ASSESSING THE EFFECT OF FINANCIAL AND NON FINANCIAL MOTIVATION ON PERFORMANCE OF TEACHERS IN PRIVATE SECONDARY SCHOOLS IN ENTEBBE

BY

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2018
DECLARATION

I, NAKAWEESA FREDAH, do declare that the work herein is presented in its original form and has not been presented to any other university or institution for any academic award whatsoever.

Signature...........................................................................

Date..............27/06/18.............................................

Supervisor’s Approval:

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Date..............27/06/2018.............................................

Ms. NAMIREMBE HAFSA
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Above all, I give the honor and Glory back to the Almighty who gave me wisdom and strength to carry out this study.
DEDICATION

I dedicate this work to my father, Mr. Musaazi Wilson.
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LIST OF ABBREVIATIONS

CVI: Content Validity Index

BBS: Bachelor of Science in Business Statistics

UPE: Universal Primary Education

USE: Universal Secondary Education

SPSS: Statistical Package for Social Scientists

UNATU: Uganda National Teachers Union

Mak: Makerere University
ABSTRACT

This cross-sectional descriptive study assessed the relationship between motivation and performance of teachers in private secondary schools in Entebbe, Uganda. Specifically, the study examined the relationship between financial motivation and teachers’ performance in private secondary schools in Entebbe; and examined the relationship between non-financial motivation and teachers’ performance in private secondary schools in Entebbe. Data was collected using questionnaire, interview guide and documentary review methods. Purposive sampling was used to select 10 head teachers from 10 private secondary schools in Entebbe, and 212 teachers out of 383 teachers from ten schools in Entebbe. Findings indicated that there was significant positive relationship between financial motivation and teachers’ performance in private secondary school teachers as well as nonfinancial motivation being significantly positively related to performance of private secondary school teachers in Entebbe. Financial motivation impacts on performance of teachers by 69.2% while non-financial motivation impacts by 61.6%. The value of r square when all variables were operating at the same time was 50.7%. This demonstrates that difference in teacher performance can be explained by the differences in non-financial and financial factors. Other factors that affect teacher performance would explain 49.3% of the difference in teacher performance. Therefore there is a need to use both financial and non-financial rewards, although the financial motivation has more impact.
CHAPTER ONE

BACKGROUND OF THE STUDY

1.0. Introduction
This section introduces the background of the study, statement of the problem, purpose of the study, objectives, and research questions, scope of the study and significance of study. Improved performance is achieved through the employees in an organization (Armstrong, 2009) and, therefore, in the school context, teachers as employees are considered as an important asset for better performance. Torrington et al. (2008) stated that until the 1980s, performance was usually conceived as the output of a combination of ability and motivation, given appropriate resources, and hence motivating others became a fundamental part of an organization’s management.

1.1. Background
In Uganda, up to 1925, school education was in the hands of the missionaries except at Makerere where the protectorate government had established a school to train mechanics, carpenters and medical workers (Ssekamwa, 1973: 43). In 1970 the number of secondary schools increased and this saw lack of skilled personnel in the education system since most teachers were foreigners from Europe and Asia. This forced the government of Uganda to respond by compelling all university students offering Bachelor of Arts or Bachelor of Science to add a concurrent diploma in Education. Some National Teachers Colleges like Kyambogo were introduced to address the existing gaps (Ssekamwa, 1973: 43).

After decades of restricting private primary and secondary education, excessive demand forced the government of Uganda to embark on the new policies including privatization, liberalization and regulation in the mid-1980s (Oketch & Rollesto, 2007). This was aimed at supporting education expansion. The above policies resulted into rapid establishment of private schools to cater for the high education demand. In this regard, the government promised to provide an enabling environment through legislation and developing a framework to provide, supervise, regulate, guide and incentivize.
Oketch& and Rollesto (2007) indicate that there is a controversy surrounding the true motive of private education providers, where they argue that they solely invest in education as a business and expect high profits, contrary to the value of education for national development spelt out in the 1992 White Paper on education. This is also contrary to education as a social service and a human right. Furthermore, they argue that the overwhelming number of private schools is characterized by poor infrastructure, incompetent staff and employee exploitation which in turn has always resulted into poor performance and demotivation on the side of teachers.

In Uganda the Ministry of Education and Sports controls the entire sector of education. Since independence in 1962, the post-primary school system has continued to expand, through service providers such as government and the private sector that have been encouraged to open up schools. Government has recommended use of distance education and opening up of learning centres which have created challenges of increased demand for education and expansion of the education system. There is growing fear that perhaps with the massive number of teachers without commensurate expansion in facilities, learning and teaching materials may have comprised the quality of education along remuneration (Aacha, 2010).

A study carried out in Uganda by Ward et al. (2006) reveals that teachers’ salaries are low and they are sometimes obliged to have a second job to sustain themselves and their families. All these, coupled with frequent delays in the payment of these salaries, lack of staff accommodation, poor or no meals for staff, tend to reinforce absenteeism, low morale and lack of commitment to work.

Bennell et al. (2004) indicates that teaching has become employment of the last resort among university graduates and secondary school leavers. A study conducted in Malawi and Tanzania on motivation and performance of teachers in primary schools indicates that about one-half of junior secondary school leavers who finished school in 1990 were employed as teachers in 2001. The corresponding figure for Uganda is at 81 per cent (Al-Samarrari and Bennell, 2003).

Teachers’ job performance is a concern of everybody in the society. According to Mathis and
Jackson (2009), performance is associated with the quality and timeliness of output, presence/attendance on job, efficiency with which the work is completed and effectiveness of the work completed. In this respect, teacher performance connotes the teacher’s role of teaching students effectively and efficiently in class and outside the class. The key aspects of teaching involve the use of instructional materials, teaching methods, regular assessment of students, making lesson plans, assessment of pupils, conduct of fieldwork, teachers’ participation in sports, attending school assembly and guidance and counseling. Therefore, a teacher’s job performance is his or her ability to integrate the experience, teaching methods, instructional materials, knowledge, and skills in delivering the subject matter to students in and outside the classroom. The indicators on which the performance is assessed are: quality and relevancy of education at all levels, equitable access to education and effectiveness and efficiency in the delivery of education (Kawesa, 2004). The role of teachers in implementing all education programs is very significant in this ministry. For efficiency and effectiveness, teachers need to be rewarded for their input in achieving organizational objectives.

Employees’ motivation is the heart of giving people what they really want most from work (Onanda, 2015). The ability to provide what they want yields to expectations required, namely: productivity, quality and service. Akinyi (2015) argues that employees’ motivation is as the psychological force that determines the direction of person’s behaviour, level of effort and level of persistence in an organization.

Bowen (2000) states that reward systems date back to the 18th century when Taylor perceived and advanced theories and concepts of the economic man. He argued that man is predominantly motivated by economic gain and therefore the prospect of more pay is sufficient to bring about an increase in the desired performance. Beardwell (2004) further claims that the use of money as a motivator linked to various objectives would offer the best motivation for performance. For this reason, employees should be motivated by obtaining the highest possible wages through working in the most efficient manner possible thereby satisfying the employee and the employer. Dessler (2003) agrees with Beardwell that in his theory of scientific management, Taylor (1911) popularized the use of financial rewards in that employees who exceed the pre-determined standard would be financially rewarded, hence boosting employees’ performance.
In education system, teachers play a vital role. They build up a nation. The role of a teacher is a complex one as it ranges from imparting knowledge, nurturing talents, molding character and mentorship. In the current world, people are more concerned about the teacher’s pedagogical abilities. Teachers are thus expected to help the learners and to work in complex multi-cultural educational settings to provide good educational experiences for all learners. To motivate the teachers and to make them improve their performance, effective reward is very important. Teachers who are well motivated in the learning process tend to do well in their line of duty, even when the learning environment is not ideal (Green and Awotua, 2011).

1.2. Statement of the Problem

The teaching profession in Uganda has in the recent past suffered from exodus of teachers moving from both public and private schools to other fields of employment. Mass exodus of trained teachers to other fields of employment, lack of commitment to work as a teacher and decimal performance in national examinations and co-curricular activities, in Entebbe and other parts of the Country all indicate lack of satisfaction by teachers as employees is a problem. A study by Ondima et al (2014) revealed that, there has been deteriorating standards of professional conduct including serious misbehavior in and outside work, poor preparations of teaching materials, lack of continuous student assessment and general poor professional performance. The study by Ondima et al (2014) further reveals that motivation of teachers in Kenyan Schools was key in the teaching job performance. Odell (2005) study found out that non-cash reward programs would work better than cash in such cases as reinforcing organizational values and cultures, improving teamwork, increasing customer satisfaction and influencing specific behaviours among employees.

In Uganda there is deterioration of student’s performance in schools and several strikes for both the students and teachers in secondary schools and institutions of higher learning basically caused by the discontent of teachers in both financial and non-financial motivation. The study sought to assess the impact of performance-based non-financial and financial reward strategies that secondary school managers in the County could employ to enhance teachers’ performance.
1.3. **Purpose of the Study**

The purpose of the study is to assess the effect of financial and non-financial motivation on the performance of teachers in private secondary schools in Entebbe.

1.4. **Objectives of the Study**

1.4.0. **Main Objective**
To assess the effect of financial and non-financial motivation on the performance of teachers in private secondary schools in Entebbe

1.4.1. **Specific Objectives**
1. To identify the financial motivations used to teachers in secondary schools.
2. To identify the non-financial motivations used to teachers in secondary schools.
3. To examine the relationship between non-financial and financial motivation and teachers performance.

1.5. **Research questions**

1. What are the different financial motivators used on teachers in secondary schools
2. What are the different non-financial motivators used on teachers in secondary schools
3. Examine the relationship between motivation and teachers performance in secondary schools.

1.6. **Scope of the study**

1.6.0. **Geographical scope**
The research shall be carried out at the different schools in Entebbe region taking only the secondary schools teachers as the main subjects of the research.

1.6.1. **Time scope**
The research shall cover a time frame from April to June 2018 because this is period when the teachers have been complaining mostly in the country about the status on jobs in different schools.
1.6.2. Concept of scope
This study is restricted to non-financial motivation, financial motivation and teachers’ performance. The study on non-financial motivation is restricted on six indicators of Job security, Responsibility, Recognition, Promotion, Respect and Accommodation of teachers. In financial motivation the research only looks at six indicators of wages, salaries, housing allowance, transport allowance, gain sharing and overtime allowance.

1.6.3. Conceptual Framework.

Conceptual framework is defined as an interconnected set of ideas (concepts or theories and models) about how a particular phenomenon is related to its parts (Svinicki, 2010). The aim of this framework is to clarify concepts and the relationship among the variables in the study, to describe the context for interpreting the study findings and explain the observations. It clearly illustrates the relationship between motivation and performance of teachers.

1.7. Justification of the study
This study is considered beneficial to head teachers by providing information on the factors that affect performance of teachers in schools. Secondly, it is hoped to help policy makers in general to assess the performance of head teachers for organizational ability and good management skills. The findings may be important to education training institutions when training the head teachers in areas of educational administration, management and planning.
1.8. Significant of the study

- The finding of the study will not only be beneficial to the staff of the chosen schools but also the public schools administration to put into consideration the different motivation methods to improve the quality of the services the teachers offer to their schools leading to the better grades in their schools.

- The study would help staff of the schools where the research will be conducted to solicit for the better motivations that can arose there moods of performance in the fields of employments and good grades.

- This study is a partial fulfillment for the award of the degree in Makerere university therefore successfully accomplishment will lead to attainment of a degree.

- Future researchers can also use the study to do other work which has not been stated in this work as well as reference in other fields of study.

- This study is considered beneficial to head teachers by providing information on the factors that affect performance of teachers in schools.

- It is hoped to help policy makers in general to assess the performance of head teachers for organizational ability and good management skills.

- The findings may be important to education training institutions when training the head teachers in areas of educational administration, management and planning.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0. Introduction

The literature is reviewed according to study objectives that included the To identify the financial motivations used to teachers in secondary schools, To identify the non-financial motivations used to teachers in secondary schools, To examine the relationship between non-financial and financial motivation and teachers performance and different writings from different scholars.

2.1. Literature Review

Different scholars have put forth different explanations on how motivation can be achieved within a company or an organization. Prominent amongst them is Maslow with the theory of “Maslow’s Hierarchy of needs”. Consequently, Maslow (1943) reasoned that human beings have an internal need pushing them on towards self-actualization (fulfillment) and personal superiority.

Maslow came up with the view that there are five different levels of needs and once we happen to satisfy a need at one stage or level of the hierarchy, it has an influence on our behaviour. At such levels our behaviour tends to diminish; we now put forth a more powerful influence on our behaviour for the need at the next level up the hierarchy.

Firstly, individuals are motivated by biological needs (physiological needs). According to Maslow, physiological needs form the basic needs for survival and this may include food, warmth, clothing and shelter. He postulated that when people are hungry, do not have shelter or clothing, they are more motivated to fulfill this need because these needs become the major influence on their behaviour. However, when people do not have a deficiency in those basic needs (physiological needs), their needs tend to move to the second level where they are equally seen by Maslow as the highest order of needs.
Maslow puts security needs on the second level and argues that they tend to be the most essential for people at this level. This is expressed in safety in the employee’s health and family. The third level of needs for Maslow is the social needs. When feeling secure and safe at work, employees place job relations as their focus -- that is, trying to build up a good friendship, love and intimacy. The fourth level is self-esteem needs: At this level, individuals feel satisfied when they are recognized and valued by others. The topmost or last level of Maslow’s hierarchy of needs is self-actualization (personal superiority).

**Figure 1: Illustrates Maslow’s five hierarchy of needs**

Maslow’s model is highly admired for its sheer simplicity and ability to provide an easy understanding of a complex matter (Lawler, 1994); nevertheless the theory was never validated despite a continuous effort in plethora of experiment and searches held during the past 60 years. Bowen (2000) argues that the theory is next to useless, even though he admits that it served as good propaganda that transformed the way managers think about their employees.

Equity theory, as advanced by Locke and Latham (2002), claims that specific and difficult yet attainable goals along with feedback motivate and lead to high performance more than vague
goals such as exhortation to “do your best”. Armstrong (2006) argues that equity theory is concerned with the perception people have about how they are compared with others.

In support of Equity theory, Aswathappa (2003) argues that the theory emphasizes equity in the structure of employees’ remuneration. The maxim, “a fair day works for fair day pay” denotes the sense of equity felt by employees. The way the employees are treated by firms is of prime importance to them; when they receive inequity it can result into lower productivity, higher absenteeism or decrease in staff turnover. According to this theory, employees constantly think about their inputs to the job -- for example, effort, experience, education and their outcomes like salary, promotions, and prizes, among others. This compels them to make an output-to-input ratio and compare it to the perceived ratio of their friends and co-workers. Robbins and Judge (2008) assert that if the comparison of the ratios shows identical results, employees are motivated and keep on with their jobs; but if it shows that others gain more or sometimes even less, tension is created and subsequent action to relive that tension will be taken.

Armstrong (2006) identifies instrumentality theory as a belief that if we do one thing it will lead to another. In its unsophisticated form, instrumentality theory states that people only work for money. It assumes that a person will be motivated to work if rewards and penalties are tied directly to his or her performance. These rewards are contingent upon effective performance. This approach can be successful in some circumstances especially on a system of external controls; however, it fails to recognize a number of other human needs. It also fails to appreciate the fact that the formal control system can be seriously affected by the informal relationship existing between workers.

Greenberg and Baron (2003) puts it clear that Maslow has been harshly criticized but this theory remains valuable because it suggests specific ways to motivate employees. Van wart (2008) infers from Maslow that managers should use recognition and rewards to enhance lower-end needs and inspiring techniques such as encouragement of relatedness/commitment feelings to meet higher-end needs.
Chalofsky and Krishna (2009) explain meaningful work as not just about the meaning of the paid work we perform; it is about the way we live our lives, it is the alignment of purpose, values, the relationship and activities we pursue in life, thus it includes the need to maintain a proper work life balance. Kumar and Sharma (2001) put forth more motivation factors and say that doing something worthwhile can satisfy the need for self-esteem. Furthermore, they interpret the love need as humans’ action for a conversation, sociability; exchange of feelings.

Mullins defines motivation as ‘the degree to which an individual wants and chooses to engage in certain specified behaviors’ (1999). From this theory, Mullins identifies four common characteristics which underline the above definition of motivation:

• Motivation is typified as an individual phenomenon. Every person is unique and all the major theories of motivation allow for this uniqueness to be demonstrated in one way or another.

• Motivation is described, usually, as intentional. Motivation is assumed to be under the worker’s control, and behaviors that are influenced by motivation, such as effort expended, are seen as choices of action.

• Motivation is multifaceted. The two factors of greatest importance are (1) what gets people activated (arousal); and (2) the force of an individual to engage in desired behavior (direction or choice of behavior).

• The purpose of motivational theories is to predict behavior. Motivation is not the behavior itself, and it is not performance. Motivation concerns action, and the internal and external forces that influence a person’s choice of action.

Motivation can be given in the work places as financial and non-financial methods.
2.2. The major financial motivations used on employees

Financial motivation directly involves monetary rewards. Some directly provide the employee with cash. E.g. base salary, bonuses, and commissions. Some are indirect payment by the cash, e.g., benefits.

**Base Salary** - Organizations pay a fixed rate of remuneration to its employees for rendering services to the firms.

**Bonus** - In addition to base salary most of profits earning organizations apply some varieties of bonuses as an incentive to bring about superior performance of the employees within the organization. Employees are entitled for bonus either annually or semiannually.

**Benefits** - Benefits are recurring non cash rewards that a deemed to be part of base pay. Several components come under it. Such as Adoption leave, Career counseling, Child care, Car allowances, Business travel insurance, Clothing allowances and etc.

2.3. The non-financial motivation used on the employees

Non-financial motivation refers to non-monetary rewards. These types of rewards do not involve direct payment of cash and they can be tangible or intangible. Armstrong (1999) sees nonfinancial motivation as including any rewards that focus on the needs people have to varying degrees for achievement, recognition, responsibility, influence and personal growth.

According to Chiang & Birtch (2009), rewards that are non-financial in nature, such as the provision of an increase in holidays, and increases in family benefits, contribute towards the employee perceiving his/her workplace as a ‘supporting and caring’ organization.

**Non-financial motivation techniques are,**

**Recognition** - According to Parker (2003), Recognition is appreciation of performance by the organization of an act done by the team or team member.
**Responsibility** - The employees need the employer to feel that they are useful and have abilities to do several tasks. To satisfy their needs, the employer can increase or add more responsibilities to the employees to increase their self-esteem.

**Flexible work schedules** - Flextime is a work schedule in which employees set their own work hours within set boundaries.

**Feedback** - Performance feedback is defined as providing quantitative or qualitative information on past performance for the purpose of changing or maintaining performance in specific ways (Prue & Fairbank, 1981).

### 2.3. The relationship between motivation and performance of employees

Performance of employee is how well an employee is doing his/her duties, tasks and responsibilities. According to Cascio (1989) performance refers to an employee’s accomplishments of assigned tasks.

Naharuddin and Sadegi (2013) emphasized that employees’ performance depends on the willingness and openness of employees to do their job. Further, they stated that by having this willingness and openness of employees to do their job, it could increase the employees’ productivity which also leads to performance.

Foot and Hook (2008) asserted that employees need to be given the ability to contribute to the performance of the firm together with the means and incentive to do so. They further argued that the management should work in partnership with its employees for continuous and increased production through the use of involvement and partnership practices. They also asserted that organizations should attempt to maximize their employees’ contribution to the achievement of organizational goals so that employees have the ability to add value through high-performance working while, at the same time, directly benefiting employees themselves.
The dimensions of performance on which an employee is evaluated are called the criteria of evaluation. Examples include quality of work, quantity of work and cost of work (Ivancevich, 1998). Criteria are measures of identifying success of job performance of employees (Opatha, 2002).

Opatha (2002) suggested that several criteria become needed in order to evaluate job performance of an employee accurately. In the view of Mathis & Jackson (2003), the data or information that managers receive on how well employees are performing their jobs can be of three different types. Trait-based information, Behaviour-based information, Result based information.

Motivation is most important to enhance the performance of the employees. According to Antonioni (1990), “The amount of effort people are willing to put in their works depends on the degree to which they feel their motivational needs will be satisfied.” Lawler (1994) and Buchanan and Huczynski (1997) submit that motivation is the single most important determinant of individual job performance.

Motivation increases have been realized in work behaviors including attendance, punctuality, stock work, selling, cost reduction, work quality, productivity, sales calls, and customer service (Komaki, 1982).

All businesses use pay, promotion or bonuses or other types of rewards to encourage high level of performance (Cameron and pierce, 1977). Denton (1961) illustrated that employees are best motivated by having them bet on their own success. When management ties their performance in with their bonuses, they take it as a challenge to generate greater performance for receiving bigger financial reward.

Performance of workers affects by innovative work practices like flexible job design, employee participation in problem solving teams, training to provide workers with multiple skills, extensive screening and communication and employment security (ichniowski et al., 1997, cited in shahzad et al).
Meir (1972) noted that while workers are interested in advancing their financial position, there are many other considerations such as opinions of their fellow workers, their comfort and enjoyment on the job and their long range security that prevents them from making a direct automatic positive response to an incentive plan. This implies that for employees to perform and have better results they must be motivated by a token of appreciation.

According to Kusek, Rist et al (2005), employee performance is measured in terms of the results that organizations achieve in relation to their objectives. They further argue that, in principle, it can be measured at output, outcome or impact level. Performance should therefore be measured by results (output/outcomes) that an organization produces.

Other scholars recommend that performance should be measured in terms of efficiency, quality, productivity and timeliness where efficiency is defined as the ability of employees to meet the desired objectives or target (Stoner, 1996). Productivity is expressed as a ratio of output to input (Stoner et al, 1995) and quality is the characteristic of products or services that bear an ability to satisfy the stated or implied needs (Kotler & Armstrong).
CHAPTER THREE

METHODOLOGY

3.0. Introduction
This chapter describes the methods the researcher used in collecting and presenting the data. The general outlook of the research is discussed in full by the researcher in this chapter. Other items that are discussed in this chapter include; sampling techniques, area of study, research design and the content analysis.

3.1. Research design
A research design is simply the general outlook of the final copy of the research. It mainly relates with the methods the researcher used in data collection. To get satisfying results, the researcher emphasized on a quantitative research design. Quantitative research is used to measure how many people feel, think or act in a particular way; Hopkins (2008). Structured questionnaires are usually used while conducting quantitative research. Quantitative methods are research techniques that are used to gather information dealing with numbers and anything that is measurable. Statistics, tables and graphs, are often used to present the results of this research method. The researcher preferred this research design since it has been used in social science research, political research and other fields of research and with insufficient time and budget constraints, the researcher preferred quantitative research design since it consumes less time and resources.

3.2. Area of study
The study will be conducted in Entebbe municipality Wakiso district located approximately 30 kilometers off Kampala the capital city of Uganda. The research will focus mostly on the secondary schools in the municipality employing teachers of different qualifications at different motivation levels.
3.3. Study population

A population is a group of individual persons, objects, or items from which samples are taken for measurements Mugo F. (2008). By conducting this research, the researcher intended to find out the effects of non-financial and financial motivation on the performance of secondary schools teachers in Entebbe municipality. The researcher mainly targeted the secondary teachers and school administration in categories of deputy head teachers, head teachers as well as schools owners.

3.4. Sample size

A sample is a representative selection of a population that is examined to gain statistical information about the whole (Microsoft Encarta, English dictionary, 2008). A sample can also be defined as a finite part of a statistical population whose properties are studied to gain information about the whole (Webster 1985). In conducting this research, the researcher selected a population of 100 teaching professionals on all levels in different schools, to represent the whole population. Such a population is convenient for the researcher while collecting data.

3.5. Sampling procedure

Sampling is the act, process or technique of selecting a suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole population, Mugo F. (2008). For the purpose of saving time and resources, the researcher shall use the non-probability sampling techniques. With non-probability sampling technique divided into two broad sections, the researcher considered purposive sampling and convenience sampling approaches because, sampling method is approached with a specific plan in mind. To come up with a suitable sample that can give the required information, the researcher used his judgment and the knowledge he had on the research topic.

3.5.0. Purposive sampling

Purposive sampling is a sampling technique that allows a researcher to use cases that have the required information with respect to the objectives of the study Mugenda O. (2003). In this sampling technique, the researcher must specify the criteria for choosing the particular range. In
coming up with a sample population, the researcher shall do the selection of the sample with some purpose in mind.

3.5.1. Random sampling

It is also called an 'accidental' or 'man in the street' sample. The researcher selects units that are convenient, close at hand and easy to reach. When selecting the sample population of 100 teachers, the researcher shall equally consider the study population in Entebbe municipality. Some of the determining factors that the researcher shall consider to come up with 100 respondents were:

The availability of the schools with teaching characteristics: Research requires the researcher to always keep in touch with the respondents. While coming up with the sample population from the entire study population in Entebbe the researcher should ensure that the respondents are readily available at any given time.

The nearness of the respondents: Far respondents will create a barrier to the researcher while carrying out the research. While conducting this research, the researcher shall consider a sample population that is near to the place where he is situated while carrying out the research. For instance, the researcher considered schools which are in the outskirts of the municipality since they is easy to reach and the school management that easily allowing students researchers.

3.6. Data collection methods and research tools

While collecting data, the researcher shall consider in depth interviews and especially while collecting information for the research topic. While collecting data, the researcher shall use questionnaires as his data collection tools. Information from other academic materials and researches conducted by other scholars in relation to the topic were also considered by the researcher.

3.6.0. Interviews

An interview is a conversation between two or more people where questions are asked by the interviewer to obtain information from the interviewee. The researcher considered an in depth interview which is usually conducted on a face to face basis. The researcher conducted the
interview on the officers in charge, with an aim of getting detailed information regarding teacher’s performance and motivation.

3.6.1. Questionnaire

A questionnaire is a set of questions will be used to gather information in a survey. To collect data from the respondents, the researcher will design questionnaires with questions related to the research topic, and they will filled by the sampled population.

3.6.2. Interview guide

For the purposes of remaining focused and being on the right path while conducting an interview, the researcher shall design an interview guide. The interview guide shall contain relevant questions that shall enable the researcher to get information related to the research topic.

3.7. Procedure for Data Collection

Simple random sampling will be used to select schools from the parish that make up the municipality. The researcher will use systematic list random sampling to get the opinion leaders out of the schools selected making a total of respondents required. In order to select the school teachers as respondents the cluster random sampling methods will be used. This method will be used to curve off a unit and then from this unit the researcher selected a random sampling of teachers in different schools making the total number required.

The researcher shall get an introductory letter from Makerere University under the college of business management. The letter to introduce the researcher to the schools management and owners in the municipality.

3.8. Data Analysis

The data will be categorized and classified by use of tabulation following the objectives of the study. The researcher then shall study all the pieces of data one by one and the items where the different answers will be given, the research questions for quantitative data that will be collected using semi-structured questionnaires, data collection will be followed by data editing, coding and entry which will be followed by data cleaning. This will be entailed by identifying and correcting errors that may occur during data collection and entry.
3.8.0. Quantitative Data Analysis

The quantitative data analysis consisted of numerical values from which description such as mean and standard deviations were made (Kombo & Tromp, 2006). The quantitative data collected was organized, numbered coded and then entered using SPSS. The researcher used a combination of descriptive and inferential statistics to analyze data.

The descriptive statistics were used to show the face value of the measure of motivational dimensions that affect performance of teachers in private secondary schools in Entebbe. Additionally, inferential statistics like Pearson product moment correlation coefficient and simple linear regression analysis were also used. This method was used to examine the relationship between the variables under investigation. The formula of Pearson product-moment correlation co-efficient is below;

\[ Y = \frac{1}{n-1} \sum \left( \frac{(x-x)}{a_x} \right) \left( \frac{(y-y)}{a_y} \right) \]

3.8.1. Qualitative Analysis

This involved data from key informants’ interviews and the questionnaires categorizing them into themes and patterns and making a content analysis to determine the adequacy of usefulness, consistency and information credibility (Mugenda & Mugenda, 1999). There was analysis before, during and after data collection and the tentative themes were defined.

Analysis of qualitative data was done manually, notes were written and scripts were analyzed by coding where information of similar code categories was assembled together meaningfully.

3.9. Quality Control

The researcher shall work closely with the respondents, for effective and appropriate results. At the end of each interview the researcher shall edit the questionnaires before releasing the respondent. The researcher shall cross examine all the research instruments to make sure all the questions are answered properly and clearly recorded of the end of each day.
3.10. Ethical Considerations

The permission to conduct the study in the area shall be obtained from schools head teachers as well as the teachers to provide education information. The researcher shall explain the purpose and objectives of the study to the respondent. It shall be emphasized by the researcher to the respondents that the information collected from them will be to be treated with maximum confidentiality and that the respondent’s identity is not required. During all the interviews, the researcher shall take time to explain to the participants the purpose of the study and thank them for having accepted to participate upon invitation.
CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0. Introduction

In this chapter, data regarding the relationship between motivation and performance of teachers in private secondary schools in Entebbe has been presented, analyzed and interpreted. The presentation is arranged in line with the specific objectives that guided the study, that is:

1. To identify the financial motivations used to teachers in secondary schools.
2. To identify the non-financial motivations used to teachers in secondary schools.
3. To examine the relationship between non-financial and financial motivation and teachers performance.

However, the response rate and demographic characteristics of teachers are presented first to provide a clear representation of the nature of individuals that participated in the research study.

4.1. Response Rate

The study was conducted among 166 respondents from 10 private secondary schools in Entebbe. The schools included: Entebbe Secondary School, Entebbe Christian School, Greenstars High School, Nkumba College School, Kawuku Secondary School, Trinity Senior Academy Entebbe, Lake Side Academy, Mary Reparatrix Training, St Mary’s College Kisubi and Victoria High School.

Initially, 212 questionnaires were sent to randomly selected teachers in 10 private schools identified in Entebbe. The overall questionnaire response rate was 78.3 % (166/212) of which 97.6 % (162/166) were valid responses and 2.4 % (4/166) were unusable. The unusable questionnaires were partially complete with major portions of the questionnaire blank.

4.2. Demographic Characteristics of Teachers

Information about background characteristics of teachers in private secondary schools in
Entebbe is presented in this section. They include age, gender, and type of school, title of staff, their highest level of education, and the duration of service they had spent at the schools. These were studied as shown in tables and figures below.

**Figure 2: Age group of Teachers**

![Age Group of Teachers](chart)

Regarding the age of respondents, Figure 2 indicates that 12.08% of the respondents were in the age group of less than 25 years while 64.01% of the respondents were 26-35 years of age. Another 19.75% of the respondents were 36-45 years of age. One per cent (1.2%) was in the age group of 46-55 years and only 0.6% of the respondents were above 56 years of age. The results show that the overwhelming majority of the teachers (97.11%) were below 56 years of age. This implies that the majority of the staff in private secondary schools is in their most industrious age group. Such teachers are likely to perform better at their jobs.

**Table 1: Gender**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>43</td>
<td>26.5</td>
<td>26.7</td>
<td>26.7</td>
</tr>
<tr>
<td>Male</td>
<td>118</td>
<td>72.8</td>
<td>73.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>161</td>
<td>99.4</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Table 1 indicates that 118 (73.3%) of the teachers were male while 43 (26.7%) were female. This means that there were more males represented in the study than females. This possibly means that there is a bigger gender gap among secondary school teachers in Entebbe.

**Figure 3: Type of School**

Figure 3 indicates that the majority of the teachers 142 (88%) were from mixed secondary schools while 19 (12%) were from single secondary schools. This indicates that most of private secondary schools in Entebbe were in mixed schools.

**Table 2: Title of Staff**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head of Department</td>
<td>42</td>
<td>25.9</td>
<td>26.1</td>
<td>26.1</td>
</tr>
<tr>
<td>Academic staff</td>
<td>103</td>
<td>63.6</td>
<td>64.0</td>
<td>90.1</td>
</tr>
<tr>
<td>Administrative staff</td>
<td>16</td>
<td>9.9</td>
<td>9.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>161</td>
<td>99.4</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>9</td>
<td>1</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>162</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From Table 2, it can be concluded that the majority 103 (64.0%) of respondents were Academic staff, 42 (26.1%) were Heads of Department, and 16 (9.9%) were Administrative staff.

**Figure 4: Highest level of Education**

Figure 4 indicates that the majority 121 (76%) of the respondents had attained a Bachelor’s degree, 35 (22%) were Diploma holders, while 4 (2%) had completed Master’s as their highest level of education. This shows that the majority of the respondents were skilled and knowledgeable enough to teach students at secondary school level.

**Figure 5: Duration of service at school**
Results from Figure 5 show that the majority 78 (48.4%) of respondents had spent 5-10 years of service at the school, whereas 66 (41.0%), 15 (9.3%), 2 (1.2%) had spent less than 5, 11-15, and above years of service respectively. This implies that private secondary schools in Entebbe have experienced staff that are likely to perform better at their jobs due to experience gained over time.

4.4. Empirical Results

4.4.0. The relationship between non-financial motivation and teachers’ performance in private secondary schools in Entebbe

This sub-section presents findings for the objective: the relationship between non-financial motivation and performance of private secondary school teachers in Entebbe. Section B (Appendix I) items were used to determine the non-financial motivation factors in private secondary schools in Entebbe. Descriptive statistics, reliability analysis and simple linear regression were performed on the factors and the results in Tables 5 and 6 were obtained.

**Table 3: Respondent's Perception on Non-Financial Motivation**

<table>
<thead>
<tr>
<th>Item</th>
<th>M</th>
<th>SD (%)</th>
<th>D (%)</th>
<th>N (%)</th>
<th>A (%)</th>
<th>SA (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes teacher's efforts towards achieving school goals and objectives</td>
<td>4.08</td>
<td>1.2</td>
<td>1.9</td>
<td>12.3</td>
<td>56.8</td>
<td>27.8</td>
</tr>
<tr>
<td>Tries to understand the teachers'</td>
<td>4.07</td>
<td>1.2</td>
<td>4.9</td>
<td>17.3</td>
<td>38.3</td>
<td>38.3</td>
</tr>
</tbody>
</table>
problems and situations

<table>
<thead>
<tr>
<th></th>
<th>M</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responds to what teachers especially when some queries are advanced by teachers</td>
<td>3.59</td>
<td>5.6</td>
<td>13.0</td>
<td>21.0</td>
<td>38.3</td>
<td>22.2</td>
</tr>
<tr>
<td>Involves teachers in decision making</td>
<td>3.87</td>
<td>4.9</td>
<td>10.5</td>
<td>10.5</td>
<td>40.7</td>
<td>33.3</td>
</tr>
<tr>
<td>Respects teachers while at work</td>
<td>4.34</td>
<td>1.2</td>
<td>4.3</td>
<td>3.1</td>
<td>42.0</td>
<td>49.4</td>
</tr>
<tr>
<td>Celebrates milestones together with teachers</td>
<td>4.31</td>
<td>1.9</td>
<td>4.9</td>
<td>3.1</td>
<td>40.1</td>
<td>50.0</td>
</tr>
<tr>
<td>Always interested in the welfare of teachers</td>
<td>4.20</td>
<td>1.9</td>
<td>6.8</td>
<td>6.2</td>
<td>40.1</td>
<td>45.1</td>
</tr>
<tr>
<td>Gives appointment letters to teachers for the positions appointed to in order to ensure job security</td>
<td>2.92</td>
<td>24.1</td>
<td>24.7</td>
<td>7.4</td>
<td>22.8</td>
<td>21.0</td>
</tr>
<tr>
<td>Gives teachers responsibility with authority</td>
<td>4.30</td>
<td>1.2</td>
<td>9.9</td>
<td>3.1</td>
<td>29.0</td>
<td>56.8</td>
</tr>
<tr>
<td>Allows teachers to participate in budgeting process</td>
<td>2.89</td>
<td>27.2</td>
<td>22.2</td>
<td>9.9</td>
<td>16.0</td>
<td>24.7</td>
</tr>
<tr>
<td>Ensures teachers are given tools of work to perform their duties</td>
<td>4.48</td>
<td>1.2</td>
<td>3.1</td>
<td>1.9</td>
<td>34.6</td>
<td>59.3</td>
</tr>
<tr>
<td>Always there to comfort teachers in times of grief</td>
<td>4.55</td>
<td>1.2</td>
<td>1.9</td>
<td>4.9</td>
<td>24.7</td>
<td>67.3</td>
</tr>
</tbody>
</table>

**KEY:** M= mean, SD=Strongly Disagree, D=Disagree, N= Neutral, A=Agree, SA= Strongly Agree, %=Percent.

Table 3 above shows mean and percentages of teachers’ response towards questionnaire items that were used to measure non-financial motivation. To analyse the findings, teachers who strongly disagreed and those who disagreed were combined into one category (those who opposed the items). In addition, teachers who strongly agreed and those who are agreed were put under one category (those who concurred). Another group was that of teachers who were ‘undecided’ (neither agreed nor disagreed) with the items. With reference to the above categories, interpretation was then drawn in the following paragraphs.

The study findings in the Table 3 show that teachers were motivated highly by non-financial factors (aggregate mean=3.97). This interpretation is based on mean range of Likert scale (Table 7). In addition, the value of standard deviation for non-financial factors is very small and close to the central value (SD=0.63) which signifies that on average, non-financial factors motivate teachers in private secondary schools in Entebbe by 63%.

A comparison of these items shows that the percentage of teachers that opposed ranged from
3.1% to 49.2%, while the percentage of those that were not sure ranged from 1.9% to 21.0% and the percentage of those who concurred ranged from 40.7% to 94.7%. From these comparisons, it can be clearly seen that the range of percentages of those that opposed and those that were not sure (neutral) are lower compared to those who concurred. Thus from this analysis, the following is the interpretation.

The respondents moderately agreed that their efforts towards achieving goals and objectives were recognized by the head teachers (mean=4.08), implying that teachers were motivated highly by recognition as a non-financial factor. A bigger percentage (91.4%) of respondents agreed that head teachers respected them while at work stations. This is also in line with the mean obtained (4.34). This means that respect for each other is valued in private secondary schools.

The respondents to the study also moderately agreed that they were given responsibility with authority by head teachers (mean=4.30); 85.2% agreed that the head teachers were interested in the teachers’ welfare (mean=4.20); they were given appointment letters for any responsibility given (mean=2.92); they were involved in decision making (mean=3.87); they were given tools of work to perform their duties (mean=4.48); they were allowed to participate in budgeting process (mean= 2.87); and they were always comforted by head teachers in times of grief (mean=4.55). The above findings indicate that teachers were always assured of stability of tenure (job security), felt part of the school community and had developed a sense of belonging to their respective schools. In addition, when teachers feel that their decisions are valued by head teachers, they are more likely to work towards achieving the goals and objectives of the school.

<table>
<thead>
<tr>
<th>Item</th>
<th>M</th>
<th>SD (%)</th>
<th>D (%)</th>
<th>N (%)</th>
<th>A (%)</th>
<th>SA (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I complete my work in the time allocated</td>
<td>4.16</td>
<td>2.5</td>
<td>1.9</td>
<td>5.6</td>
<td>57.4</td>
<td>32.7</td>
</tr>
<tr>
<td>I work Overtime to complete my tasks</td>
<td>4.24</td>
<td>1.9</td>
<td>3.1</td>
<td>8.0</td>
<td>43.2</td>
<td>43.8</td>
</tr>
<tr>
<td>I attend my work with speed and accuracy</td>
<td>4.34</td>
<td>0.6</td>
<td>3.1</td>
<td>6.2</td>
<td>42.0</td>
<td>48.1</td>
</tr>
<tr>
<td>I take time to listen to my students to ensure I attend to them effectively</td>
<td>4.43</td>
<td>0.6</td>
<td>1.9</td>
<td>4.9</td>
<td>39.5</td>
<td>53.1</td>
</tr>
<tr>
<td>My performance has continually improved</td>
<td>4.23</td>
<td>0.0</td>
<td>0.6</td>
<td>11.7</td>
<td>51.2</td>
<td>36.4</td>
</tr>
<tr>
<td>I perform my duties efficiently without</td>
<td>4.38</td>
<td>1.2</td>
<td>3.1</td>
<td>6.8</td>
<td>34.6</td>
<td>54.3</td>
</tr>
</tbody>
</table>
complaining

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The extent to which I do my work</td>
<td>4.24</td>
<td>0.0</td>
<td>2.5</td>
<td>14.2</td>
</tr>
<tr>
<td>I record down a number of activities</td>
<td>4.12</td>
<td>2.5</td>
<td>6.2</td>
<td>8.0</td>
</tr>
<tr>
<td>before starting on the day’s work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My job is in line with my interests, skills and attitudes</td>
<td>4.19</td>
<td>0.6</td>
<td>1.2</td>
<td>16.7</td>
</tr>
<tr>
<td>Teachers report on duty early and leave very late</td>
<td>3.98</td>
<td>6.8</td>
<td>9.9</td>
<td>8.0</td>
</tr>
<tr>
<td>I combine the available resources very well to provide quality</td>
<td>4.64</td>
<td>0.0</td>
<td>0.6</td>
<td>3.7</td>
</tr>
<tr>
<td>services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

KEY: M= mean, SD=Strongly Disagree, D=Disagree, N= Neutral, A=Agree, SA= Strongly Agree, %=Percent.

According to table 4, the study respondents noted that they completed their work in the time allocated to them (mean=4.1); they worked overtime to complete tasks (mean=4.2); they attend to students efficiently (4.43); and, they attend to work with speed and accuracy (mean=4.34). This means that teachers’ performance is high since the aggregate mean (4.27) lies within the range of 3.5-4.49 (Mean Range of Five-Likert Scale interpretation, Table 7).

The study respondents noted that their performance had continually improved (mean=4.23); they did their work effectively without complaining (mean=4.38); they combine the available resources very well to provide quality services (4.64); and, they report on duty early and leave very late (mean=3.98). The teachers also agreed that their jobs were in line with their interests, skills and attitudes (mean=4.19). The results show that teachers’ performance is high as evidenced by the aggregate mean performance (4.25) which lies within the range 3.5- 4.49 (Table 7).

4.4.1. Testing the effect of non-financial motivation on teachers’ performance

In order to determine the effect of non-financial motivation on performance of teachers in private secondary schools in Entebbe, correlation and regression analyses were conducted. The results are summarized in the Table 5 and 6 below.

Table 5: Descriptive Statistics and Correlations of Performance and Non-Financial Motivation

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>4.2510</td>
<td>.51269</td>
<td>1.000</td>
<td>1.000</td>
</tr>
</tbody>
</table>
Pearson recommends that a coefficient between 0.5 and 0.7 indicates strong positive relationship. From Table 5, a Pearson correlation of 0.616 was obtained which indicates that there is a relationship between non-financial motivation and teachers’ performance at 0.000 significance level. To establish the relationship between non-financial motivation and teachers’ performance, a linear model of the form y = a + bx was used. y represented teachers’ performance; a and b were constants, while x was the non-financial motivator.

The regression equation was therefore y = (0.502) x + 2.260. This implies that an increase in non-financial motivation by 1 unit increases teacher performance by 0.502 units. The standardized beta value of 0.616 shows that an increase in non-financial motivation by 1% causes an increase of 61.6% in teachers’ performance.

**Table 6: Coefficients of Non-financial Motivation**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td></td>
<td>2.260</td>
<td>.204</td>
</tr>
<tr>
<td></td>
<td>Non-Financial Motivation</td>
<td>.502</td>
<td>.051</td>
<td>.616</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Performance

**Table 7: Mean Range of Five-Likert Scale**

<table>
<thead>
<tr>
<th>Description</th>
<th>Mean Range</th>
<th>Scale</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>4.50 – 5.00</td>
<td>5</td>
<td>Very high</td>
</tr>
<tr>
<td>Agree</td>
<td>3.50 – 4.49</td>
<td>4</td>
<td>High</td>
</tr>
<tr>
<td>Neutral</td>
<td>2.50 – 3.49</td>
<td>3</td>
<td>Moderate</td>
</tr>
<tr>
<td>Disagree</td>
<td>1.50 – 2.49</td>
<td>2</td>
<td>Low</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1.00 – 1.49</td>
<td>1</td>
<td>Very low</td>
</tr>
</tbody>
</table>
4.4.2. The Relationship of financial motivation and teachers’ performance in private secondary schools in Entebbe

This sub-section presents findings for the objective: the relationship between financial motivation and performance of private secondary school teachers in Entebbe. Section C (Appendix I) items were used to determine the financial motivation factors in private secondary schools in Entebbe. Descriptive statistics, reliability analysis and simple linear regression were performed on items and the results in Tables 9 and 10 were obtained.

Table 8: Respondents' perception towards Financial Motivation

<table>
<thead>
<tr>
<th>Item</th>
<th>M</th>
<th>SD</th>
<th>D (%)</th>
<th>N (%)</th>
<th>A (%)</th>
<th>SA (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The head teacher gives teachers incentives.</td>
<td>3.93</td>
<td>3.1</td>
<td>9.3</td>
<td>11.1</td>
<td>44.4</td>
<td>32.1</td>
</tr>
<tr>
<td>Allowances, wages and salaries given to teachers are commensurate to the work done.</td>
<td>3.78</td>
<td>6.2</td>
<td>8.0</td>
<td>23.5</td>
<td>26.5</td>
<td>35.8</td>
</tr>
<tr>
<td>The head teacher ensures timely payment of due allowances</td>
<td>4.17</td>
<td>6.2</td>
<td>4.9</td>
<td>5.6</td>
<td>32.7</td>
<td>50.6</td>
</tr>
<tr>
<td>The head teacher pays extra attention especially when paying for extra work done</td>
<td>4.25</td>
<td>3.7</td>
<td>5.6</td>
<td>4.3</td>
<td>34.6</td>
<td>51.9</td>
</tr>
<tr>
<td>The head teacher gives packages/presents/gifts to outstanding performers</td>
<td>4.26</td>
<td>5.6</td>
<td>5.6</td>
<td>1.2</td>
<td>32.7</td>
<td>54.9</td>
</tr>
</tbody>
</table>

Table 8 shows the financial motivators available and not available to teachers in private secondary schools in Entebbe. The majority of the respondents revealed that they got motivation from the following financial factors: 76.5% of the respondents agreed that they were highly motivated by incentives (mean=3.93) as per mean range of the five-point Likert scale interpretation (Table 7); 83.3% of respondents revealed that they were highly motivated by timely payment of salaries, wages and allowances (mean=.4.17), 85.3% of the respondents believed that their remunerations were commensurate to the work done ( mean=3.78); 89.6% of the respondents agreed that gifts, presents and packages are given to outstanding performers (mean=4.26). From the above responses, it is clear that most of the financial motivators were available in private secondary schools in Entebbe. This is also consistent with the aggregate mean for financial motivation (4.08) that is in the range of 3.5-4.49 (Table 7). This implies that
teachers are highly motivated by financial factors. In addition, the value of standard deviation is very small (SD= 0.89) and very close to the central value (mean) and this signifies that on average, financial factors motivate teachers in private secondary schools in Entebbe by 89%.

4.4.3. Testing the effect of financial motivation on performance of teachers

In order to determine the effect of financial motivation on the performance of teachers in private secondary schools in Entebbe, correlation and regression analysis were conducted. The results are summarized in Tables 9 and 10 below.

Table 9: Coefficients of Financial Motivation

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>2.634</td>
<td>.137</td>
<td>19.276</td>
<td>.000</td>
</tr>
<tr>
<td>Financial Motivation</td>
<td>.397</td>
<td>.033</td>
<td>.692</td>
<td>12.114</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Performance

Table 10: Descriptive Statistics and Correlations of Performance and Financial Motivation

<table>
<thead>
<tr>
<th>Pearson Correlation</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.Performance</td>
<td>4.2510</td>
<td>.51269</td>
<td>1.000</td>
<td></td>
</tr>
<tr>
<td>2.Financial Motivation</td>
<td>4.0778</td>
<td>.89422</td>
<td>.692</td>
<td>1.000</td>
</tr>
<tr>
<td>Sig. (1-tailed)</td>
<td></td>
<td></td>
<td></td>
<td>.000</td>
</tr>
<tr>
<td>Financial Motivation</td>
<td></td>
<td></td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
<td>162</td>
<td>162</td>
</tr>
</tbody>
</table>

Note: N is the number of teachers

The aggregate mean and standard deviation are in line with the results obtained using Pearson correlation where a coefficient of 0.692 was obtained. Pearson recommends that a coefficient between 0.5 and 0.7 indicates strong positive relationship. Thus, Pearson correlation (0.692) indicates that there is a relationship between financial motivation and teachers’ performance at 0.000 significance level (Table 10).

To establish the relationship between financial motivation and teachers’ performance, a linear model of the form y=a +bx was used. y represented teacher performance; a and b were constants while x was the financial motivator. The regression equation was therefore y = (0.3.97) x +
2.634. This implies that an increase in financial motivation by 1 unit increases teacher performance by 0.397 units. The standardized beta value of 0.692 shows that an increase in financial motivation by 1% causes an increase of 69.2% in teachers’ performance (Table 9).

4.5. Multi-linear Regression Model

To assess the relationship between motivation (as measured by non-financial and financial factors) and performance of teachers in private secondary schools in Entebbe, a multi-linear regression analysis was performed on the variables and the results in Table 11 were obtained.

Table 11: Coefficients of Financial and Non-financial Motivation

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2.255</td>
<td>.182</td>
<td>12.390</td>
<td>.000</td>
</tr>
<tr>
<td>Financial Motivation</td>
<td>.295</td>
<td>.046</td>
<td>.515</td>
<td>6.410</td>
</tr>
<tr>
<td>Non-Financial Motivation</td>
<td>.200</td>
<td>.065</td>
<td>.245</td>
<td>3.054</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Performance

The results of the multi-linear regression analysis are shown in Table 11. The B s, as labeled on the output in the Unstandardized Coefficients box, are the additive constant (2.255) and the coefficients (.295 & .200) of the regression equation used to predict the dependent variable from the independent variable.

The beta values indicate that 51.5% of the difference in financial motivation can be explained by the difference in teacher’s performance, while the difference in teacher performance can also be explained by the difference in non-financial motivation to the extent of 24.5%. This indicates that financial motivation has the greatest effect on teacher performance in private secondary schools in Entebbe. This finding could be attributed to the fact that teachers are economically strained and financial appreciation of their efforts is a direct motivator for them to work harder and efficiently.

Motivation
During the interviews, when the head teachers were asked to explain whether they motivate teachers to participate in school activities, all of them 10 (100%) revealed that they used incentives to motivate teachers. Even one of the head teachers had this to say, “Serious teachers can become rich because a D at UCE is paid 10,000 and an A’ at advanced level is paid 20,000=”.

When head teachers were interviewed on whether they involved teachers in decision making, 7 (70%) claimed that they did not allow teachers to participate in decision making. In fact one of the head teachers had this to say, “The directors have a number of secrets which they do not want to be revealed to the public hence they give verbal orders and instructions concerning what to do either in staff meetings or staff notice boards.”

In addition, when head teachers were asked whether their teachers have a sense of self-drive or motivation, all of them 10 (100%) agreed that motivation tools were important to arouse teachers’ zeal. This was mirrored in beating deadlines, implementing school programs with zeal, self-mobilization, a sense of belongingness, being responsible and dutiful as no excuses of an ‘I feel like not’ are not there, hence teachers set clear and achievable goals.

During the interviews, when head teachers were asked whether they always reward outstanding performance of teachers, the majority 8(80%) agreed that they always reward outstanding performers to make them work with zeal. One of the head teachers said that an A at UACE is rewarded 10,000/= to the subject teachers. “Therefore all teachers teach with zeal to achieve that.” However, 2 (20%) of the head teachers revealed that they do not reward outstanding performers because of financial constraints.
CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

The study assessed the effect of financial and non-financial motivation on performance of teachers from private secondary schools in Entebbe. The study set out to examine the relationship between financial motivation and teachers’ performance in private secondary schools in Entebbe; and, examine the relationship between non-financial motivation and performance of teachers in Entebbe. This chapter presents the summary, discussion, conclusions and recommendations arising out of the study findings according to the objectives.

5.1. Summary of Findings

5.1.0. Financial motivation and performance of teachers in private secondary schools in Entebbe

The study tested the first hypothesis: “Financial motivation is positively related to performance of private secondary schools teachers in Entebbe”, and it was accepted. This is because there is a
high positive relationship ($r=0.692$) between financial motivation and teachers’ performance at 0.000 significant level, whereby an increase in financial rewards improves performance of the teachers. This is also in agreement with the regression analysis whereby an increase in financial motivation by 1% causes an increase of 69.2% in teachers’ performance.

5.1.1. Non-financial motivation and performance of private secondary school in Entebbe

The study tested the second hypothesis: “Non-financial motivation is positively related to teachers’ performance in private secondary schools in Entebbe”, and it was accepted. This is because there was a significant positive relationship ($r=0.616$) between non-financial motivation and teachers’ performance at 0.000 significant level which is also in line with regression analysis whereby an increase of 1% in non-financial motivation causes an increase of 61.6% in teachers’ performance.

However, the combined effect of financial and non-financial motivation indicate ($r^2 = 0.507$) when all variables were operating at the same time was 50.7%. This demonstrates that difference in teachers’ performance can be explained by non-financial and financial factors. Other factors that affect teachers’ performance would explain 49.3% of the difference in teachers’ performance.

5.2. Discussion of Findings

5.2.0. Financial motivation and teachers’ performance in private secondary school in Entebbe

The study found a significant positive relationship between financial motivation and teachers’ performance in private secondary schools. This signifies that teachers’ performance in private secondary schools can be boosted with an increase in financial rewards. The findings of the study show that teachers are highly motivated by financial rewards. This is indicated by the aggregate mean score of 4.08, (SD= 0.89) from descriptive statistics in the 1-5 Likert scale. This finding is corroborated by the general claim as given in the interviews with head teachers, 100% of whom alluded to using financial rewards to motivate teachers. As evidence, one of the head teachers had this to say, “Serious teachers can become rich because at UCE a distinction (D1 and D2) is paid 10,000=).”
The study findings are in agreement with the findings of Kagweza (2010) who found out that some employers have used pecuniary rewards for high levels of performance usually defined in terms of students’ outcomes or teacher’s skills and knowledge. This is also in line with instrumentality theory, which holds that people work only for money. “It is impossible, through any long period of time, to get workmen to work much harder than the average men around them unless they are assured of large and permanent increase in the pay” (Taylor, 1911).

5.2.1. Non-financial motivation and teachers’ performance in private secondary schools

The study found a positive significant relationship between non-financial motivation and teachers’ performance in private secondary schools. The teachers ‘are equally highly motivated by non-financial rewards. This is indicated by the aggregate mean score of 3.97 and standard deviation of 0.63) from the descriptive statistics on teachers’ questionnaire in the 1-5 Likert.

These findings are also consistent with the general claim given in the interviews with head teachers where all (100%) alluded to using non-financial rewards like promotions, recognition, verbal praise, and congratulatory messages on phones, challenging responsibility, improved social services.

The findings of the study are in agreement with Kawesa (2004) who revealed that the mostly used types of rewards in private schools are public appreciation, promotion, packages and presents. His study revealed that performance-based rewards affect the performance of teachers by increasing productivity and efficiency.

5.3. Conclusion

5.3.0. Financial motivation and performance of private secondary school teachers in Entebbe

As regards to the dimension of financial motivation, it was concluded according to the hypothesis that financial motivation has a positive significant effect on the performance of private secondary school teachers. It was noted that head teachers always rewarded teachers with salaries, duty allowances, bonuses, remedial teaching allowance, performance allowance, responsibility allowances among others. They believe that these motivate teachers to perform with enthusiasm.
5.3.1. Non-financial motivation and performance of private secondary school teachers in Entebbe

From the research findings, it was equally concluded that non-financial motivation has a significant positive relationship on the performance of private secondary school teachers in Entebbe. The head teachers revealed that teachers loved to be recognized for any achievement made. Therefore, non-financial rewards like promotion, recognition, verbal praise, and certificates of merit among others were used to encourage teachers to perform with zeal.

5.4. Recommendations

5.4.0. Financial motivation and performance of private secondary school teachers in Entebbe

Since financial rewards highly motivate teachers to perform with zeal, education managers should: ensure that remunerations like salaries and other allowances are commensurate with the work done as this would encourage teachers to work hard towards achieving organizational objectives; and ensure timely payment of allowances as this would compel teachers to beat deadlines on minimal supervision. Additionally, there is a need for stakeholders in Government to always organize workshops, seminars and refresher courses for head teachers.

5.4.1. Non-financial motivation and performance of private secondary school teachers in Entebbe

Since human beings are craving beings, there is a need for education managers to equally address teachers’ motivation using non-financial means like recognition, promotion, challenging responsibility.

The employment scheme of service of secondary school teachers in private schools should be made on contract basis so that teachers work to produce results with zeal according to the set goals and objectives. A performance assessment for the renewal of a contract should be put in place and strictly followed.

5.5. Limitations of study

Transport: There was a problem of transport since most of the schools are deep in the villages and sparsely populated about 25 kilometers away from the researcher’s residential area.
However, the researcher used the possible means of transport to reach deep into the schools like bodabodas as means of transport during data collection process.

**Lack of facilities for typing:** Since this some schools were located in remote places, it created financial constraints on the side of the study in cases of adjustments in the field data collection instruments to be used in the community.

**Weather conditions for instance excessive sunshine:** Too much sunshine affected the movement of the researcher, and also affected interaction with the respondents as no respondent could accept to move in such unfavorable weather though the researcher might use an umbrella to move to the households.

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**REFERENCES**


APPENDICES

Appendix 1: Questionnaire

CONFIDENTIAL

QUESTIONNAIRE

I Nakaweesa Fredah a student of Makerere University pursuing a Bachelors degree of Science in Business Statistics I am carrying out research on the effect of financial and non-financial motivation on the performance of teachers in private secondary schools in Entebbe. I would like you to assist me with my research by responding to the questions in my questionnaire. I assure you that all the information you are going to give me is confidential and only going to be for education purposes.

SECTION A: DEMOGRAPHICS

Please ☐ the appropriate number

1. AGE (years)
   a) 18 – 25 years ☐ b) 26 – 35 years ☐
   c) 36 – 45 years ☐ d) 46 – 55 years ☐
   e) 56 years and above ☐

2. SEX
   a) Female ☐ b) Male ☐


3. SCHOOL

a) Single secondary □

b) Mixed secondary □

4. TITLE

a) Head of Department □

b) Academic staff □

c) Administration staff □

5. EDUCATION QUALIFICATION

a) Masters □

b) Bachelors □

c) Diploma □

6. DURATION OF SERVICE AT SCHOOL

a) Less than 5 years □

b) 5 – 10 years □

c) 11 – 15 years □

d) 16 years and above □

From questions 1 to 29, tick the number that indicates your best opinion on the question using the following scales:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
<td></td>
</tr>
</tbody>
</table>

SECTION B: NON FINANCIAL MOTIVATION

1. The head teacher recognizes teachers’ efforts towards achieving school goals and objectives.

2. The head teacher tries to understand the teachers’ problems and situations

3. The head teacher responds to what teachers especially when some queries are advanced by teachers.

4. The head teacher involves teachers in decision making

5. The head teacher respects teachers while at work
<table>
<thead>
<tr>
<th></th>
<th>The head teacher celebrates milestones together with teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>The head teacher is always interested in the welfare of teachers</td>
</tr>
<tr>
<td>8</td>
<td>The head teacher gives appointment letters to teachers for the positions appointed to in order to ensure job security.</td>
</tr>
<tr>
<td>9</td>
<td>The head teacher gives teachers responsibility with authority</td>
</tr>
<tr>
<td>10</td>
<td>The head teacher allows teachers to participate in budgeting process</td>
</tr>
<tr>
<td>11</td>
<td>The head teacher ensures teachers are given tools of work to perform their duties</td>
</tr>
<tr>
<td>12</td>
<td>The head teacher is always there to comfort teachers in times of grief</td>
</tr>
</tbody>
</table>

**SECTION C: FINANCIAL MOTIVATION**

<table>
<thead>
<tr>
<th></th>
<th>The head teacher gives teachers incentives.</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Allowances, wages and salaries given to teachers are commensurate to the work done.</td>
</tr>
<tr>
<td>15</td>
<td>The head teacher ensures timely payment of due allowances</td>
</tr>
<tr>
<td>16</td>
<td>The head teacher pays extra attention especially when paying for extra work done</td>
</tr>
<tr>
<td>17</td>
<td>The head teacher gives packages/presents/gifts to outstanding performers</td>
</tr>
</tbody>
</table>

**SECTION D: TEACHERS’ PERFORMANCE**

<table>
<thead>
<tr>
<th></th>
<th>I complete my work in the time allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>I work Overtime to complete my tasks</td>
</tr>
<tr>
<td>19</td>
<td>My performance is measured against productivity</td>
</tr>
<tr>
<td>21</td>
<td>I attend my work with speed and accuracy</td>
</tr>
<tr>
<td>22</td>
<td>I take time to listen to my students to ensure I attend to them effectively</td>
</tr>
<tr>
<td>23</td>
<td>My performance has continually improved</td>
</tr>
<tr>
<td>24</td>
<td>I perform my duties efficiently without complaining</td>
</tr>
<tr>
<td>25</td>
<td>The extent to which I do my work meets our students’ requirements</td>
</tr>
<tr>
<td>26</td>
<td>I record down a number of activities before starting on the day’s work</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>27</strong></td>
<td>My job is in line with my interests, skills and attitudes</td>
</tr>
<tr>
<td><strong>28</strong></td>
<td>Teachers report on duty early and leave very late</td>
</tr>
<tr>
<td><strong>29</strong></td>
<td>I combine the available resources very well to provide quality services</td>
</tr>
</tbody>
</table>

I appreciate your participation in this effort.

Thank you.