

**TEACHERS' CONDITION OF SERVICE AND PUPILS' ACADEMIC
PERFORMANCE IN UNIVERSAL PRIMARY EDUCATION SCHOOLS IN
KAYUNGA SUBCOUNTY IN KAYUNGA DISTRICT**

BY

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DECLARATION

I, Saidati Nampijja, do declare that this dissertation is my original work and has never been presented for any award in any University.

Signed.....

Date.....

APPROVAL

This dissertation was supervised and submitted for examination with the approval of Uganda Management Institute supervisors.

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DEDICATION

To my Fiancé Amir and my children Ghazzal and Gaalib without whose inspiration; I would not have stood the test of time.

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ABBREVIATIONS

EPRC - Economic Policy Research Centre

MDG - Millennium Development Goal

MoES - Ministry of Education and Sports

PLE - Primary Leaving Examinations

TFEU-The Treaty on the Functioning of the European Union

UNEB - Uganda National Examinations Board

UNESCO-United Nations Educational, Scientific and Cultural Organization

UPE - Universal Primary Education

ABSTRACT

This study investigated how teachers' conditions of service influence pupils' academic performance in Universal Primary Education Schools in central Uganda, Kayunga Sub County. The study objectives were to establish the relationship between teachers' payment and pupil's academic performance, to investigate the relationship between working conditions and pupil's academic performance and to examine the relationship between quality supervision and pupil's academic performance in UPE schools in Kayunga Sub County. The study used cross sectional design through triangulation of approaches both qualitative and quantitative. A total of 132 respondents were randomly sampled for the study and the response rate was 132 respondents, Pearson's correlation coefficient analysis was used for analyzing the hypotheses and results obtained showed a statistically significant positive relationship between teachers payment, working conditions, quality supervision and pupils academic performance as the independent variable. With the results obtained, the study concluded that teacher's conditions of service influences pupils' academic performance in Universal Primary Education Schools. This is because teacher's payment, working condition and quality of supervision are important factors in predicting pupil's academic performance. These recommendations were made; there is a high need to increase teachers' payment and incentives for good well fare. There is a high need to continuously put capacity building programmes for all teachers to increase creative skills development. All teachers need to sign contract letters for their job security. There is need to assign qualified subject officers to do regular inspection for the success of the schools since even teachers acknowledge its importance.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The study investigated how teachers' conditions of service influence pupils' academic performance in Universal Primary Education Schools Kayunga Sub County Kayunga district. Teachers' condition of service is taken as the Independent Variable while pupils' Academic performance is the dependent variable. The study looked at teacher's payments, teachers' working conditions and quality supervision under teacher's conditions of service while pupils' performance were measured according to pupils decline in grades and increase in failures. This chapter presents the background of the study; statement of the problem; purpose of the study; objectives of the study; conceptual frame work, significance of the study and operational definitions of concepts.

1.2 Background to the Study

1.2.1 Historical Background

A right to education has been created and recognized by some jurisdictions since 1952, Article 2 of the first Protocol to the European Convention on Human Rights obliges all signatory parties to guarantee the right to education. At the global level, the United Nations' International Covenant on Economic, Social and Cultural Rights of 1966 guarantees this right under its Article 13 (Asthana,2008). Globally, around 89% of primary-age children are enrolled in primary education, which consists of the first 5–7 years of formal, structured education. In general, primary education consists of six or eight years of schooling starting at the age of five or six, although this varies between, and sometimes within, countries and this proportion is

rising. Under the Education for All programs driven by UNESCO, most countries have committed to achieving universal enrolment in primary education by 2015, and in many countries, it is compulsory for children to receive primary education. Universal Primary Education is one of the eighth Millennium Development Goals and great improvements have been achieved in the past decade, although a lot is not done. Researchers at the Overseas Development Institute indicate the main hindrance to greater funding from donors includes: donor priorities, aid architecture, and the lack of evidence and advocacy. Furthermore, Transparency International has identified corruption in the education sector as a major stumbling block to achieving Universal Primary Education in Africa (Bategeka & Okurut, 2004).

Several African countries have recognised UPE, with Nigeria being among the first countries, by July 1955, free primary education in the region started (Aluede, 2006). Other African countries include Kenya which started education for all in 1996 after the Amman-mid decade review of education for all (Sifuna,1996), Malawi started UPE in 1994 after the first election (Eldis, 2009), Tanzania UPE reform was started in 1997 as cited by (Sabates,Westbrook,Hernades Fernadez 2012). It is a politically assurance which carries much weight at the ballot box, but the reality – of dealing with the huge numbers of children flooding into schools – is a big problem (Asthana, 2008).

In Uganda education was introduced by the white missionaries mainly for the children of the chief therefore this system was not for all hence very few pupils could continue to the next level hence many Ugandans remained illiterate, with illiterate rates standing at 65% with primary education reaching at only 50% (Aguti, 2002) Uganda under UPE initially provided free education to four children of school going age, per family which eventually changed to all

children in the family (Olupot, 2002). Enrolment in primary schools in Uganda rose from (3.1m) from 1996 to approximately (7.6m) in 2003 (Government of Uganda, 1998, MoES, 2004). Global Monitoring Report (2005) on education for all revealed that there were big numbers of pupils who were completing primary level without achieving the skills and quality education due to overcrowded classrooms, insufficient teaching and learning materials as cited by (Otutu 2010). Uganda stands to lose \$100m (about Shs240b) World Bank grant to education, whose funding has declined to 14 per cent of the national budget instead of the 20 per cent committed by government as a step to achieving the Millennium Development Goals on Education by 2015 (Ahimbisiwe, 2010).

1.2.2 Theoretical Background

There are a number of theories which have been put by different scholars to understand condition of service; however the researcher used Herzberg theory of motivation on teacher's condition of service and Triage theory on academic performance in UPE schools in Kayunga Sub County. According to Herzberg (1923) he suggested a two-step approach to understanding condition of service that include;

Hygiene Factors

Hygiene factors are based on the need for a business to avoid unpleasantness at work. If these factors are considered inadequate by employees, they can cause dissatisfaction with work. Hygiene factors include: Company policy and administration, salaries and other financial remuneration, Quality of supervision, Quality of inter-personal relations, Working conditions and Feelings of job security (Herzeberg, 1923).

In addition, adequate condition of service can create a good social, psychological and physical climate in the classroom. Exemplary teachers appear able to integrate professional knowledge (subject matter), interpersonal knowledge (human relationships), and intrapersonal knowledge (ethics and reflective capacity) when he or she is satisfied with the job Ololupe as cited by (Collinson, 1996, Connell and Ryan, 1984, Rosenholtz, 1989).

Motivator Factors

Motivator factors are based on an individual's need for personal growth. When they exist, motivator factors actively create job satisfaction. If they are effective, then they can motivate an individual to achieve above-average performance and effort. Motivator factors include: Status, Opportunity for advancement, Gaining recognition, Responsibility, stimulating work, Sense of personal achievement & personal growth in a job. However, in this study, the researcher used factors like payment plus fringe benefits, working conditions here the researcher looked at teacher training and development plus job security, about quality supervision, the researcher, looked at teacher's perception of supervisors and frequency of supervision to the school and their influence on pupil's academic performance in Kayunga Sub County.

Herzberg further shows the evidence of condition of service employees be it in a business might lead to the following; Low productivity, Poor service quality, Strikes, breakdowns in employee communication and relationships, Complaints about pay and working conditions. Ololupe as cited in Peretomode (1991) also argued that condition of service of employee might cause dissatisfaction with every aspect of an employee's job. Ololupe also as cited in Ifinedo (2003) demonstrated that a motivated worker with good condition of service is easy to spot by his or her agility, dedication, enthusiasm, focus, zeal, and general performance and contribution to organizational objectives and goals. Inadequate condition of service of a teacher, who is in a

critical position in the education and schooling process, has a negative impact on the achievement of high standards in education (Kocabas, 2009). The researcher is in agreement with the above theory and therefore acknowledged that teacher's inadequate condition of service may attribute to the poor grades in UPE schools.

Accordingly, Triage theory was used on academic performance as the dependent variable, it is merely a method of sorting based on the quality of the items to be sorted; i.e., it is grading. So, the Triage Theory of Grading says that any item to be graded can best be graded on a 4-point scale: Assignment done and clearly adequate (full credit) = 3, Assignment done, but not clearly adequate or inadequate (partial credit) = 2, Assignment done, but clearly inadequate =1, Assignment not done = 0. One of the earliest, if not the first, explicit university marking systems also used "four...and only four items", namely, "descriptive adjectives" used at Yale (c. 1785): (a) "Optimi" ("best", possibly in the sense of "best people" or "upper class"), (b) "second Optimi", (c) "Inferiores" ("inferior"), and (d) "Peiores" ("poorer, worse") (Smallwood 1935: 42–43; thanks to Spade for a translation suggestion). Grading is found quite useful, and fair moreover, the triage theory is not "competitive grading [that] deemphasizes learning in favour of judging" (Krumboltz & Yeh 1997): The grades are (relatively) absolute and convey reasonably precise information to the student about what they have learned and what they have not (yet) learned. Kohn (1994) praises "feedback" as a legitimate educational goal, while rejecting grading as a means to that end.

1.2.3 Conceptual Background

Teacher's Conditions of service refer to the amount of work teachers' and principals do, the remuneration they receive for their work and the support they receive from the community for their work (Mulkeen et al 2007).

In addition teacher's working condition puts in consideration both intrinsic and extrinsic motivation the forces that actuates, direct and maintains behaviours, Kocabas (2009) as cited by (Gursel, 1997). Intrinsic force refers to motivation that is driven by an interest in the task itself, and exists within the individual rather than relying on any external pressure. While extrinsic, motivation refers to the performance of an activity in order to attain an outcome, like a reward for example salary, and fringe benefits. According to Maicibi (2007) achievement at the job is an intrinsic reward. It is self initiating reward where the employee derives satisfaction from what he has achieved from performing certain tasks. The extrinsic factors evolve from the working environment while the actual satisfiers are intrinsic and encourage a greater effectiveness by designing and developing teachers' higher level needs Ololupe (2004) acknowledged. Therefore in teacher's conditions of service both intrinsic and extrinsic rewards are needed for good pupils academic performance.

Academic performance is an outcome of the quality of knowledge, skills technique and positive attitude behaviour and philosophy that the pupil acquires during a stated period (Nsubuga, 1978).

This is evaluated at the end by the marks or grades the learner attains in a test or examination, which is conducted at the end of the education cycle. The degree of achievement is measured by the scores and grades each pupil obtains. The quality of grades differs in the numbers of a given institution, in a given period, in a particular examination. The results and grades become the guiding principles of measuring academic performance.

Looking at salaries as one of the indicators, Stedman and Callion (2001) called it teacher-based merit-pay which is a kind of pay based on an individual teacher's performance inside and outside of the classroom. That performance can be defined and measured in myriad ways.

Teachers may be rewarded for their perceived impact on various outcomes of their particular pupils, such as achievement levels. They may also be rewarded on the basis of such factors as evaluators' assessments of their performance in the classroom, completion of targeted activities that increase their subject matter knowledge or specific skills the range of duties assumed, or the extent and quality of their interaction with other teachers. Maicibi (2007) called it base pay which is an important part of remuneration because it determines whether an employee will take up the job or not. According to Macibi (2005) in this "war" of talents where employers are struggling to get the best employees that will help their organisation to achieve the desired results, there is need to provide a rewarding environment which attracts the people therefore teachers need basic pay and employee benefits that will enable him or her to be satisfied with the job. Employees in moving from one job to another look for those unsatisfied needs the previous job was not providing. According to the New vision, Ndagano (2011) said teachers are expected to mould the young society into a better tomorrow yet they rank low when it comes to their salaries. Working conditions as another dimension refers to the working environment and aspects of an employee's terms and conditions of employment. This covers such matters as the organisation of work and work activities, training skills, health and safety, employability, well being, working time and work time balance. This study looked at teacher training and development and job security and their influence on pupils' academic performance in UPE schools.

Supervision as one of the dimension is defined by Adepoju (1998) as cited in Onasanya as an interaction between at least two persons for the improvement of an activity. It is also a combination or integration of processes, procedures and conditions that are consciously designed to advance the work effectiveness of individuals and group. Supervision assists in improving classroom instructions because teachers are made more competent and efficient,

parent are satisfied with the performance of their children, children are motivated to work harder in order to achieve the required standard, in the long run, and the goal of education is achieved. According to this study, supervision practice can easily help educational system to achieve its goal if teachers are properly handled. It is only through internal and external supervision that this can be achieved, for majority of human beings tend to work harder and better under supervision than otherwise hence pupils academic performance will improve.

1.2.4 Contextual Background

Locally Kayunga Sub County is found in Kayunga District, Central Uganda. It has 20 Universal Primary Schools report from the District Officer (2008). UPE programme in Kayunga Sub County is considered a priority by the department of Education and sports which authorised all schools to be adequately staffed to effectively implement the national curriculum since 1997; to conduct regular inspection of schools to ensure that basic standards are met for quality learning; by having regular training courses for teachers and head teachers; (teacher development and Management system) hence give all pupils equal opportunities in accessing education.

Academic grading in Uganda most commonly takes on the form of five letter grades. Historically, the grades were A, B, C, D, and F—A being the highest and F, denoting failure, the lowest. Whereby A is division One, B is Division Two, C is division Three-D is division Four While F shows those candidates who failed, (MEoS Report: 2008).

An indication that the number of pupils making it to primary seven is gradually increasing cited from the Analysis report from the (MEoS, 2010), the same analysis reported that; there was a decline in the performance of P.7 candidates from 2009 to 2011 in Kayunga Sub County. In

2011 out of the registered 7,362, only 2.6% passed in division one, 25% pupils passed in division two, 19% pupils, passed in division three, 20% pupils passed in division four, 15% pupils were not graded, 7 dropped out, which shows poor performance according to the Directorate of Education and Sports.

Teachers in Uganda are among the lowest paid in the region than their counterparts in Kenya and Tanzania, and Rwanda according to the New vision (Ndagano, 2011). A primary school teacher on the Government payroll in Kayunga Sub County earns shillings 273, 000 a month before tax. This leads to teachers absenteeism because they engage in side business to supplement their income (Ndagano, 2011). Teachers must be made emotionally stable, well motivated, respected and listened to because any ill treatment for a teacher may cause regrettable paralysis to the development of the country (Ruzindana, 2013). He further said that teacher's personal goals should be made government priority because they contribute a lot to the working environment. Since the inception of UPE

in 1997, the Ministry of Education and Sports has been grappling with the same problems in almost all districts across the country. However, a former Commissioner for Inspectorate in the Ministry, Fagil Mandy, in the Observer (2009) admitted that the problems highlighted in the report are not new. He said "We have raised the same problems since UPE started in Uganda, but we are always told that they are being handled and the children become the losers in the end". Mandy further acknowledged that the children are losing out on a large scale with poor performances in their national examinations, indicating a bleak future for them (Observer, 2009). It is against this background that this study was undertaken to investigate teacher conditions of service and pupil's academic performance in Universal Primary Education in Kayunga Sub County.

1.3 Statement of the Problem

A key task of the teacher is to ensure the motivation of pupils (Deniz et al., 2006) as cited by (Kocabas, 2009). Once achieved, this links directly to the teacher's own conditions of service hence good performance of pupils. The main responsibility for teacher's condition of service falls on the school administration (Kocabas and Karakose, 2002 as cited by Kocabas 2009).

In spite of UPE being one of the eight MDGs and the governments' effort towards improvement of primary education, the academic performance of UPE pupils in the country including Kayunga Sub County has continued to decline. According to the District Education report of 2007, in 2009, out of 7303 pupils in Kayunga, 16% passed in division one, 12% passed in division two, 20% passed in division three, 16% were in division four, 26% were not graded, 8% dropped out. The same pattern of a declining trend can be observed for 2010, out of 7108 pupils, 2% got division one, 20% passed in division two, 30% passed in division three, 17% division four, 24% completely failed and 7% pupils dropped out and in 2011, from the total of 7362 pupils registered, 3% got division one, 10% passed in division two, 37% passed in division three, 20% got division four while 23% got no grade and 7% dropped out. While several factors could account for this trend, this study was only interested in teachers condition of service because the teacher is responsible for focusing the students' attention to, and interest in, learning (Kocabas, 2009). The enthusiasm of the teacher in daily activities has a significant impact on increasing the pupils' motivation levels. According to Kubberud et al (1999), the situation for teachers is deteriorating all over the world today and the status of teachers is decreasing at the same time as the working conditions are getting worse. Unless this problem is addressed, there are chances that few pupils will be retained in schools with worsening grades that will grossly affect the quality of education leading to high illiteracy rates. It's against this background that this study was undertaken to investigate teachers' conditions of service and pupil's academic performance in Universal Primary Education in Kayunga Sub County.

1.4 Purpose of the Study

The purpose of the study was to examine the relationship of teacher's conditions of service on pupils' academic performance in Universal Primary Education schools in Kayunga sub county Kayunga district.

1.5 Objectives of the Study

1. To establish the relationship between teachers' payment and pupils academic performance in UPE schools in Kayunga Sub County.
2. To investigate the relationship between working conditions and pupils academic performance in UPE schools in Kayunga Sub County.
3. To examine the relationship between quality of supervision and pupils academic performance in UPE schools in Kayunga Sub County?

1.6 Research Questions

1. To what extent does teachers' payment affect pupils' academic performance in UPE schools in Kayunga Sub County?
2. What is the relationship between working conditions and pupils academic performance in UPE schools in Kayunga Sub County?
3. To what extent does quality of supervision affect pupils' academic performance in UPE schools in Kayunga Sub County?

1.7 Research Hypotheses

1. Teachers' payment affects pupils' academic performance in UPE schools in Kayunga Sub County.
2. Working conditions influences pupils' academic performance in UPE schools in Kayunga Sub County.
3. Quality of supervision affects pupils' academic performance in UPE schools in Kayunga Sub County.

1.8 Conceptual Framework

The study conceptualised that teachers' conditions of service influences pupils' academic performance in Universal Primary Education Schools in Kayunga Sub County.

1.8.1 Conceptual Framework

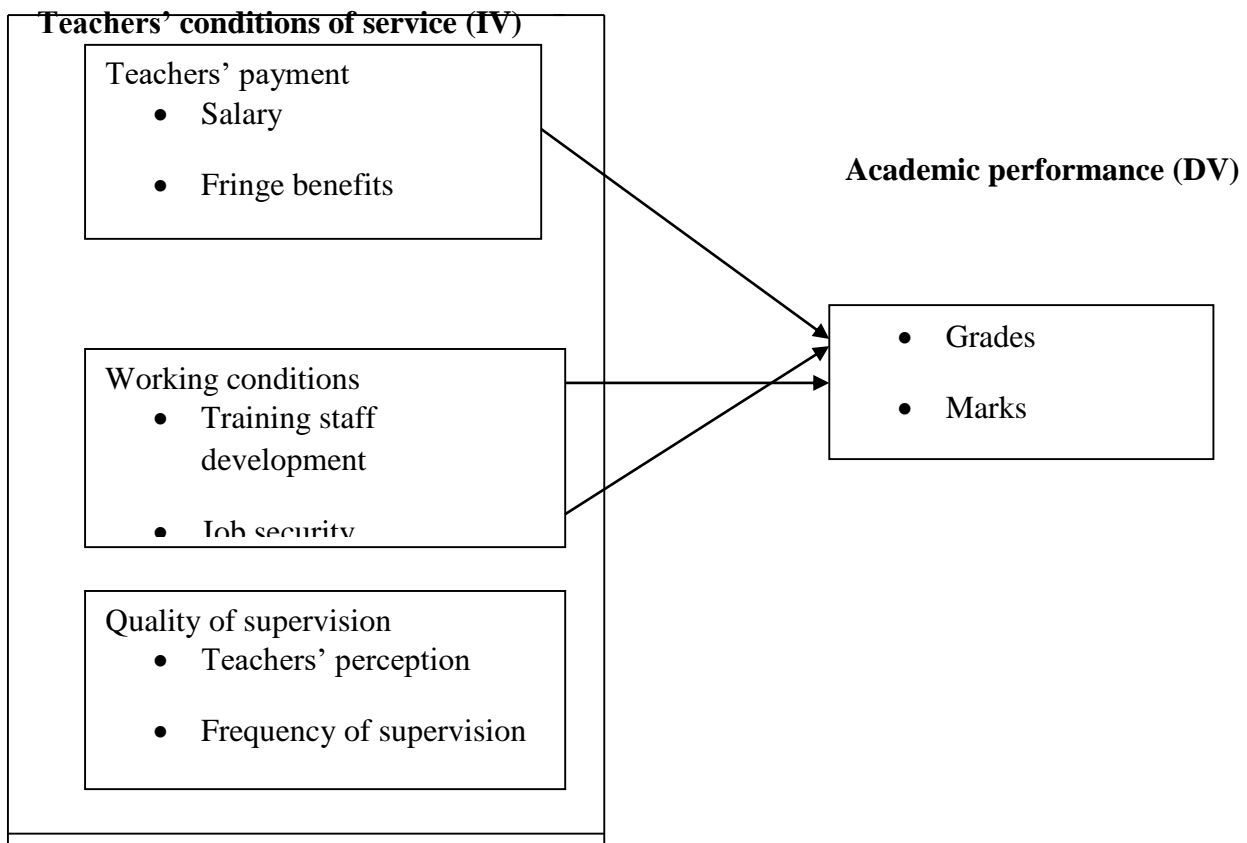


Figure 1: A conceptual framework showing the relationship between teachers' condition of service and academic performance of pupils.

Source: Adapted from The motivation to work (Herzeberg's theory, 1923) and modified by the researcher.

The conceptual framework above shows the linkage between Teachers condition of service the independent variable and academic performance the dependent variable. The components of the independent variable were got from hygiene factors of herzeberg's theory which included teachers' payment, working conditions and quality of supervision. Hygiene factors include: Company policy and administration, salaries and other financial remuneration, Quality of supervision, Quality of inter-personal relations, Working conditions and Feelings of job security (Herzeberg, 1923). Under teacher's payment the study looked at salary and fridge benefits considering that an appropriate payment can motivate a teacher to deliver hence improved academic performance. Training and staff development and job security were looked at under working conditions, favourable and acceptable working conditions are key in motivating a teacher to perform to the expected level of performance. On the other hand quality supervision can influence teacher's perception towards their work positively considering that the frequency of supervision is consistent and appropriate. Teachers who are well paid, working in a conducive environment and are well supervised are key to enhancing pupils' academic performance. The dependent variable, academic performance was measured by the decline in grades and marks of pupils.

1.9 Significance of the Study

The results of this study would assist the Ministry of Education and Sport in formulating a practical, realistic and sustainable programme for Universal Primary Education. In addition, the results of this study would assist the government of Uganda and other stakeholders involved in Education to put in measures to control the factors affecting the success of Academic

performance. The study would also serve as a resource for other researchers in similar studies within and outside Uganda and above all this research would enable the researcher to obtain an academic achievement of a Masters in Management Studies.

1.10 Justification of the Study

In view of the fact that Education for all is globally considered, the level of passing and the quality of the grades becomes an issue. The existing of unsuccessful academic performance in the primary leaving examination creates a concern about the future of the programme and the pupils. This situation left a gap of knowledge relating between teachers condition of service and, pupils academic performance in UPE schools.

1.11 Scope of the Study

1.11.1 Geographical Scope:

The study covered Kayunga Sub County which is found in Kayunga district. It has 20 government aided schools with some private aided schools but the researcher is interested in only 5 government aided primary schools which will include ; (Bukunju Umea, Busaale CU Bwetyaba, Kanjuki Umea and .Kanjuki CU)

1.11.2 Time Scope:

The time scope of the study covered a period of UPE from 2009 to 2011 because they are among the worst performed years and enough to carry out a study.

1.11.3 Content Scope:

The content scope of the study was restricted to both hygiene factors and motivator factors which included: Teachers payment, working conditions and quality of supervision included teachers' training and development and job security and their effects on academic performance of the pupils UPE in schools in Kayunga Sub County. The study covered teachers, school committee member's school prefects and head teachers, irrespective of sex, age, tribe and religion.

1.12 Operational Definitions of Terms and Concepts.

Academic Performance

It is used to refer to pupil's academic achievement in the teaching and learning process or how well a pupil meets standards set out by local government and the institution itself.

Condition of Service

It means circumstances or environment where someone operates in doing works.

Working Conditions

The conditions of the working environment of an employee's terms and conditions of employment.

Quality of Supervision

Supervision is a process of observing, watching, and directing workers in an organisation.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the argument and observations of different authors regarding the relationship between Teachers conditions of service and pupils' academic performance in UPE schools. The focus of this review was based on two main themes which are presented objective by objective. This chapter represents review of related literature on Teachers conditions of service which included teacher's payment, working conditions and quality of supervision, and their influence on academic performance of pupils in UPE schools. This was done by reviewing primary and secondary data from journal articles, books, reports and interview.

2.2 Theoretical Review

The study used Herzberg theory (1923) of motivation on teachers and how it influenced performance he suggested a two-step approach to understanding condition of service and satisfaction also Triage theory was used on academic performance as the dependent variable, it is merely a method of sorting based on the quality of the items to be sorted; and it is grading. So, the Triage Theory of Grading says that any item to be graded can best be graded on a 4-point scale. Conditions of service that influence academic performance of pupils' would be measured with the underlying objectives.

2.3 Teachers' Condition of Service and Pupils' Academic Performance

Brown (2007), as cited by Richardson, Short and Prickett (1993 p 17) argued that without teachers who are motivated to teach with adequate conditions of service, the search for excellence will be in vain. Ololube (2004, 2005) says that adequate condition of service enhances productivity which is naturally in the interests of all educational systems. In addition, when the working conditions and the status of teachers are constantly deteriorating, one of the most serious consequences is the dropout of trained and qualified teachers. This again has serious effect upon the quality of the education provided (Kubberud, 2009). Winkler (2009) urged that services are usually intangible, invisible, perishable and requiring simultaneous production and consumption. In addition a contracting, changing and challenging environment creates difficulties in terms of managing high quality service provision. It requires that staff have access to a range of remuneration benefits flexible working conditions and high quality continuing professional development to ensure access to career and professional development opportunities. This is important as performance management plays and will continue to play such a crucial part in determining pay progression for teachers. Furthermore Evans (1998) observed that teachers working lives represents the realities of the job-related attitudes than those factors centrally imposed policy or teachers conditions of service including pay. In all cases it was school specific factors that teachers identified as the most significant influences on their job satisfaction, morale and motivation. Roy (1983) acknowledged that teachers' conditions of service usually referred to as "the contract" it covers working hours, class contact time, class sizes, leave entitlements in-service training, travelling allowances, and is a model well worth looking at for negotiation.

In addition Roy (1993) said that there needs to be a clear recognition, both by employers and teachers that they share one common interest which is or ought to be greater than the sum total of all differences: to protect and advance the interest of the nation's children . In an era which thrives on confrontation service desperately needs harmony rather than controversy. For example the government should have the merit of honesty to state clearly from the outset what is prepared to be found in the way of teachers pay. When teacher's conditions of service are agreed upon it provides a base or the future progress. Harrison (1997) as cited by Yunus (2006) said that improving the workers social environment and their intrinsic motivation would bring high levels of morale and commitment and thereby lead to improved productivity. In this study, the teacher's goal is pupil's attainment of good grades therefore with all that teachers have to do, motivation is the key to keeping them focused and feeling worthy hence developing a positive school climate which is critical to an effective school. In this study the researcher looked at teachers' payment, working conditions and quality supervision

2.3.1 Relationship of Teachers' Payment and Pupils' Academic Performance.

In this study compensation was used as payment, Tan (2004) defined payment as an exchange of monetary value for the receipt of goods and services. In this study payment was looked at in form of salary. Anforth (2007) defined salary as the amount of money actually paid or payable by an employer to an employee for their labour or service. The payment is made on an agreement between the employer and the employee. Secrist (1999) defined wages as the income received on account of labour performed or earnings in money or its equivalent because of manual, mechanical, or electrical labour service paid according to stipulated scale of frequent intervals and under conditions which make it customary to make deductions for short period time cost. Ballard , Sutherland, Barkoczy (2010) defined it as a payment for a service rendered. The salary scales for both primary and secondary school teachers are often very flat

with very small salary increments awarded on the basis of seniority/experience, with little or no link with actual job performance (Bunnell, 2004).

In addition Bunnell (2004) indicated that Salary administration is also poor in most countries. In particular, late payment of salaries is very common. He further argued that incentives for schools and teachers in the public education system to perform well are frequently weak due to ineffective incentives and sanctions. According to this study teachers should be paid highly and on time because they contribute to the welfare of the Nation by educating the masses therefore to get motivated, enthusiastic, and not worried of their welfare hence pupils will be taught well and given ample time with less cases of absenteeism hence better grades would be attained hence good academic performance.

Fringe Benefits as another dimension was defined by Thuronyi (1998) as cited by (Administrator 2011) as any non monetary benefit derived from employment that doesn't institute cash salary or wages for example housing benefit, car discounted goods. He further said that they are additions that employee receive in addition to their normal wages. The main advantage of this motivator is that it helps to encourage loyalty to the company and so employees would stay longer and it helps to meet social needs of employees. Ashwel (2007) defined fringe benefit as anon cash benefit provided to an employee or an associate of an employee either by the employer or a third party on behalf of the employer, the benefit has a connection with their employment. Kakwani (1986) defined it as goods and services provided for free on a regular basis by a person's employer. They contribute to additional economic welfare and should be incorporated in the analysis of economic welfare. Bunnell (2004) acknowledged that allowances are paid to teachers in many countries, but in general they are too small to have a major impact on teacher deployment. Overtime inadequate remuneration packages (including accommodation and allowances) would erode teacher's commitment to

their vocation and education norms and values would start to decline in schools (VSO, 2002). According to this study fringe benefits should be given to provide security and better welfare to teachers because it is an addition to their salary hence teacher would be encouraged to perform well hence pupils' performance would be good.

2.3.2 Relationship between Working Conditions and Academic Performance.

The Treaty on the Functioning of the European Union (TFEU, 2011) defined working conditions as the working environment and aspects of an employee's terms and conditions of employment. This covers such matters as: the organisation of work and work activities; training, skills and employability; health, job security, safety and well-being; and working time and work-life balance. Leblebic (2012) argued that some factors in workplace environment may be considered keys affecting employee's engagement, productivity, morale, comfort level both positively and negatively. Marc (1985) urged that if working conditions are bad they affect the conditions of life, they place a heavy burden on the community and resources and finally upsets society's economy and equilibrium. Over and above the economic gain to be achieved through such improvements, there is a social objective which is valid in itself and which should not be subordinate to profitability. They further said poor working conditions will lead to job dissatisfaction ,in opposition to this, recognition, achievement ,interesting work, responsibility and advancement all lead to positive job attitudes there absence will much less frequently lead to job dissatisfaction.

Head and Guerrero (1991)defined it as the environment “where we live, work and play,” and issues being addressed include employment ,workers rights affordable housing, education and others, thus poor housing, health care and education are considered environmental problems.

Training and development as an indicator under working condition is given considerable attention as Harris, Brewster and Sparrow (2003) acknowledged in order to develop a pool of

teachers who can cope better with the challenge of the information age, indeed the rate of change, new technologies and the increased need for creative skills require increasing attention to employee development. Further still OECD (1998) argued that professional of teachers has a multitude of objectives and takes many different forms which include personal reflection in the light of classroom experiences to government-ordered courses. Some form of development concentrate on the career progress of an individual with in a more or less present framework of professional activities.

In this study teacher training and development is vital because teachers are central to the capacity of schools to perform well in this new situation. No amount of policy reform would make education more effective unless teachers are a party to the change.

Job security according to Herzberg, Mausner and Snyderman (1993) is considered as tenure and company stability which is reflected in some objective way on a person job security. Bourn (1980) argued that security of employment is a vital matter to employees. To a worker a job represents self esteem, respectability and a place in society not just a source of income. Jansen,Stauffacher (2009) say employee agreements are legally binding contracts between employer and employees stating the terms of working relationship. The employment contract provides for job security that it limits and specifies the reasons for termination. In addition the contract provides a vehicle to describe salary benefits, liability, insurance coverage, productivity expectations, job functions and hours of work. They further acknowledged that it is a good idea to sign a formal employee contract because it gives employees the job security they need and also help to give them a piece of mind that they are likely to stay with you for at least a period of contract. Therefore, teachers working conditions should be conducive and

secure if good academic performance of pupils in UPE schools is to improve because the literature says so.

2.3.3 Effects of Quality Supervision on Pupils Academic Performance.

Supervision is a process of observing, watching, and directing work, workers and organisations or institutions Giwa as cited by Hornby, (1962). In the-same vein, Giwa as cited by Banjo (1962) defined supervision, from the traditional concept of school inspection in these words: By supervision we do not mean descending upon schools as agents of wrath and vengeance. Rather, supervisors must go to schools as friends, counsellors and guides, sympathetic though frank in their constructive criticism, giving advice and suggestions.

Carlene and kreitner (2009) defined supervision as setting people up for success therefore supervisors by virtual of their pivoted location in organisation should recognise unique talents and potential of team members and should provide them with motivating work and instructive leadership. Supervisors promote both individual and organisation success by hiring wisely and providing necessary coaching, training, feedback and professional development. Leonard (2012) acknowledged that organisations survive on supervision to fine tune performance, increase efficiency and deploy limited staff more effectively. Therefore supervisors are crucial in dealing with worker efficiency and productivity and accountability and curb malpractices.

Kadushin (1992) argued that supervision involved the recruitment, organization and oversight of a large number of volunteers and, later, paid workers. Bunnell (2004) argued that teacher supervision is frequently very weak, especially where head teachers lack formal administrative control over teachers in their schools. Perception of supervision by teachers in this study of supervision and teacher satisfaction, Fraser (1980:224) stated, “The improvement of the

teaching–learning process was dependent upon teacher attitudes toward supervision”. He said that unless teachers perceived supervision as a process of promoting professional growth and student learning, the supervisory exercise would not have the desired effect. There are invariably no effective performance appraisals and inspections are infrequent, especially in more remote schools. According to a report by VSO (2002) supervision form inspectorate services appeared to be regarded as essentially helpful and motivating. According to this study supervision is vital to aid professional growth of teachers, the teacher is supervised not with the intent of evaluating him but with a view to helping him develop as a teacher hence good academic performance would be attained by pupils in UPE schools.

2.4 Summary of Literature Review

It is widely asserted that inadequate teacher’s conditions of service is reflected in deteriorating standards of pupils performance due to terms of payments in form of salary, and fringe benefits, working conditions the researcher looked at teacher training and development and job security while about quality of supervision the study looked at teachers perception on supervision and the frequency of supervision leading to poor grades hence poor performance in UPE schools in Kayunga Sub county. According to Hayden (2011) as cited by Tucker et al (2005) he said that when teachers perform pupils produce and achieve, he further acknowledged that condition of service and behaviour are closely associated as most behaviour occurs as result of motivation primarily because it seems to be the determinants of behaviour.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents details of methodology used in the study. It covers the research design, the area of study, and population of the study, sampling procedure, data collection methods and instruments, procedure for data collection, measurement of variables and data analysis.

3.2 Research Design

The study used a cross sectional research design. According to Sekaran (2003), a cross-sectional study is one where the data is gathered just once, over periods, weeks or months in order to answer research questions. It is one time investigation of a situation. It is cheap and time saving. It was done through triangulation of approaches, both qualitative and quantitative were used in order to obtain a variety of information on the same issue and hence ensure maximum confidence of data hence valid data was obtained (Amin, 2005). The unit of analysis was teaching staff, and head teachers, school committee members and school prefects in selected schools in Kayunga Sub County.

3.3 Study Population

The target population was 150 consisting of 50 teaching staff, 5 head teachers, 45 school prefects and 50 school committee members selected from 5 government schools in Kayunga Sub County (District Education Officer report Kayunga District 2010) Kayunga District was selected because it was among the worst 10 performing districts (MEOS report 2008) for the past 10 years.

3.4 Sample Size and Selection

The researcher used a sample size of 132 for the study. The sample sizes were determined using the table for determining sample size from a given population (Krejcie and Morgan, 1970).

Sekaran (2010) suggested that an appropriate sampling design should be used; a large sample size would not in itself allow the findings to be generalized to the population. Too large a sample size say over 500 could also become a problem as much as too small sample size below 30, this would be prone to committing type 2 errors.

Table 1: Category of Study Population, Population and Sample Size.

Respondent's Category	Access Population	Sample Size	Sampling Technique
Head teachers	5	5	Purposive
Teaching staff	50	47	Simple Random Sampling
School Committee	50	40	Simple Random Sampling
School Prefects	45	40	Stratified Sampling
Total	150	132	

Source: Mogan and Krejcie Table with Data from Kayunga District Education Officer (MOES report, 2011) modified by the researcher.

3.5 Sampling Techniques and Procedure

This study employed different techniques which included; simple random technique to select the sample of schools, on teaching staff and school committee, purposive technique on head teachers, and stratified sampling on school prefects. This technique of simple random was employed

because every element has an equal of being selected in the sample and is simple (Mugenda and Mugenda, 2003). Purposive was used because suitable people are selected for the study hence less time is used and it is more accurate with less cost. And stratified sampling was because school prefects are already in a selected group among the pupils.

3.6 Data Collection Methods.

Data was gathered using both quantitative and qualitative methods. Quantitative data was collected by questionnaires which were administered to teachers and head teachers, Qualitative data was collected by interviewing head teachers and pupils by the researcher using an interview guide. Also focus group discussions were conducted of school committee members using focus group guide.

3.6.1 Questionnaire Survey

In this study, questionnaires were used to collect data, they were administered to teachers through the head teachers of the various schools. Questionnaires are economical in terms of cost and take less of respondents time (Amin, 2005).

3.6.2 Focus Group Discussion

Focus Group Discussions were used using a Focus Group Discussion guide. This contained a list of open ended questions in relation to the study.

3.6.3 Face to Face interview

Face-to-face interviews were conducted with the head teachers and school prefects. Leading questions were asked with the aim of getting detailed information from the respondents.

According to Amin (2005) it gives more clarity and yields the biggest response rate. However, interviewing as a method is comparatively more costly and time consuming.

3.7 Data Collection Instruments

The instruments used in collection of primary and secondary data were for both quantitative and qualitative.

3.7.1 Structured Questionnaire

A structured questionnaire was used to collect information from the simple randomly sampled respondents. It was a Likert scale questionnaire with category response continuum of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

3.7.2 Interview Guide

This contained a set of open ended questions that were used for interviewing head teachers and school prefects of schools. The information tracked assisted the researcher to find out the true position of teacher motivation and how it influences pupils' academic performance. Interviews helped to enrich data gathered by the questionnaire because it attracts in depth response following the information produced by the questionnaires. Interview also generates information based on emotions, feelings and experiences in the teaching position (Gina 2001, 165).

3.7.3 Focus Group Discussion guide

Focus Group Discussions were used using a Focus Group Discussion guide. This contained a list of open ended questions in relation to the study. The respondents were selected basing on the knowledge and expertise they possessed in relation to the study concepts and variables. The

researcher conducted the discussions with the school management committee. The rationale behind this was to get groups' opinion on whether teacher motivation affects academic performance in Kayunga Sub County in Kayunga District.

3.8 Quality control (Validity and Reliability)

The developed data collection instruments were tried on selected respondents who are considered to be in the situation similar to the actual study sample. Assessments of the data obtained help the researcher to revise, refine and improve the instruments before they were used to collect the actual data.

3.8.1 Validity

According to Sekaran (2003) validity tests whether an instrument measures what it is supposed to and is justified by the evidence. The validity of the research instruments was checked using content and face validity by research experts and my supervisors to ensure that instruments include an adequate and representative set of items that tap the key concepts of the study. For the instrument to be accepted as valid the CVI should be greater or equal to 0.7 (Amin, 2005).
$$\text{CVI} = \frac{\text{No. of items declared}}{\text{Total No. of items}}$$

3.8.2 Reliability

According to Sekaran (2003), reliability refers to whether an instrument is consistent, stable and free from error, despite fluctuations in test taker, administrator or conditions under which the test is administered. This was done by giving questionnaires to a section of respondents to check the appropriateness of questions. This helped to identify and rectify any inadequacies such as clarity of questions early enough before administering the questionnaire to the

respondents. This was tested by use of Cronbach’s Alpha and an average 0.589 for teachers were got hence, relevant for use (Hair, J.F.Jr. et al, 2006).

Table 2: Summary of Reliability Statistics for Teachers

Variable	Cronbach’s Alpha	No.of Items
Payment	0.550	13
Working conditions	0.655	12
Supervision	0.651	14
Academic Performance	0.500	8
Total	2.356/4	47
Average	0.589	

Source: Primary data

3.9 Procedure of data collection

Upon successful defense and approval of the proposal, the researcher sought permission to conduct the study and collect data from the administration of Uganda Management Institute (UMI) that explained the importance and significance of the study. Data collection instruments were developed and administered to teachers through the head teachers of selected schools. Data collected was assessed to help researcher revise, refine and improve the instruments. Appointments were made with head teachers for interviews to be conducted and data was collected.

3.10 Data analysis

Both quantitative and qualitative data analysis was done. The raw data was properly cleaned, sorted, condensed into manageable and meaningful data that can be interpreted and explained.

3.10.1 Quantitative Data Analysis

The data that was collected, processed and analyzed. Data processing involved editing, coding, classification and presentation in form of frequency tables and graphs as suggested by Kothari (2004). A multiple regression analysis was run using Statistical Package for Social Scientists (SPSS) a computer software package to examine the relations between the independent variables and the dependent variable. The data was analyzed using the major categories of data analysis that is descriptive analysis and inferential analysis which produced various reports for the researcher's interpretation and discussion.

3.10.2 Qualitative Data Analysis

Qualitative data collected through interviews was edited, coded and arranged in themes. This was done systematically using words to describe patterns of events and relationships derived from the information gathered, making useful conclusions and recommendations.

3.11 Measurement of variables

The variables under study were rated on a 4-point likert scale ranging from 4 (Strongly Agree) to 1 (Strongly Disagree) that is with four category response continuums. Interviews were conducted to measure opinions and perceptions and open ended questions were used to avoid bias. The interval scale was used for measuring the age brackets and the nominal scale was used for categorizing the variables in the questionnaire (Amin, 2005). Items in questionnaires for measuring motivation and performance are derived from (Mpofu, 2007) and (Ivy, 2010).

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter presents and discusses responses from five primary schools that were randomly selected. Background information was generated from a total of 5 head teachers, 47 teachers, 40 members from school management, and 40 school prefects by use of questionnaires, focus group guide and interview guide. All questionnaires were returned because the respondents were given ample time to answer them.

The data was used in the study to find out relationship between teachers' motivation and pupil's academic performance in Universal Primary Education schools in Kayunga Sub County, Kayunga District.

4.2 Response Rate

Response rate is the ratio of the actual number of respondents, vis-à-vis the targeted. The researcher had targeted to get information from the various respondents and got the following

Table 3: Respondents Response Rate

Category of respondents	Sample Size	Actual responses	%age response
Head teachers	5	5	100%
Teachers	50	47	97.8%
School Management	50	40	80%
School prefects	45	40	95.2%
Total	150	132	90.8%

The result in table 3 shows a good response rate of 90.8% for the study by all categories of respondents. This is an excellent participation/response rate because as Amin (2005) recommends that a minimum of 70% is adequate for a valid research. The excellent response rate could be attributed to the fact that pupils education is of great concern to respondents. The respondents were able to open up and voice their concerns. This data can be relied upon to give a frame work in which conclusions can be made.

4.3 Demographic Characteristics of the Respondents

It was thought important in this study to find out the social factors of respondents in order to give the background information and to create rapport between the researcher and the respondents, these included ages, gender, years of service, marital status and religion. Among the characteristics, however, the study only considered the level of education and gender of respondents which was discussed for the relevancy of the study.

4.3.1 Level of Education attained by the Teacher’s Respondents

The level of education attained by the respondents was considered important as it would help the researcher to know the extent to which the respondents were qualified as primary teachers. Education level of a person qualifies him/her to an appointment for a specific job. At a primary level, teachers should have attained a certificate of education as a minimum qualification therefore having a degree or diploma would mean that individual upgraded.

Table 4: Respondents Level of Education

		Frequency	Percent
Valid	O level	4	9.1
	Certificate	19	43.2
	Diploma	11	25.0
	Bachelors	2	4.5
	Above	1	4.5

	Total	47	100.0
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Source: Primary Data

From table 4 above, most of the respondents attained Certificates with 43.2%, 25% have Diplomas, 9.1% have O level certificates, 4.5% have Bachelors and those above bachelors are 4.5%, which implies majority of respondents qualify to teach in primary schools since almost half of the respondents were certificate holders. This implies that qualification is not among the factors that led to pupils' poor performance in Kayunga Sub county.

4.4 Results on Study Variables

This section presents the findings on the independent variables teachers' motivation dimensions which include teacher payment, working conditions, quality supervision and their effect on pupils' academic performance. The variables under study were rated on 4-point likert scale questionnaire of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The item of Undecided was not used to avoid biases from respondents. The findings are presented in tables for each item of the variable. Correlations were done for purposes of showing relationships and regressions run to determine variations.

4.4.1 Teachers' Payment and Pupils' Academic Performance

This first objective was aimed at establishing the relationship between teachers' payment and pupil's academic performance in UPE schools in Kayunga Sub County. The data to achieve this was obtained from the primary sources (the head teachers, teachers, school committees). The researcher used descriptive statistics; frequencies to generate frequency tables and percentages of the data on each of the items in the study.

A summary of responses is presented in the table below.

Table 5: Summary of Findings on all Respondents' views on Teacher's Payment

Payment	SA	A	D	SD
	Freq/%	freq/%	Freq/%	Freq/%
Terms of payment are favourable	(26)55.3	(12)25.5	(8)17	(1)2.1
Low salary demotivates teachers in doing work.	(36)76.6	(5)10.6	(5)10.6	(1)2.1
Teachers are satisfied by their salary.	(6)12.8	(7)14.9	(14)29.8	(20)42.6
Salary comes on schedule.	(9)19.1	(18)38.3	(16)34	(4)8.5
There is a need for salary increment in our work place.	(37)78.7	(10)21.3	0	0
There is adequate compensation for the service.	(6)12.8	(5)10.6	(24)51.1	(12)25.5
There other benefits apart from salary	(35)74.4	(10)21.3	(1)2.1	(1)2.1
The best performing teachers are often rewarded.	(20)42.6	(24)51.1	(2)4.3	(1)2.1
The school management often communicates about the Fringe benefits the school offers.	(26)55.3	(16)34	(4)8.5	(1)2.1
Fringe benefits offered by the school are adequate.	(4)8.5	(10)21.3	(19)40.4	(14)29.8
Fringe benefits are provided regularly in this school.	(13)27.7	(14)29.8	(11)23.4	(9)19.1

Source: Primary data

Table 5 above indicates that 80.8% of the respondents agreed that terms of payment are favourable. 87.2% of respondents agreed that low salary demotivates teachers in doing work 72.4%, teachers are satisfied that their salary comes on schedule 57.4% agreed that, there is a need for salary increment in our work place. However 72.4% respondents also disagreed on whether teachers are satisfied with their salaries, 76.6% agreed that there is adequate compensation for the service. This reveals that teachers are not satisfied with the payment with 87.2% of teachers agreeing that low salary demotivates this is likely to contribute negatively

on pupil's performance. The findings were supported by interviews with the head teachers who emphasised that *“teachers need salary increment, the entire teaching staffs are not satisfied with the pay and so they engage in other activities like farming and doing small businesses to make ends meet hence would lead them to not completing syllabuses”*. This was also supported through focus group discussions with school management committees who emphasised that teachers pay is low and there is need for increment. This decline in wages often affects the attendance, motivation and performance of teachers, leaving the general quality of education to suffer. For teachers to attend school regularly, it is essential that the salary covers basic needs. Many teachers take on additional work to add to their income, and this leads to significant teacher absenteeism in some places.

Fringe benefits as a second dimension of teachers' payment, majority 95.7%, of the respondents acknowledged that there other benefits apart from salary. 93.7%, the best performing teachers are often rewarded. 89.3% agreed that the school management often communicates about the fringe benefits. 57.5% of respondents agreed that fringe benefits are provided regularly in this school. However the respondents also disagreed that there is inadequate compensation for the service and fringe benefits offered by the school are inadequate. This shows that there is need for improvement in the fringe benefits offered by the school. This was supported by head teacher's from interviews who said that *“some teacher's are quitting and Shan the teaching profession because the benefits are too little to cater for their welfare and some teachers dodge because they are not motivated to work.”* The dissatisfaction by the teachers was also supported in focus groups by committee members who said that allowances are got by few teachers and even those getting them are still not satisfied. They also revealed that most teachers are resorting to riding motorbikes *“bodabodas”* instead of teaching to earn a living. The distribution of additional facilities is very uneven often, the

poor remote rural regions have little of these fringe benefits to offer, this may have a negative effect on pupil's academic performance.

Hypothesis Testing

The study tested hypotheses in order to be able to generalize the findings from the samples to the population. This was done using inferential statistics. Correlation analysis was done to determine the direction and strength of the relationship between the Independent and Dependent variables. Regression analysis was conducted to establish the magnitude of the relationship between the variables and to predict the importance of the independent variable to the dependent.

To verify the alternative hypothesis that teacher's payment has an effect on pupils academic performance, the P-value was determined using Pearson's product moment correlation coefficient as shown in the tables below.

Table 6: Correlation Matrix on Teachers' Payment and Academic Performance

		Teachers payment	Academic performance
Teachers Payment	Pearson Correlation	1	.372**
	Sig. (2-tailed)		.000
	N	47	47
Academic performance	Pearson Correlation	.372**	1
	Sig. (2-tailed)	.000	
	N	47	47

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

Source: Primary data

The above table 6 gives Pearson correlation (r) of 0.372 and p-value of 0.000 which is significant at the 0.01 level. This indicates a weak positive relationship (since the correlation coefficient lies below 0.4) between the two variables payment and academic performance. This means that changes in one variable are correlated with change in the second variable.

A regression analysis was done to determine the magnitude of the relationship between the two variables and the importance of teacher's payment and academic performance. This is shown in the relationship model below

Table 7: Regression Output Summary on Teachers' Payment and Academic Performance

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	2.741	.261		10.487	.000
	Teachers' payment	.280	.067	.372	4.148	.000

a) Dependent Variable: Academic performance

Source: Primary Data

The results in table 7 give a regression coefficient of 0.372 at significance level of 0.000 hence a positive relationship. This indicates that the model is significant ($p < 0.001$) and meaningful ($R = 0.372$ and $R^2 = 0.139$) meaning over 13% of pupils academic performance can be predicted by teachers payment. Thus, a one standard deviation increase in teacher's payment leads to 0.372 increases in predicted pupils' academic performance with the other variables held constant. This means that teachers' payment is an important factor in predicting pupils' academic performance. The results from the above tables all give a Sig. (2-tailed) value of less than alpha (0.05) and R^2 value above 0.05 which is the researcher's basis to reject the null hypothesis and uphold the research or alternative hypothesis.

4.4.2 Working Conditions and Pupils Academic Performance

The second objective was aimed at establishing the relationship between working conditions and academic performance in Kayunga sub-county. The data to achieve this was obtained from the primary sources (the head teachers, teachers, school committees, and school prefects).

Table 8: Summary of Findings on Respondents' views on Working Conditions

Working conditions	SA	A	D	SD

	Freq/%	freq/%	Freq/%	Freq/%
There are opportunities for training and development.	(27)57.4	(13)27.7	(5)10.6	2)4.3
Training and development programmes are adequate in this school.	(10)21.3	(20)42.6	(14)29.8	3)6.4
Teachers can identify ways for improving performance	(28)59.6	(17)36.2	(1)2.1	1)2.1
There are proposed training programmes.	(37)78.7	(10)21.3	0	0
Teachers participate in formal feedback sessions after training	(34)72.3	(10)21.3	(2)4.3	1)2.1
Training is provided as an incentive for increasing work performance.	(14)29.8	(30)63.8	(3)6.4	0
The terms of employment are being observed by teachers’.	(21)44.7	(21)44.7	(4)8.5	1)2.1
The terms of employment are being observed by the school.	(31)66.0	(13)27.7	(3)6.4	0
On being recruited to this school an appointment letter is given.	(31)66.0	(12)25.5	(1)2.1	3)6.4
Training and development opportunities need improvement in our work place.	(46)97.9	(1)2.1	0	0
Job security affects teachers’ level of motivation towards teaching.	(41)87.2	(6)12.8	0	0
Job security affects marking pupils’ assignment.	(33)70.2	(14)29.8	0	0

Teachers worry about job security in the school.	(37)78.7	(10)21.3	0	0
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Source: Primary data

Table 8 above indicates that 85.1% respondents agreed that there are opportunities for training and development programmes. 63.9% of respondents agreed that training opportunities are adequate in this school. 95.8% agreed that teachers can identify ways for improving performance. 100% agreed that there are proposed training programmes, 93.6% agreed that teachers participate in formal feedback sessions after training, 93.6% agreed that training is provided as an incentive for increasing work performance. 89.4% agreed that the terms of employment are being observed by teacher's, 91.5% agreed that on being recruited to this school an appointment letter is given, 100% of respondents agreed that training and development opportunities need improvement in our work place 100%. This reveals that training which is offered by the school is not adequate enough to develop teacher's skills. This is supported by the head teacher's remarks that *"few teachers attend training programmes; they are normally two or three teachers who go for them because the facilities are not enough for all teachers to attend"*. In addition, this was also supported by school committee members who said that *"the teachers training and development programmes are so irregular normally once a year and only a few teachers attend training programmes yet they are important."* This shows inadequacy in teachers training programmes which may affect pupil's academic performance. This raises the need for improvement in training and development opportunities because teachers would learn new ways of improving the learning process of pupils.

Looking at job security, 100% of respondents agreed that it affects teachers' condition of service towards teaching. 100%, job security affects marking pupils' assignment. 100%, of

teachers worry about job security in the school. The fact that 100% of teachers worry about job security, this may affect their work performance hence pupils academic performance may be equally affected. However, the findings on job security according to head teacher’s interviews revealed that “*job security is not a problem since majority of the teachers were on pay roll*”. This was supported by the school committee members who acknowledged that majority of the teachers are given appointment letters this revealed that teachers are secure on the jobs.

Hypothesis Testing

To verify the alternative hypothesis that working conditions influences academic performance, the P-value was determined. Pearson’s product moment correlation coefficient was used as shown in the tables below.

Table 9: Correlation matrix on working conditions and academic performance

		Working conditions	Academic performance
Working Condition	Pearson Correlation	1	.206**
	Sig. (2-tailed)		.000
	N	47	47
Academic performance	Pearson Correlation	.206**	1
	Sig. (2-tailed)	.000	
	N	47	47

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

Source: Primary data

Table 9 above indicates a correlation (r) of .206 and a p-value of .000 (2tailed), at the level of 0.01 this indicates a weak positive relationship (since the correlation coefficient lies below 0.4) between the two working conditions and Academic performance. This means that changes in one variable are correlated with change in the second variable.

A regression analysis was done to determine the magnitude of the relationship between the two variables and the importance of working conditions and academic performance. This is shown in the relationship table below.

Table 10: Regression output Summary on Working Conditions and Academic Performance.

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients		
2	(Constant)	3.348	.215		15.575	.000
	Working conditions	.140	.064	.206	2.183	.000

b) Dependent Variable: Academic performance.

Source: Primary Data.

The results in table 10 above give a regression coefficient of 0.206 at significance level of 0.000 hence a positive relationship. This indicates that the model is significant ($p < 0.001$) and meaningful ($R = 0.206$ and $R^2 = 0.0424$) meaning over 4% of pupils academic performance can be predicted by working conditions. Thus, a one standard deviation increase in working conditions leads to 0.206 increases in predicted pupil's academic performance with the other variables held constant; this means that working conditions is an important factor in predicting pupil's academic performance. The results from the above table give a Sig. (2-tailed) value of

less than alpha (0.05) and R^2 value above 0.05 which is the researcher's basis to reject the null hypothesis and uphold the research or alternative hypothesis.

4.4.3 Quality of Supervision and Pupils' Academic Performance

The third objective was aimed at finding out if there's a significant relationship between quality supervision and pupils' academic performance. The data to achieve this was obtained from the primary sources (head teachers, teachers, committees, school prefects).

Table 11: Summary of Findings on Respondents' views on Quality Supervision

Quality Supervision	SA Freq/%	A freq/%	D Freq/%	SD Freq/%
Supervision helps the teacher to improve the learning process.	(27)57.4	(16)34	(4)8.5	0
The Subject officer usually supervises the teacher.	(34)72.3	(11)23.3	(2)4.3	0
Teachers are notified about the supervision dates.	(31)66	(16)34	0	0
I wish to be given notice before supervision.	(33)70.2	(12)25.5	(2)4.3	0
The teacher gets feedback after supervision is finished.	(32)68.1	(14)29.8	(1)2.1	0
The current practices of supervision at our school are satisfying.	(35)74.5	(10)21.3	(1)2.1	(1)2.1
Supervision is useful to me as a teacher.	(36)76.6	(11)23.4	0	0

My supervisor is responsive to suggestions.	(28)59.6	(19)40.4	(1)2.1	0
My supervisor is responsive to grievances.	(34)72.3	(12)25.5	0	0
The frequency of supervision is adequate in the school.	(19)40.4	(21)44.7	(6)2.8	(1)2.1
Teachers are often supervised more than once a term.	(28)59.6	(11)23.4	(8)17	0

Source: Primary data

Table 11 above indicates that 91.4% respondents agreed that supervision helps the teacher to improve the learning process 95.7% Of respondents agreed that they wish to be given notice before supervision, 95.8% of respondents agreed that the current practices of supervision at our school are satisfying, 97.8% agreed that my supervisor is responsive to grievances and 100% of respondents agreed that supervision is useful to me as a teacher. The findings show that Teacher’s perception on supervision was positive, this was supported by head teachers who said *“supervision is important in a way that it checks for gaps in the teaching processes and when teachers are given feedback they improve on the teaching process this would help in the academic performance of pupils.”* In addition school committee members acknowledged that teachers liked to be supervised because their suggestions and grievances are heard and solutions are found which helps the teachers to improve in the teaching process.

The findings on the frequency of supervision show that 95.6% of the respondents agreed that the subject officer usually supervises the teacher. 100% of teachers are notified about the supervision dates. 97.9% agreed that the teacher’s gets feedback after supervision is finished. 100% agreed that my supervisor is responsive to suggestions. 97.9% of respondents agreed that the frequency of supervision is adequate in the school. 100% of teachers are often supervised

more than once a term. 100% agreed that the frequency of supervision affects teachers marking of pupils' assignments. 85% agreed that the frequency of supervision affects teachers making schemes of work. 83%, agreed that the frequency of supervision affects the academic performance of pupils in exams. This shows that teachers acknowledge that supervision is not done regularly and it affects teachers marking of pupils' assignments. The findings were supported by school prefects during interview who commented that district officials "*visitors*" may come only once throughout the year. In addition during the focus group discussion with the school committee, the issue of supervision was of great concern since they urged that teachers are not supervised regularly this leads to some teachers to relax and dodge because some teachers need to be pushed to do to their work. Also head teachers said that "*supervisors need to come every term because supervisors are crucial in dealing with worker efficiency and productivity and curb malpractices.*" The irregularity of supervision might affect pupil's academic performance.

Hypothesis Testing

The Pearson's product moment correlation coefficient was used to verify the alternative hypothesis that quality supervision affects academic performance as shown in the table below:

Table 12: Correlation Matrix on Quality of Supervision and Pupil's Academic Performance

		1	2
1-Quality supervision	Pearson Correlation	1	.244*
	Sig. (2-tailed)		.000
	N	47	47
2-Academic performance	Pearson Correlation	.244*	1
	Sig. (2-tailed)	.000	
	N	47	47

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

Source: Primary data

The above table 12 gives Pearson correlation (r) of 0.244 and p-value of 0.000 which is significant at the 0.01 level. This indicates a weak positive relationship (since the correlation coefficient lies below 0.4) between the two variables supervision and academic performance.

This means that changes in one variable are correlated with change in the second variable

A regression analysis was done to determine the magnitude of the relationship between the variables and to predict the importance of the independent variable to the dependent variable.

This is shown in the relationship model below.

Table 13: Regression output summary on quality supervision and academic performance

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		

3 (Constant)	3.180	.245		12.956	.000
Quality supervision	.207	.079	.244	2.602	.000

c) Dependent Variable: Academic performance

Source: Primary Data

The results in table 13 give a regression coefficient of 0.244 at significance level of 0.000 hence a positive relationship. This indicates that the model is significant ($p < 0.001$) and meaningful ($R = 0.244$ and $R^2 = 0.059$) meaning over 6% of pupils academic performance can be predicted by quality supervision. Thus, a one standard deviation increase in quality supervision leads to 0.244 increases in predicted pupil's academic performance with the other variables held constant; this means that quality supervision is an important factor in predicting pupil's academic performance. The results from the above tables all give a Sig. (2-tailed) value of less than alpha (0.05) and R^2 value above 0.05 which is the researcher's basis to reject the null hypothesis and uphold the research or alternative hypothesis

4.4.4 Academic Performance as a Dependent Variable.

Academic performance as a dependent variable was operationalised by indicators which included grades and marks attained by pupils. The study sought respondents' perceptions about teacher's motivation and pupil's Academic performance. The findings from the responses are shown in the table below.

Table 14: Summary of Findings on Respondents' views on Academic Performance

Academic performance	SA	A	D	SD
	Freq/%	freq/%	Freq/%	Freq/%
The grading system is fair.	(34)72.3	(11)23.4	(2)4.3	0
The grading system is reasonable.	(32)68.1	(13)27.7	(2)4.3	0

Pupils get Average grades.	(27)57.4	(20)42.6	0	0
The pass mark is attainable.	(20)42.6	(21)44.7	(6)2.8	0
Pupils are often assessed.	(27)57.5	(20)42.6	0	0
There mechanisms in place to track progress.	(35)74.5	(12)25.5	0	0
Pupils' marks are rewarded on merit.	(26)55.3	(20)42.6	(1)2.1	0

Source: Primary Data

Table 14 indicates that 95.7% of the respondents agreed that grading system is fair.95.8% of respondents agreed that the grading system is reasonable, 100% agreed that, pupils get average grades 87.3%, the pass mark is attainable 100%, pupils are often assessed. 100%, agreed that there mechanisms in place to track progress. 97.9%, pupils' marks are rewarded on merit. This reveals that all the necessary measures have been put in place to ensure that pupil's academic performance is good. However records from District Education office indicated that these schools are among the worst performing schools. This was supported during interviews with head teachers who said that *"majority of pupils do not attain average grades and marks"*. In addition school prefects said that *"they do not usually get assessment tests and external exams to check on their progress."* This was supported by school committee members during focus group discussions who revealed that majority of pupils attain poor grades and marks according to set standards by the school whereby they get 4th grade and some pupils are not graded at all implying they fail completely.

Table15: Summary of Correlations between the Independent Variables and the Dependent.

		1	2	3	4
1.Payment	Pearson Correlation	1	.660**	.342**	.372**
	Sig. (2-tailed)		.000	.000	.000
	N	47	47	47	47
2.Working condition	Pearson Correlation	.660**	1	.450**	.206*
	Sig. (2-tailed)	.000		.000	.031
	N	47	47	47	47
3.Quality Supervision	Pearson Correlation	.342**	.450**	1	.244*
	Sig. (2-tailed)	.000	.000		.011
	N	47	47	47	47
4.Academic performance	Pearson Correlation	.372**	.206*	.244*	1
	Sig. (2-tailed)	.000	.031	.011	
	N	47	47	47	47

Source: Primary Data

Results from table 15 above indicate that payment has the highest correlation coefficient of 0.372, followed by supervision with 0.244 and working condition with 0.206 and p-values of 0.000, 0.011 and 0.031 respectively which is significant at the 0.01 level. This indicates a statistically significant positive relationship between the independent and dependent variables. This means that improvement in any of the independent variables leads to improvement in academic performance.

4.4.5 Multiple Regression Analysis

In order to determine the combined effects of the independent variables on the dependent variable or whether the independent variable predicts the dependent variable, a multiple regression was run and results are below.

Table 16: Regression output Summary on all Variables

Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	2.296	.399		5.749	.000
	Payment	.328	.094	.437	3.495	.001
	Working condition	.099	.097	.118	1.021	.310
	Supervision	.106	.086	-.157	-1.222	.223

a. Dependent Variable: Academic performance

Source: primary data

The results in table 16 shows that Payment has the largest beta coefficient 0.437 at 0.001significance level, followed by working conditions with a beta coefficient of 0.118 at 0.310 significance level and quality supervision has the smallest beta coefficient of -0.157 at 0.223 significance level. Thus, a one standard deviation increase in payment leads to 0.437 increases in predicted pupils academic performance with the other variables held constant, a one standard deviation increase in working conditions leads to 0.118 increases in predicted academic performance with the other variables held constant and a one standard deviation increase in quality supervision leads to 0.-157 decreases in academic performance with the other variables held constant. This means that teachers payment at significance level of 0.001

and working conditions at significance level of 0.310 are important factors in pupils academic performance while quality supervision at significant level Of 0.223 seem to indicate that quality supervision is not an important factor in predicting pupils academic performance when all the three are used in combination. This indicates that if academic performance is to improve, teachers’ payment and working condition should be given very high attention. However quality supervision should not be neglected since when used alone is an important factor with beta value 0 .244 significance level of 0.000.

Table 17: Summary of the Hypotheses tested

	Hypothesis	Results of hypothesis
H1	Teachers’ payment affects pupils’ academic performance in UPE schools in Kayunga Sub County	Accepted
H2	Working conditions influences pupils’ academic performance in UPE schools in Kayunga Sub County	Partially accepted
H3	Quality supervision affects pupils academic performance in UPE schools in Kayunga Sub County	Partially accepted

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary, discussion, conclusions and recommendations based on the study findings. The study investigated how teachers' motivation influences pupils' academic performance in Universal Primary Education Schools in Kayunga Sub County. A triangulation approach of data collection and analysis was used to come up with the findings and interpretations as presented in Chapter Four. Substantial conclusions and recommendations arrived at are presented in this chapter. It was based on three objectives on which the summaries presented here below are based.

5.2 Summary of Findings

The findings on the background of respondents indicated that most of the respondents were mature and understood the topic under the study and gave genuine opinions on the variables. The findings revealed that there is a relationship between teachers' motivation and pupil's academic performance in UPE schools. And that if teachers are not motivated to teach, the search for excellence will be in vain because high motivation enhances productivity which is naturally in the interests of all.

5.2.1 Teachers' Payment and Pupil's Academic Performance

The findings show a weak positive relationship with a correlation coefficient of 0.372 at significance level of 0.000. This indicates that the model is significant ($p < 0.001$) and meaningful ($R = 0.372$ and $R^2 = 0.139$) meaning over 13% of pupils academic performance can be predicted by teachers payment. Thus, a one standard deviation increase in teacher's payment leads to 0.372 increases in predicted pupils' academic performance with the other variables held constant. This means that teachers' payment is an important factor in predicting pupils' academic performance since it predicts 13% of pupils' academic performance. The findings were supported by descriptive results where majority emphasised that teacher's need

salary increment and adequate fringe benefits for a better well fare and in order to concentrate and be proud of their work which may improve on pupil's academic performance.

5.2.2 Working Conditions and Academic Performance.

The study indicates a weak positive relationship with a correlation coefficient of 0.206 at significance level of 0.000. This indicates that the model is significant ($p < 0.001$) and meaningful ($R = 0.206$ and $R^2 = 0.0424$) meaning over 4% of pupils academic performance can be predicted by working conditions. Thus, a one standard deviation increase in working conditions leads to 0.206 increases in predicted pupil's academic performance with the other variables held constant; this means that working conditions is an important factor in predicting pupil's academic performance since it predicts 4% of pupils' academic performance. Accordingly to the findings from descriptive results on the issue of job security majority of respondents revealed that job security is not a problem since terms of conditions were observed during recruitment. However, on the issue of teacher training and development programmes majority of respondents revealed that few teachers attend training programmes like two or three go for training programmes because the facilities are not enough for all teachers to attend and they are so irregular, yet they are important because teachers would learn new ways of improving the learning process of pupils. This inadequacy in teachers training programmes may affect pupil's academic performance.

5.2.3 Quality of Supervision and Pupils' Academic Performance

The study indicates a weak positive relationship between the two variables of supervision and academic performance with a Pearson correlation (r) of 0.244 and p -value of 0.000 which is significant at the 0.01 level. This indicates that the model is significant ($p < 0.001$) and meaningful ($R = 0.244$ and $R^2 = 0.059$) meaning over 5% of pupils academic performance can be predicted by working conditions. This means that quality of supervision is an important factor in predicting pupil's academic performance since it predicts over 5% of pupils' academic performance. This means that changes in one variable are correlated with change in the second variable. The major findings on the descriptive results show that supervision is important in a way that it checks for gaps in the teaching processes and when teachers are given feedback they improve in the teaching process, this will help in the academic performance of pupils. Also teacher's perception towards supervision was positive and it was of great concern however it is not regular which may have an effect on pupils' academic performance.

5.3 Discussion of Findings

The findings discussed objective by objective taking care of data presented, analyzed and interpreted in Chapter Four.

5.3.1 Teachers' Payment and Pupil's Academic Performance.

The study found a positive significant relationship between teachers' payment and academic performance. The findings reveal that teachers are not satisfied with the payment and that low salary demotivates them in doing their work. The above study findings are related to a great extent to the views of Bunnell (2004) that teachers should be paid highly and on time because they contribute to the welfare of the Nation by educating the masses therefore to get motivated, enthusiastic, and not worried of their welfare hence pupils would be taught well and given ample time with less cases of absenteeism hence better grades would be attained. The findings further show that there is need for improvement in the fringe benefits offered by the school.

According to the findings the researcher acknowledges that fringe benefits can provide the conditions for change in motivation and have a positive effect on teachers' motivation to improve. Kakwani (1986) agreed that fringe benefits contribute to additional economic welfare and should be incorporated in the analysis of economic welfare.

5.3.2 Working Conditions and Academic Performance.

It was found out that working conditions and pupils academic performance had a weak positive relationship this implies that if working conditions of teachers are improved in UPE schools in Kayunga sub county Pupils would get good grades and marks would be attained hence good academic performance. This was supported by Leblebic (2012) who argued that some factors in workplace environment may be considered keys affecting employee's engagement, productivity, morale, comfort level etc. both positively and negatively. The findings show inadequacy in teachers training programmes which may affect pupil's academic performance. Harris, Brewster and Sparrow (2003) acknowledged that in order to develop a pool of teachers who can cope better with the challenge of the information age, teachers need continuous training. He further said that indeed the rate of change, new technologies and the increased need for creative skills require increasing attention to employee development. Further still OECD (1998) argued that professional of teachers has a multitude of objectives and takes many different forms which include personal reflection in the light of classroom experiences to government-ordered courses.

The findings reveal that teachers worry about job security in their work place. This implies that job insecurity may have an effect on pupils' performance. The findings are supported by Jansen, Stauffacher (2009) who said that employee agreements are legally binding contracts between employer and employees stating the terms of working relationship. They further said that employment contract provides for job security which limits and specifies the reasons for

termination. In addition the contract provides a vehicle to describe salary benefits, liability, insurance coverage, productivity expectations, job functions and hours of work. They further acknowledged that it's a good idea to sign a formal employee contract because it gives employees the job security they need and also help to give them a piece of mind that they are likely to stay with you for at least a period of contract The researcher is agreement with the above findings that teachers working conditions should be secure hence leading to good academic performance of pupils in UPE schools.

5.3.3 Quality of Supervision and Pupils' Academic Performance

The study concluded that Quality of supervision and pupils' academic performance had a weak positive effect on pupils academic performance, This implies that if supervision is not done on regular basis there would be no improvement of the teaching–learning process. The above findings are supported by Leonard (2012) who acknowledged that organisations survive on supervision to fine tune performance, increase efficiency and deploy limited staff more effectively.

The findings show that teacher's perception on supervision was positive, this was supported by Fraser (1980:224) he stated that, "The improvement of the teaching–learning process was dependent upon teacher attitudes toward supervision". He says that unless teachers perceived supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect. The researcher is in agreement that supervisors are crucial in dealing with worker efficiency and productivity and accountability and curb malpractices that would help teachers to be with a motivated mind if they were supervised and advised. This would remove bottlenecks and barriers to performance.

5.4 Conclusions

5.4.1 Payment and Pupil's Academic Performance

Since the findings revealed that payment had a positive significant effect on pupil's academic performance, it therefore, means that payment is an important factor in predicting pupils' academic performance. This implies that payment is a motivator that helps to encourage teachers to stay focused and to meet social needs hence all their efforts would be on pupils to achieve good marks and grades.

5.4.2 Working Conditions and Pupil's Academic Performance.

The findings revealed that working conditions had a weak positive significant effect on pupil's academic performance; it therefore, means that training and development programmes are vital for teacher's capacity building for pupils to perform well.

Also findings show that it's a good idea to sign a formal employee contract because it gives teachers the job security they need and also help to give teachers a piece of mind that they are likely to stay with work for at least a period of time hence teach with dedication and pupils would get good grades.

5.4.3 Quality of Supervision and Pupils' Academic Performance.

There is a weak positive relationship between supervision and academic performance. This means that supervision is vital, helpful, motivating and aids professional growth of teachers. The findings show teachers have a positive attitude towards supervision and it would be of much help if it was done regularly hence improve on pupils academic performance. This implies that regular supervision is necessary for good pupil's academic performance.

5.5 Recommendations

Studies have been made in relation to this area of interest. However no such study has been found to have been carried out in Kayunga district, especially in Kayunga Sub County. This gives a chance to compare with the different areas and context, where similar studies which have been carried out.

5.5.1 Payment and Pupil's Academic Performance.

There is a high need to increase teacher's payment and incentives for teacher's good well fare because they do a great work of educating the nation.

Adequate payment packages (including accommodation and allowances) would make teacher's increase commitment to their work and hence improve academic performance of pupils.

5.5.2 Working Conditions and Academic Performance.

There is a high need to continuously put capacity building programmes for all teachers because there is increased need for creative skills which require increasing attention to employee development to get good grades in school.

All teachers should be given appointment letters for job security so as to feel secure and concentrate on their work since this can contribute to pupils' academic performance.

5.5.3 Quality of Supervision and Pupils' Academic Performance

There is a need to assign qualified subject officers to do regular inspection for the success of the schools. The teacher should be supervised not with the intent of evaluating him but with a view to helping him develop as a teacher hence good academic performance in UPE schools.

5.6 Limitation of the Study

The study was only meant to investigate if teacher's motivation affected pupil's academic performance in UPE schools in Kayunga Sub County (which focused on only three dimensions of payment, working conditions and quality supervision). These are not the only factors that affect pupils' academic performance that could be studied.

- Unavailability of some of the respondents on the day of filling in the questionnaire/interview.

The researcher had to use research assistants to go back the following day to complete the exercise since the respondents were residents of the area.

5.7 Areas for further Research

1. There is need to carry out further research on the factors affecting pupils academic performance in UPE schools in other sub-counties of the district.
2. The study was conducted in Kayunga district which operates in a rural setting. Future researchers can conduct a similar study on an urban setting.
3. The research only focused on three dimensions. Future researchers can conduct studies on other dimensions and find out other effects of pupil's academic performance.

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APPENDICES

APPENDIX A: FOCUS GROUP GUIDE FOR COMMITTEE MEMBERS

Dear respondent,

I am a student pursuing a Masters of Management Studies (Project Planning and Management) UMI. I am seeking your sincere opinion on teacher motivation and its influence on pupils' academic performance in schools in Kayunga Sub County.

This guide is designed for purely academic reasons. The objective is to help do an assessment in order for me to establish the extent to which teacher motivation influences pupils' academic performance in schools in Kayunga Sub County.

As a teacher in one of the schools in Kayunga Sub County, you are kindly requested to respond by answering all the items in this guide as honestly as possible. The information you will give is strictly for this purpose. All the information provided for this noble cause will be treated with maximum confidentiality and a great contribution to my career development.

Yours Sincerely,

Nampijja Saidati

Research student

THANK YOU

APPENDIX B: QUESTIONNAIRE FOR TEACHERS

Dear respondent,

I am a student pursuing a Masters of Management Studies (Project Planning and Management) UMI. I am seeking your sincere opinion on teacher motivation and its influence on pupils' academic performance in schools in Kayunga Sub County.

This questionnaire is designed for purely academic reasons. The objective is to help do an assessment in order for me to establish the extent to which teacher motivation influences pupils' academic performance in schools in Kayunga Sub County.

As a teacher in one of the schools in Kayunga Sub County, you are kindly requested to respond by answering all the items in this questionnaire as honestly as possible. The information you will give is strictly for this purpose. All the information provided for this noble cause will be treated with maximum confidentiality and a great contribution to my career development.

Yours Sincerely,

Nampijja Saidati

Research student

Topic: Teachers Motivation and Pupils' Academic Performance in Universal Primary Education Schools in Kayunga District Uganda: A Case Study Of Kayunga Subcounty.

SECTION A: BACKGROUND AND DEMOGRAPHIC INFORMATION

(Tick the most appropriate)

No	Item	Code
----	------	------

		1	2	3	4	5
1	Gender	Male	Female			
2	Education Level	O level	Certificate	Diploma	Bachelors	Above
3	Current Position	Assistant Teacher	Teacher	Senior Teacher	Deputy Head Teacher	Head Teacher
4	Years of Service	Below 1	1 - 2	3 - 5	6 - 10	Above 10
5	Marital Status	Single	Married	Divorced	Separated	Others
6	Religion	Moslem	Catholic	Protestant	SDA	Others

The statements below have response scales (please tick the most appropriate key in the boxes provided according to their ranking).

Key: strongly Agree (SA)=4, Agree (A)=3, Disagree(D)=2, strongly Disagree(SD)=1.

SECTION B: PAYMENT AND PUPILS ACADEMIC PERFORMANCE

		SA	A	D	SD
	Salaries				
6	Terms of payment are favourable	4	3	2	1
7	Low salary demotivates teachers in doing work.	4	3	2	1
8	Teachers are satisfied by their salary.	4	3	2	1
9	Salary comes on schedule.	4	3	2	1
10	There is a need for salary increment in our work place.	4	3	2	1
11	There is adequate compensation for the service.	4	3	2	1

	Fringe Benefits				
12	There other benefits apart from salary	4	3	2	1
13	The best performing teachers are often rewarded.	4	3	2	1
14	The school management often communicates about the Fringe benefits the school offers.	4	3	2	1
15	Fringe benefits offered by the school are adequate.	4	3	2	1
16	Fringe benefits are provided regularly in this school.	4	3	2	1
SECTION C: WORKING CONDITION AND PUPILS ACADEMIC PERFORMANCE					
Training and staff development					
17	There are opportunities for training and development.	4	3	2	1
18	Training and development programmes are adequate in this school.	4	3	2	1
19	Teachers can identify ways for improving performance	4	3	2	1
20	There are proposed training programmes.				
21	Teachers participate in formal feedback sessions after training	4	3	2	1
22	Training is provided as an incentive for increasing work performance.	4	3	2	1
Job security					
23	The terms of employment are being observed by teachers’.	4	3	2	1
24	The terms of employment are being observed by the school.	4	3	2	1
25	On being recruited to this school an appointment letter is given.	4	3	2	1
26	Training and development opportunities need improvement in our work place.	4	3	2	1

27	Job security affects teachers' level of motivation towards teaching.	4	3	2	1
28	Job security affects marking pupils' assignment.	4	3	2	1
29	Teachers worry about job security in the school.	4	3	2	1
SECTION D: SUPERVISION AND PUPILS ACADEMIC PERFORMANCE					
Frequency of supervision					
30	Supervision helps the teacher to improve the learning process.	4	3	2	1
31	The Subject officer usually supervises the teacher.	4	3	2	1
32	Teachers are notified about the supervision dates.	4	3	2	1
33	I wish to be given notice before supervision.	4	3	2	1
34	The teacher gets feedback after supervision is finished.	4	3	2	1
35	The current practices of supervision at our school are satisfying.	4	3	2	1
36	Supervision is useful to me as a teacher.	4	3	2	1
37	My supervisor is responsive to suggestions.	4	3	2	1
38	My supervisor is responsive to grievances.				
39	The frequency of supervision is adequate in the school.	4	3	2	1
40	Teachers are often supervised more than once a term.	4	3	2	1
41	The frequency of supervision affects teachers marking of pupils' assignments.	4	3	2	1
42	The frequency of supervision affects teachers making schemes of work.	4	3	2	1
43	The frequency of supervision affects the academic performance of pupils in exams.	4	3	2	1
SECTION E: PUPILS ACADEMIC PERFORMANCE					

44	The grading system is fair.	4	3	2	1
45	The grading system is reasonable.	4	3	2	1
46	Pupils get Average grades.	4	3	2	1
47	The pass mark is attainable.	4	3	2	1
48	Pupils are often assessed.	4	3	2	1
49	There mechanisms in place to track progress.	4	3	2	1
50	Pupils' marks are rewarded on merit.	4	3	2	1

Thank you

APPENDIX C: INTERVIEW GUIDE FOR SCHOOL PREFECTS

SECTION A: BACKGROUND AND DEMOGRAPHIC INFORMATION

1. Name of the School.....
2. Age classification a) 10-12 (b) 12-15 (c) Above 15
3. Sex classification (a) Male (b) Female
4. Type of school: (a) Mixed Day (b) Mixed Boarding (c) Mixed Day and Boarding
(d) Girls Boarding.

SECTION B

5. Do you get visitors from the ministry?
6. How often do you get visitors from the ministry?
7. Do the visitors tell you what they come to do?
8. Do you get notice about the visit?
9. Do the visitors talk to you?
10. Do you tell the visitors your problems?
11. Do they teach you well?
12. Do teachers sometimes dodge you?
13. Do you do assessment tests?
14. How often?
15. Is the syllabus completed on time?
16. Are you fairly assessed?
17. How many are you in class?
18. How many get first grade?
19. Do the majority of pupils get above the pass mark?
20. Are you often given home works?
21. Do teachers make corrections in class with pupils after marking exercises?
22. Do teachers make corrections with pupils after marking tests?

23. Do you do external exams?

Thank you

APPENDIX D: INTERVIEW GUIDE FOR HEAD TEACHERS

SECTION: A RESPONDENT'S PERSONAL BACKGROUND

1. Age of the respondent?
2. Gender of the respondent?

3. Level of education of the respondent?

4. Marital status of the respondent?

5. Religious affiliation?

SECTION B

5. Does terms of payment affects teachers level of motivation towards teaching?

6. Consequently how does low salary demotivates you in doing your work?

7. Does teacher salary come on schedule?

8. Accordingly, do you think that teachers need salary increment in your work place?

9. Does your school provide its teachers with adequate benefits aside from compensation?

10. Do you feel teachers are well compensated for their service?

11. Your school provide opportunities for training and development e.g. seminars, workshops sports fests etc to further develop its teachers both professionally and personally?

12. Are all teachers posted /recruited to this school given an Appointment letter?

13. Does job security affects teachers' level of motivation towards teaching?

14. How often are teachers supervised?

15. Do you think supervision is of importance?

16. Do you give teachers feed back after supervision finished?

17. Who usually supervises this school?

Thank you

APPENDIX D: INTERVIEW GUIDE FOR HEAD TEACHERS

SECTION: A RESPONDENT'S PERSONAL BACKGROUND

1. Age of the respondent?
2. Gender of the respondent?
3. Level of education of the respondent?
4. Marital status of the respondent?
5. Religious affiliation?

SECTION B

5. Does terms of payment affects teachers level of motivation towards teaching?
6. Consequently how does low salary demotivates you in doing your work?
7. Does teacher salary come on schedule?
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12. Are all teachers posted /recruited to this school given an Appointment letter?
13. Does job security affects teachers' level of motivation towards teaching?
14. How often are teachers supervised?
15. Do you think supervision is of importance?
16. Do you give teachers feed back after supervision finished?
17. Who usually supervises this school?

Thank you

APPENDIX E: FOCUS GROUP GUIDE FOR SCHOOL COMMITTEE

1. Does terms of payment affects teachers level of motivation towards teaching?
2. Consequently how does low salary demotivates teachers in doing their work?
3. Does teacher salary come on schedule?
4. Accordingly, do you think that teachers need salary increment in this school?
5. Does this school provide its teachers with adequate benefits aside from compensation?
6. Do you feel teachers are well compensated for their service?
7. Does this school provide opportunities for training and development e.g. seminars, workshops sports fests etc to further develop its teachers both professionally and personally?
8. Are all teachers posted /recruited to this school given an Appointment letter?
9. Does job security affects teachers' level of motivation towards teaching?
10. How often are teachers supervised?
11. Do you think supervision is of importance?
12. Who usually supervises this school?

APPENDIX F: DOCUMENTARY ANALYSIS CHECK LIST

1. Performance record of pupils.
2. Records of teacher training and development.
3. Records showing frequency of supervision.
4. Assessment records.

