

# Level of Teachers' Motivation and learners' performance in Primary Schools in Kayunga District, Uganda

By

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## Abstract

Teachers' motivation is one of the important factors in realizing educational objectives in achieving high academic performance. Heads of school management practices affect teacher's motivation. The current paper established the level of teachers' motivation in public primary schools in Kayunga District, Uganda. The study used descriptive research design and targeted 140 teachers. A sample size of 103 respondents was attained through the use of Krecjie and Morgan (1970) formula. Proportionate and simple random sampling was used to select the 103 teachers while purposive sampling was used to select 6 school chairpersons. Questionnaire and interview guide were used to collect data. Validity was attained by consulting experts in the field of educational management while reliability was tested by pilot testing the research instruments and calculating Cronbach Alpha. A Cronbach value of 0.912 was obtained and thus the instruments were considered reliable. For interviews, the researcher ensured that data collected information did not have any minor errors. Quantitative data was analyzed using frequencies, means and standard deviations while thematic analysis was used to analyze qualitative data. It was found out that teachers' motivation in Kayunga District was low and was as a result of management strategies that were used by head teachers of the various primary schools in the region. Low teacher motivation could have a negative influence on primary school learners' performances. The paper recommended that primary school management in Kayunga District need to put in place strategies that motivate teachers in their schools.

**Key words:** *Level; Motivation, Teachers; Primary schools*

## 1.0 Introduction

Workers' motivation world over is a key concern by management in all aspects of work life. In respect to education sector teacher motivation is very important because it improves the skills and knowledge of teachers because it directly influences the learners' achievement (Mustafa & Othman, 2010; Markovitis, Boer & Van Dick, 2014). If in schools, the teachers do not have sufficient motivation then they are less competent which directly influence the learners and the education system.

In any education system, teachers lay the foundation of education. They perform a significant role in knowledge and skill transmission (Bakahwemama, 2010; Ayub & Rafif, 2011). In line with this argument Kombo and Tromp (2009); Tyner (2007; Mahmood & Mahmood (2010), argue that teachers are the key source of knowledge, skills, wisdom, appropriate orientations, inspiration and models for the students and they are in support of (Sisungu, 2012; Ehondor & Omoruyi, 2013). Chiang & Birtch (2010) states that school administration refers to the process of developing and maintaining school procedures by directing and controlling the activities and behavior of teachers through delegation of responsibility, involving them in decision making, reward practices communicating expectations, and cooperative supervision for achievement of goals in the school. Chandan (2010); Ehondor & Omoruyi (2013; Chiang & Birtch (2010) argue that the importance of having motivated teachers can be evidenced in higher performance level of learners. This may also be supported by Low absenteeism, extended hours of work, optimum utilization of resources and making the best possible use of different abilities and skills.

A study on motivation and job satisfaction among teachers in Kenyan (Kinango District) indicates that the main issues of concern for teachers as; head teachers' management practices, work load, status and recognition in

society, available promotional opportunities and relationship with other employers Mwei (2013), yet these are key factors that influence teachers' motivation according to two factor theory (Hertzberg's, 1965).

As in Uganda, a study carried out by Aacha (2010); Ehondor & Omoruyi (2013); Chiang & Birtch (2010) agreed to the fact that teacher motivation has become an important issue. Teachers who are satisfied with their job tend to give off their best and in a long way it influences learners' performance. Aacha (2010) further found out that for teachers to be motivated extrinsically to give off their best, the head teacher's management styles contribute immensely.

A study carried out in Uganda indicates that the problem of demotivation of teachers is existent. In the process of addressing the problem, national efforts and strategies have been put in place; for example, in the previous years, the government implemented Salary/Pay Reform which aimed at increasing salaries among the civil servants was hoped that an increase of salary would lead to the improvement of performance in the education sector. The motivation of teachers in Kayunga District is low and wanting. This was identified during workshops organized by the District Primary Education Office of Kayunga District. The survey shows that monetary reward such as basic salary and performance bonuses have the greatest impact to motivate employees. Both basic salary and performance bonuses component are rated as important/very important by respondents (88% and 91% respectively). Career Development and Work Performance Recognition as components of non-monetary reward are ranked second and third as the factors which have the greatest impact to motivate employees.

Despite all these interventions, the report during the workshop of 2015 reveal that teachers' motivation is still low in Kayunga District, with teachers dodging classes, coming late for work and lacking the passion for work. A report released by the District Education Officer of Kayunga District. It is not yet clear whether this state of affairs is influenced by management practices of heads of schools in Kayunga district. However, previous studies Mwei (2013), Kasinga (2010); Komen (2010); Brown & Owusu (2014) indicate that head of school management practices affect teacher's motivation. This study, therefore, intends to establish the influence of management practices (delegation of responsibility, reward practices, decision making, communicating expectations and supervision) of heads of schools on teacher's motivation in public secondary schools in Kayunga District in order to have a clear understand on how the school management needs to approach this crucial and important issue for motivating teachers.

## 2.0 Literature Review

The word motivation has its origin from the Latin root word *movere*, which means to move (Dibia, 2013; Rahim & Daud, 2013). Thus, motivating people according to Armstrong (2009) is about getting them to move in the direction desired in order to achieve particular results. Staff motivation is very important in any organization that seeks to improve its performance. Long (2012); Ax & Ponte, (2008); Kuchack & Eggen, (2011) argue that there is a close relationship between motivation and performance in organizations. This is because the highly motivated employees are likely to contribute to productivity and organizational success in general Juma (2011); Ehondor & Omoruyi (2013) as supported by Chiang & Birtch, (2010). Motivated employees are likely to increase their effort toward achieving the goals set by their organizations because they will be happy to contribute their best in an organization that cares about their needs (Long, 2012; Ax & Ponte, 2008; Kuchack & Eggen, 2011).

In a similar vein, Chandan (2010), Meindinyo & Ikurite (2017), argue that motivation of teachers is very significant in many ways. The author suggests that the importance of having motivated teachers can be described in the following ways, Higher performance level, Low absenteeism, extended hours of work, Optimum utilization of resources, make the best possible use of different abilities and skills, helps in satisfying individual as well as group needs of teachers, Improved interpersonal relations.

From the works of Darmina (2012), (Niwamanya (2016) focusing on factors influencing teachers' work performance in institutions in the central Sangwang, China, it was observed that teachers tend to perform well when provided with conducive working environment. She noted that the working environment, not necessarily high pay, if properly improved to satisfaction of a worker, one gets motivated and the output is high.

Alam and Farid (2011); (Ssekmwa (2000); Bennell 2004; Hasley & Vegas 2009; Kasente (2010); Musoke, (2011), argue that motivating teachers appropriately will not only positively affect teachers' efficacy but also increase the quality of education the children receive. They viewed that improving teachers' working condition and living conditions is critical to improving teacher's motivation. The author further argues that once these

incentives are provided, teachers will likely enjoy greater status and have higher level of motivations that may lead to the quality of education within country. However, the importance of motivation in the teaching learning process has raised many questions; for example, one wonders what motivates teachers to work effectively. The motivation of teachers is therefore very important as it directly affects the learners (Muhammad & Farid, 2011; Al Kaabi, 2005 & Mahmoud, 2011). Teachers' motivation is one of the important factors in realizing educational objectives in achieving high academic performance. Low teacher motivation has led to low-student performance in academics. Thus, the learning environment and teachers' motivation upon knowledge development relatively need attention in our schools. Human resource as a factor of production is affected by adequacy and quality as reflected by the level of training and lack of motivation (Juma, 2011; Marksic 2016; cites Lord, 2002).

Studies carried out in Nigeria noted that teacher motivation was a "colossal problem" which was seriously compounded by political interferences in appointment of educational and school administrators (Brigg, 2012; Ehondor & Omoruyi, 2013). For teachers to be motivated extrinsically to give off their best, the heads management practices contribute immensely (Violet, 2015; Bamusananire 2010; Okwenje 2014; Munene, 2009). The issue of management practices and employee performance has gained so much ground especially the western world. Studies conducted in the field of Business world have proven that the management practices of managers greatly influence the motivation of subordinates. Hence there is need to find out how the practices of management of heads have effects on teacher motivation.

Abdallah (2010) Chireshe & Shumba (2011) cities Mulkeen (2007) revealed that in Uganda, strong evidence exists that the vast majority of teachers are unhappy with their salaries, housing arrangements, benefits, workload, and status within their communities. These poor living and working conditions have, over time, seriously eroded many primary and secondary school teachers' motivations to carry out their teaching and nonteaching roles in an acceptable manner. Therefore, it can be concluded that teachers' motivation depends mostly on school Management and motivation should be of great concern of school management.

The success of every organization depends on its employees' drive to thrive through their efforts, commitment, engagement, practice and persistence. Thus, motivation is an important topic because leadership competencies include the ability to motivate employees (Aacha, 2010), Chireshe & Shumba (2011) cities Mulkeen (2007) and Dobre (2013) as one of the crucial duties or jobs. Leadership begins with the initial effort made to recruit a new employee; proceeds through the entire induction process; and continues every day until the employee departs the organization. This process is cultivated by a manager/leader on in the case of a school, the head teacher, motivating teachers and it highlights, once again, the importance of leadership to the school.

In sub-Saharan Africa, research has it that sizeable proportions of teachers have low levels of job satisfaction and are poorly motivated; children are not well taught and thus don't receive minimal acceptable education. Most schooling systems therefore, are faced with teacher motivation crisis that are related to salary, advancement, achievement, recognition, responsibility, poor school facilities, among others which have far reaching consequence. In Nigeria for instance, Esther (2015; Macdonald 1999; Benell 2004; UNESCO 2009; Griffin, 2012). Identify teacher motivation as based on the way teachers are deployed, working conditions, teachers' competence, teachers' status, vocational intent, career advancement, fringe benefits, and remunerations. Furthermore, some schools are inadequate, dilapidated, overcrowded, lack of teaching materials. Such factors are prevalent elsewhere in the least developed countries and have an impact on the teachers' motivation and academic quality.

Muthui (2012); (Bamusananire 2010; Okwenje 2014; Munene, 2009), in a study on the teacher motivation and incentives in Kenya found that 35% of primary school teachers and 39% of secondary school teachers in public schools were increasingly de-motivated. In Tanzania, young-qualified teachers are generally less satisfied than their older counterparts who still take teaching as a privilege. These young qualified teachers are heavily concentrated in urban areas (Awuah, 2011; Bamusananire 2010; Okwenje 2014; Munene, 2009; Dobre, 2013).

The literature reviewed point out that motivated employees will lead to the achievement of institutional objectives (Chandan, 2010; Buregeya, 2011; Darmina, 2012). There a number of factors that have been cited as affecting motivation of teachers including salaries, advancement, achievement, recognition, responsibility, poor school facilities and management practices (Abdallah; Aacha, 2010; Muthui, 2012; Maicibi 2003; Orandho 2013; Ouma, 2007). While Abdallah (2010) notes that head teachers in Mwanza city lack supervisory skills, this study will establish the effect of supervision, if any, on the motivation in primary secondary schools of Kayunga District. Similarly, little is emphasized about the teachers' motivation.

Poor human resource management seriously de-motivates employees. Teacher management at the national regional and district levels is nothing short of chaotic in many countries. Teacher supervision is frequently very weak, especially in Ghana, where head teachers lack formal administrative control over teachers in their schools. There are invariably no effective performance appraisals and inspections are infrequent, especially in more remote schools (Paulsen & Martin, 2014; Mpobe 2015; Kelvin, 2016). Management practices tend to be authoritarian with limited participation, delegation, and communication with respect to major school management functions. Teachers subjected to these types of management regimes feel like they are treated as children. The extent to which teacher grievances are addressed is also a key issue. Effective management training programmes for head teachers can however lead to noticeable improvements in teacher behavior and performance.

It is frequently suggested that the consideration by a supervisor for the needs or feelings of his subordinates has positive effects on their motivation to perform their jobs effectively. The more "considerate", "supportive" or "employee-oriented" a supervisor is, the greater the extent to which his subordinates will strive to do their jobs well. Thus Chandan (2010, Kelvin; 2016), Wabule, 2017; Ehondor & Omoruyi, 2013). Chiang & Birtch (2010) concludes that an employee-oriented supervisor will tend to get better productivity, motivation and work satisfaction. He asserts that a supervisor who obtains the highest productivity is supportive, friendly and helpful, rather than being hostile and endeavors to treat people in a sensitive and considerate way. The management principles thus serve as a motivating factor as postulated by the Herzberg (1964). From the literature cited above especially that by Paulsen and (Martin, 2014; Guajardo, 2011; Dobre 2013. Gikuhi; 2006), reveal the critical role of the management practices is having an effect on motivation of employees. The study is for a Ghanaian setting and thus the current paper established the influence of management practices of heads of schools and teachers' motivation in Kayunga district.

### 3.0 Methodology

The study used descriptive research design which was concerned with describing variables of the study which were management practices of heads of schools and teachers' motivation. The population of the study was 140 teachers. Data available at the office of the Ministry revealed that the six schools selected for study had a total population of 140 teachers (Ministry, 2015). Thus, the target population of the study was 140 teachers. A sample size of 103 respondents was attained through the use of Sample size determination formula by Krecjie and Morgan (1970). The formula is given as;

$$n = \frac{X^2 * N * P(1 - P)}{(ME^2 * (N - 1)) + (X^2 * P * (1 - P))}$$

Where;

n=Sample size  
 $X^2$ =Chi Square for the specified confidence level at 1 degree of freedom= (3.841)  
 from tables  
 N=Population size  
 P=Population proportion (.50 in the table)  
 ME=Desired margin of error (expressed as a proportion=0.05)

For registered members, the sample size was calculated as;

$$\begin{aligned} &= 3.841 \times 140 \times 0.5 (1-0.5) / 0.05 \times 0.05 (140-1) + 3.841 \times 0.5 (1-0.5) \\ &= 134.435 / 1.30775 \\ &= 103 \end{aligned}$$

In selecting the respondents to participate in the study, the respondents were proportionately selected as per the population in each of the five divisions in Kayunga District as shown in Table 1.

**Table 1: Distribution of Respondents based on Schools**

Division	Target population	Sample Size
Ndeeba primary school	33	24
Bwetyaba primary school	28	21
Nakaziba primary school	17	12
Kiwooza primary school	21	16
Aunt Vicky primary school	25	18
Nawandagala primary school	16	12
<b>Total</b>	<b>140</b>	<b>103</b>

In regard to the respondents the researcher used simple random sampling to select 103 respondents (teachers from the selected schools). This is in line with Amin, (2005) who states that a simple random sampling is obtained from the population in such a way that samples of the same size have equal chances of being selected. The outcomes attained from probability or simple random sampling can be guaranteed in relations of probability for example, the implication of outcomes obtained from a random sample can be measured and this fact gives the advantage of random sampling strategy over the purposive sampling strategy (Kothari, & Gaurav, 2014). In regard to key informants, the researcher used purposive sampling to select the 6 respondents (school chairpersons).

Questionnaire and interview guide were used to collect data from the respondents making the research a mixed methods approach. Questionnaires were used to collect quantitative data while interviews were used to collect qualitative information. A mixed-methods approach interweaves qualitative and quantitative data in such a way that research issues are effectively explained. It also provides a logical foundation, methodological flexibility, and a thorough knowledge of minor cases (Maxwell, 2016). In other words, using mixed-methods research allows researchers to answer study questions with adequate depth and breadth (Plano Clark, & Ivankova, 2016), as well as generalize findings and implications of the studied topics to the entire population (Linnander *et al.*, 2019).

To test the validity of the research instrument, research questions were formulated in line with the aim of the study and in addition, research experts in the field of educational management were consulted. The reliability of the research instruments were tested by pilot testing the research instruments using 10 respondents from primary secondary school. The respondents at Kayunga primary have similar demographic characteristics since it was one of public primary school, thus, justified for the pretest. Cronbach Alpha was calculated and a reliability coefficient of equal or more than 0.70 was considered adequate to allow the researcher proceed with the study as per the recommendations of Taber (2018). In this study, Cronbach value of 0.912 was obtained and thus the instruments was considered reliable. For interviews, the researcher ensured that data collected information did not have any minor errors and at the same time all the research themes were captured during the instrument preparation, the process of interviews and during the analysis stage.

After a successful data collection exercise, data obtained were checked for completeness, coded and entered it into the computer statistical package for Social Sciences (SPSS) version 20. Quantitative data was analyzed using frequencies, means and standard deviations percentages. Qualitative responses were arranged in patterns and then categorized into meaningful units or segments or categories. Recurrent and emerging themes were identified and organized into meaningful categories and sub - categories. Some quotations were extracted and presented in verbatim. For comprehensiveness, data from the different data collections techniques were triangulated to validate and complement the findings from each of the sources.

#### 4.0 Results

The aim of the paper was to find out the level of teachers' motivation in and learners' achievement in Kayunga District. The respondents were requested to indicate their level of agreement on a five-point Likert scale items in the questionnaire of motivation. The response were tabulated and the means and standard deviation used to present the findings as shown in Table 2.

**Table 2: Teachers Motivation**

<b>Attendance</b>	<b>Mean</b>	<b>SD</b>	<b>Level</b>
I attend my class obligations for all the five days	2.56	1.21	Moderate
I join school forums willingly	2.66	1.11	Moderate
I am always present on student assemblies	2.67	1.40	Moderate
I willingly take part in school functions	2.61	1.29	Moderate
<b>Aggregate Mean and SD</b>	<b>2.62</b>	<b>1.25</b>	<b>Moderate</b>
<b>Time management</b>			
I manage periods promptly	2.26	1.10	Low
I fear the penalty for not arriving on time	2.30	1.17	Low
I am never reminded about keeping time	2.61	1.25	Low
<b>Aggregate Mean and SD</b>	<b>2.39</b>	<b>1.17</b>	<b>Low</b>
<b>Creativity</b>			



I am imaginative and use my initiative	2.69	1.29	Low
I willingly improvise new ideas	2.45	1.22	Low
I make the best possible use of different abilities and skills	2.29	1.17	Low
Teachers exploit their inner powers to see thing done	2.42	1.08	Low
I must seek permission from the head of school to see anything done.	2.64	1.06	Low
<b>Aggregate Mean and SD</b>	<b>2.49</b>	<b>1.16</b>	<b>Low</b>
<b>Extended hours of work</b>			
I willingly work for lengthy hours of work when the need arises	2.41	1.02	Low
Head of school has trust in my abilities to achieve desired goals	2.22	1.25	Low
I am not pushed for extra work	2.16	1.16	Low
<b>Aggregate Mean and SD</b>	<b>2.26</b>	<b>1.14</b>	<b>Low</b>
<b>Enthusiasm (Zeal to work)</b>			
I teach my students with passion	2.17	1.19	Low
I do school work with eagerness	2.49	1.11	Low
I use facial expression when teaching new ideas	2.26	1.07	Low
<b>Aggregate Mean and SD</b>	<b>2.31</b>	<b>1.12</b>	<b>Low</b>
<b>Optimum utilization of resources</b>			
I make best use of the school library materials	1.81	1.25	Very low
I make ideal application of the school facilities	2.44	1.26	Low
I make finest deployment of the school laboratory materials	2.65	.89	Moderate
I am fully resourceful to students	2.11	1.13	Low
<b>Aggregate Mean and SD</b>	<b>2.25</b>	<b>1.13</b>	<b>Low</b>
<b>Grand aggregate mean and SD</b>	<b>2.39</b>	<b>1.16</b>	<b>Low</b>

**Legend:** 4.20-5.00., (Very High), 3.40 -4.19, (High), 2.60- 3.39 (Moderate), 1.80- 2.59 (Low), 1.00- 1.79 (Very Low).

The results on teacher's attendance indicated a moderate pooled aggregate mean of 2.62 and a SD of 1.25. Assessment of individual items indicated that teachers at times did not attend class obligation, were unwilling to join school forums and also were also reluctant to take part in school functions. This is an indication that teachers in Kayunga at times were keen and apt in following up issues and meetings within the school in the process getting new or imparting information. It is evident from the findings that some of them were eager to do their daily duties on time and with ease while others did not bother. The findings concurred with Lussier, (2013) who pointed that the success of every organization depends on its employees' drive to thrive through their efforts, commitment, engagement, practice and persistence. This findings fully agree with the results in Kayunga District where success of the school relied fully on teacher's participation.

The results on time management indicated a low aggregate mean of 2.39 and a SD of 1.17. The outcomes on time management indicate that most teachers did not fear the penalty of arriving late, they did not manage periods promptly and also, they were always reminded to keep time whenever they were on duty. The findings indicated that teachers were not self-driven and motivated towards achieving their time management. Most teachers in Kayunga district did not arrive in school on time and mostly failed to accomplish each period set on time. This characteristic may be the foundation of poor performance among teachers in Kayunga District. The findings from the key informants indicate that at times teachers failed to submit their reports on time and at times students went home without school report cards. This in turn made the school to look for funds to send the results to individual student a case which should not have been so. This scenario indicated that teachers did not manage their time properly and appropriately. The findings agreed with Bennell and Akyeampong, (2007) who hinted that most schooling systems are faced with teacher time management crisis that are related to salary, advancement, achievement, recognition, responsibility, poor school facilities, among others which have far reaching consequences.

On creativity the findings indicated a low pooled mean of 2.49 and SD of 1.16, this indicated that teachers did not improvise new ideas, exploit their inner powers to see thing done and also did not make use of different abilities and skills. The results indicate that most teachers in Kayunga were not ready to use their mental capacity, innovativeness and skills towards guiding their pupils in achieving their level best more so in academics. The findings concurred with Esther (2015) who identified that teacher motivation is based on the

way teachers are deployed, working conditions, teachers' competence, teachers' status, vocational intent, career advancement, fringe benefits and remunerations.

The findings the extended hours of work, the findings indicated a low aggregate mean = 2.26 and a SD= 1.14 mean, the results indicated that many teachers in Kayunga District were not willing to work for lengthy hours and at times were pushed to do extra work since the heads of school did not trust them as they contemplated their abilities to achieve desired goals. Suggestions from respondents supports the findings; *heads of school should give extra duty allowance to teachers. This should be done whenever it happens that, there is special duties which are supposed to be performed by teachers out of school time.*

This is an indication that teachers in Kayunga District were not self-driven and also did not have the zeal to work harder to the point of extending the normal hours of working, they were not willing to take the school an extra mile without necessarily being pushed. The findings did not concur with Awuah, (2011; Ehondor & Omoruyi, 2013). Chiang & Birtch (2010) who ascertained that young -qualified teachers are generally less satisfied than their older counterparts who still take teaching as a privilege. These younger qualified teachers are heavily concentrated in urban areas so as to work for extended hours a case which is evident in Kayunga District.

As the study assessed the level of enthusiasm, the results indicated a low aggregate mean of 2.31 and a SD 1.12. The findings on the different dimensions further affirmed that the teachers did not teach with passion, were not use facial expressions when teaching new ideas to pupils and were not interested in doing school work. The results is an indication that teachers in Kayunga district did not use expressive language to drive new points in the minds of their pupils a scenario which may have led to better understanding among pupils and other listeners. The findings agreed with the literature from Heitin, (2012; Ehondor & Omoruyi, 2013; Chiang & Birtch, 2010) observed that inspiration and enthusiasm for teaching can quickly diminish given the excessive bureaucracy associated with accountability and high-stakes testing, salaries that fail to keep pace with inflation and the movement to eliminate tenure.

On the issue of optimum utilization of resources, the findings indicated a low aggregate mean of 2.25 and a SD 1.13. An analysis of results indicated that teachers did not make use of the school library material, they did not completely use school facilities and this finally made them not fully resourceful to students. The results opined that most teachers in Kayunga district did not spent their times in libraries to search new methods of teaching and application of the knowledge they gained from books. It is imperative that they used old notes many a time and were not eager to add new things. The findings disagreed with the findings by Aacha, (2010) whereby he wrote the teachers need to be motivated extrinsically to give off their best, the heads management practices contribute immensely.

## 5.0 Conclusions and Recommendations

### 5.1 Conclusion

The paper concluded teachers' motivation in Kayunga District was low and was as a result of management strategies that were used by head teachers of the various primary schools in the region. Low teacher motivation could have a negative influence on primary school learners' performances.

### 5.2 Recommendations

The paper recommends that primary school management in Kayunga District need to put in place strategies that motivate teachers in their schools. This in turn will affect students' performances.

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