers in government-aided secondary schools in Mukono District. This is in agreement with the statistics given in 2003 Uganda Education Statistics Abstract of 78% male and 22% female teachers in secondary schools. The results also indicated that 60% the teachers are married and they fall in the age bracket of 30-40 years (49.6%), implying that the majority of the respondents were mature and with family responsibilities.

Salaries and motivation of teachers

The degree and direction of relationship between basic salary and motivation, was established using Pearson’s correlation coefficient. Results of the analysis are given in the table below.

Table 1 Correlation matrix for Basic salary and Motivation of Teachers

		Salaries	Motivation
Salaries	Pearson Correlation	1	.251(**)
	Sig. (2-tailed)	.	.009
	N	110	108
Motivations	Pearson Correlation	.251(**)	1
	Sig. (2-tailed)	.009	.
	N	108	113

Pearson’s correlation coefficient of 0.251 at less than significant level of 0.01 indicates a significant weak positive relationship between salaries and motivation of teachers.

To establish the extent to which salaries explain motivation of teachers, a regression analysis was done and results are presented in the table below.

Table 3 Regression analysis of basic salaries on motivation of teachers

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.251(a)	.063	.054	1.100

The coefficient of determination (Adjusted R square) value of 0.054 implies that salaries explain only 5.4% of the variations in the motivation of teachers.

During focus group discussions, teachers expressed discontent about differences in pay between those on government payroll and those who were not. One teacher not on pay roll put it, *“We all do the same work yet we are paid half of what our friends on payroll earn. It’s so frustrating.”* Teachers were demoralized with the low pay in comparison to other professionals. They felt government did not appreciate their contribution. They also complained of delayed salaries.

Interviews with Head teachers revealed that amount of salary paid to teachers is not adequate to meet teachers' basic needs as teachers always come to their offices for salary advances to pay fees for their children, buy food and pay house rent.

Allowances and motivation of teachers

Pearson's product-moment correlation coefficient was used to measure the degree and direction of relationship between allowances and motivation. Results of the analysis are presented in the table below.

Table 4 Correlation matrix for Allowances and Motivation of teachers

		Allowances	Motivation
Allowances	Pearson Correlation	1	.361(**)
	Sig. (2-tailed)	.	.000
	N	114	113
Motivation	Pearson Correlation	.361(**)	1
	Sig. (2-tailed)	.000	.
	N	113	113

A correlation coefficient of 0.361, at 0.01 level of significance show that there is a positive significant relationship between allowances and motivation of teachers.

A regression analysis was further done to determine the extent to which allowances predict motivation of teachers. Results of the analysis are presented in the table below.

Table 5 Regression outputs summary on allowances and motivation of teachers

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.361(a)	.130	.122	1.071

From the regression analysis, the adjusted R square ^{value} of 0.122, means that allowances explain 12.2% of the variations in the motivation of teachers.

From the focused group discussions, teachers expressed dissatisfaction with the allowances attached to extra responsibilities. They complained that the amount of money paid for these responsibilities did not match the amount of work done. It was also revealed that payment of these allowances was not consistent; teachers were paid if funds were available. Teachers in rural schools expressed dissatisfaction with the allowances attached to extra responsibilities. One teacher commented that:

“Imagine as a housemaster I am expected to wake up students at 5.30am, supervise cleaning of the dormitory and ensure that students don't stay in the dormitory

during class time, I earn Shs10,000 per month for all that! Yet when I part time for three days a week in the neighboring school, I earn my clean Shs120, 000 per month. You can not expect me to concentrate on my duties as a housemaster.”

Interviews with Headteachers revealed that the little pay or no pay at all for extra responsibilities created reluctance to take on delegated work and neglect of duty.

Fringe benefits and motivation of teachers

Fringe benefits included provision of housing, transport, medical assistance and food basket. Correlation and regression analysis were used to measure the degree and direction of relationship between provision of fringe benefits and motivation of teachers.

		Transport	Food basket/ratio	Medical facilitation	Accommodation	Motivation
Transport	Pearson Correlation	1	.296(**)	.218(*)	.211	.071
	Sig. (2-tailed)	.	.002	.022	.103	.462
	N	113	108	110	61	111
Food basket/ratio	Pearson Correlation	.296(**)	1	.236(*)	.046	.238(*)
	Sig. (2-tailed)	.002	.	.014	.724	.013
	N	108	110	108	62	108
Medical facilitation	Pearson Correlation	.218(*)	.236(*)	1	.002	.352(**)
	Sig. (2-tailed)	.022	.014	.	.988	.000
	N	110	108	112	61	110
Accommodation	Pearson Correlation	.211	.046	.002	1	.263(*)
	Sig. (2-tailed)	.103	.724	.988	.	.039
	N	61	62	61	63	62
Motivation	Pearson Correlation	.071	.238(*)	.352(**)	.263(*)	1
	Sig. (2-tailed)	.462	.013	.000	.039	.
	N	111	108	110	62	113

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

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

Results in the table indicate that accommodation has a correlation coefficient of 0.263, food basket/ratio of 0.238 at 0.05 level of significance and Medical facilitation of 0.352 at 0.01 level of significance. Transport had no significant relationship with motivation.

From the table, results show that accommodation, medical facilitation and food basket/ratio have a positive significant relationship with motivation of teachers.

A multiple regression was done to determine the extent to which fringe benefits predict motivation of teachers in government aided secondary schools in Mukono District. Results are given in the table below

Table 6 Regression outputs summary on fringe benefits and motivation of teachers.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.522(a)	.273	.217	.976

Results show that fringe benefits have a significant relationship with motivation of teachers. From the Adjusted R-square value of 0.217, fringe benefits predict 21.7% of the variation in the motivation of teachers.

From the focus group discussions, the teachers expressed dissatisfaction with the quality of accommodation offered by schools. According to them, most of their houses are in pathetic conditions. Those who were not offered houses at school said that houses close to their schools were too expensive to rent, cheaper houses were often far and in insecure slum areas. Teachers who stayed far away from school in most cases did not have enough transport money to travel to school every day, so they walk to school and report to school in a state of exhaustion and could not effectively teach, they also leave early for their return trek.

Interviews with Head teachers also revealed that: teachers who stay far away from schools only came on days they had lessons and left early. These teachers did not attend to schools' extra curricular activities neither supervised preps.

Information from Head teachers showed that 5 out of the 8 schools could not offer medical facilitation to teachers or their relatives owing to financial constraints. All the 8 selected schools provided lunch and break tea to their teachers. None of the schools offered transport allowance.

Remuneration and motivation of teachers

A multiple regression was done to determine whether a group of independent variables together predict motivation of teachers, if not, which of the independent variable(s) would be retained in the model as significantly affecting motivation of teachers.

Table 7 Regression outputs summary table on remuneration and motivation of teachers

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.704(a)	.496	.433	.821

a Predictors: (Constant), Remuneration

The adjusted R square value of 0.433 showed that remuneration explained 43.3% of the variations in motivation of teachers in government-aided secondary schools in Mukono District. This implied that 56.7% variation in motivation of teachers is explained by other unknown factors.

Table 8 Parameter estimates and standard errors table for remuneration and motivation of teachers

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.699	.452		1.544	.129
	Food basket/ ratio	.266	.267	.118	.995	.325
	Medical facilitation	.587	.252	.269	2.326	.024
	Allowances	.541	.163	.369	3.324	.002
	Transport	-.333	.154	-.263	-2.165	.035
	Basic salary	.425	.326	.146	1.305	.198
	Accommodation	.501	.114	.475	4.399	.000

a Dependent Variable Motivation

The results revealed that the most important factor of motivation of teachers in government-aided secondary schools in Mukono District was accommodation, which was part of fringe benefits. Accommodation had the highest standardized Beta coefficient of

0.475 significant at 0.01 level, followed by allowances (0.369 at 0.01 level) and medical facilitation (0.269 at .05 level). Basic salary and food basket/ratio did not have very significant effect on motivation of teachers in government-aided secondary schools. Results showed that there was a positive relationship between remuneration and motivation of teachers in government-aided schools in Mukono. These findings are in line with the finding of the study on the applicability of Herzberg's Two-Factor Theory on the junior non-academic staff of Makerere University (Onen-2004), who established that there was a strong positive relationship between remuneration and motivation of lowly paid employees.

Discussion of results

The findings of this study reveal that there is a positive correlation between remuneration and motivation of teachers in government-aided secondary schools in Mukono District. Remuneration explained 43.3% variation in motivation of teachers, meaning that it is a motivating factor. Contrary to Herzberg's two-factor theory that classifies remuneration as just a hygiene factor, remuneration is a motivating factor to the poorly paid teachers in Uganda whose salaries and allowances cannot adequately meet their basic physiological needs of life.

As a result of the ban on teacher recruitment by Ministry of Public Service (1998) and high turnover rates, schools have had to recruit teachers locally to check the shortage of teachers in their schools. These teachers locally recruited are not on government pay roll but are paid by the school management bodies. Teachers not on government pay roll in some schools earn as low as Shs60, 000/= per month as compared to their counterparts on government pay roll who earn UGX 570,000/= (\$228). The difference in salary is one factor that explains the variation in motivation of the teachers. Despite the differences in their monthly salary, all the teachers are expected to carry out the same duties. Even those on government pay roll when asked whether they were able to meet most of their basic requirements with the salary they earned, 79.2% responded that the pay they get could not meet most of their basic needs, showing that most teachers find their salaries unsatisfactory. Daun (1997) asserts that, when teachers' standard of living is so low then their basic needs are not met, teachers do not give priority to their teaching responsibilities. In these circumstances instructional quality suffers. The low salaries may be the reason why teachers concentrate on other income generating activities during

official teaching hours, leading to high rates of absenteeism. This is in line with Maslow (1954) who asserts that individuals are motivated in their work when they expect that the reward from the organization will enable them to satisfy first their basic physiological needs. Teachers also compare their low salaries to those of other professionals, who are better paid by government. This makes teachers feel inferior to other professionals leading to demoralization and frustration. According to Stacy Adam's theory of Equity (1963), people tend to compare themselves with others, which leads to perception of equity and inequity.

Discrepancies in the basic PTA allowances were a result of the level of establishment of the school, number of students and amount of fees charged. Since rural schools charge low fees between Shs40, 000 and 70,000/= per child per term, Head teachers of these schools have little money at their disposal to pay teachers well. Rural schools pay their teachers basic PTA of less than Shs50, 000/=, yet urban schools charge fees ranging from Shs150, 000 to 400,000/= and pay their teachers basic PTA allowance of over Shs150, 000/= per month. The amount of PTA basic allowance a school pays to its teachers plays a significant role in the attraction and retention of better-qualified teachers. These findings are in agreement with the VSO report (2004), that in many African countries, rural schools have fewer qualified teachers as a result of low pay. National Inspection Programme Report (2003) also noted general lack of science teachers in many rural secondary schools and attributed this to the low pay earned in those schools compared to the high demand for science teacher.

Payment of PTA allowances was found to affect teachers' willingness to accept extra responsibilities. Teachers shunned those responsibilities with no or little allowances attached. World Bank report (2002) confirms that when salary is low, there is expectation that the salary will be augmented by allowances. This expectation creates reluctance to take on delegated work unless allowances are attached. Michaelowa (2002) also found out that poor pay has led to a need for most teachers to take a second job to supplement insufficient pay. This need for a second job has increased teacher absenteeism, a persistent problem in many countries, which reduces the quality of education. This affects the supervision of extra curricular activities in schools. Banell (2004) in his study on Teacher Motivation and incentives in sub Saharan Africa found out that secondary employment activities undermined service delivery in government-funded schools in

Uganda. Low PTA allowances are not only in rural schools but also in some urban schools that charge high fees teachers are deliberately paid little allowance in order to save for building projects. This creates an impression that teachers' input is not appreciated.

According to Head teachers, schools provide fringe benefits especially accommodation to generate commitment in teachers towards their work. Committed teachers supervise night preps, compensate for missed lessons, give more tests and mark them, attend to weak students and teach over weekends in order to complete the syllabus in time. Armstrong (1996) asserts that, fringe benefits are in a sense supplementary to the basic pay and are meant to facilitate good work by the employee. Such benefits may be a source of motivation to teachers. Lack of accommodation had led to teachers residing as far as 30 Kms and beyond, away from school, and this had led to late coming and absenteeism as teachers spend a lot of time traveling, resulting in little time for teaching. One teacher, staying 56 Kms away, spends 7000 shillings daily for five days a week, meaning that he spends not less than 140,000 shillings (35% of his salary) per month on transport only. Given other basic demands, teachers find themselves in situations where they fail to raise money for transport. This is in agreement with the National Inspection Programme report (2002/2003) that lack of accommodation was the cause of high levels of absenteeism in schools.

According to Head teachers, provision of meals does not only help in time management but also promotes interpersonal relationships as teachers interact during mealtime.

Information from Head teachers showed that 5 out of the 8 schools could not offer medical facilitation to teachers or their relatives owing to financial constraints. Therefore teachers are sometimes forced to borrow to pay for their medical bills. As teachers move around to look for money to meet their medical bills, they do not get enough time to effectively prepare for their lessons or even teach.

Conclusion

Insufficient salaries, allowances and poor accommodation significantly contribute to the low motivation of teachers. A discrepancy in the amount of basic salary paid to teachers on government payroll and those not on government payrolls created frustration among teachers not on the government pay roll since they were expected to perform same similar

duties as their counter parts on the government pay roll. Low allowances or no allowances at all for extra responsibilities created reluctance on the part of teachers to take on delegated work and to fully attend to their duties. The study also established that those schools that did not offer accommodation to their teachers had a problem of teachers coming late and high rates of absenteeism.

An individual will be motivated to perform a task if the reward for so doing is valued by that individual (Vroom 1964). The payment should be able to satisfy the teachers' basic physiological needs of life. When teachers' needs are satisfied, it boosts their psychological well being that leads to improved performance. This is in line with Taylor (1947) who described pay as the most important factor in motivating the organizational workers to achieve greater productivity. Insufficient pay may lead to teachers need to take a second job to supplement their pay. Secondary employment can undermine service delivery in government-aided schools as it encourages opportunistic behavior among teachers.

Recommendations

To boost motivation of teachers in government aided secondary schools, the Ministry of Education and Sports should review educational policies in regard to teachers' remuneration in such a way that the compensation compares favorably with the work they do.

To motivate and retain teachers in rural schools, government should consider introducing rural school allowance. This will compensate for the inconvenience they face as they serve in these rural areas. Government should also consider building houses especially in rural areas for teachers' accommodation. This will eliminate the feeling of being neglected or disregarded by school managements or the government.

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