

Motivation and Performance of Teachers in Private Secondary Schools in Lwengo District, Uganda

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Abstract: *This cross-sectional descriptive study assessed the relationship between motivation and Performance of teachers in private secondary schools in Lwengo District, Uganda. Specifically, the study examined the relationship between financial and non-financial motivation and teachers' performance. Data was collected using questionnaire, interview guide and documentary review methods. Purposive sampling was used to select 10 head teachers from 10 schools, and 212 teachers out of 383 teachers from ten schools. Findings indicated that there was significant positive relationship between financial motivation and teachers' performance ($r=0.692$ at 0.000 significant level) as well as nonfinancial motivation being significant positively related to performance of private secondary school teachers in Lwengo District ($r=0.616$ at 0.000 significant level). 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 indicates that the 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.*

Keywords; Motivation; Financial Motivation ; Non-Financial Motivation ; Teachers' Performance; Teachers; Private Secondary Schools.

1.0 Introduction

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.

Global studies on motivation and work performance conducted in Sweden's small and medium enterprises (Mruma, 2013), Ultimate Companion Limited of Cameroon (Akah, 2010) and among primary and secondary teachers in Malawi (Kadzamira, 2006) indicated that employees, including teachers, are motivated by both intrinsic factors and extrinsic factors. Therefore, none of the two sets of factors should be overlooked by managers when motivating employees for higher performance in an organization. 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. 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.

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 Rolleston (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). However, most of these studies were conducted outside Uganda and very few studies have been conducted to assess the effect of financial and non-financial motivation on teachers' performance in private secondary schools. Furthermore, studies in Uganda only examined performance and motivation in public institutions and private companies other than private secondary schools. This research intends to fill this gap. Therefore, it is against this background that the researcher wants to establish the combined effect of motivation on the performance of teachers in private secondary schools in Lwengo District.

2.0 Literature Review

2.1.1 Motivation

The word motivation is coined from the Latin word *Motus*, a form of the verb *Movere*, which means 'to move' (Greenberg and Baron, 2003). Robbins and Judge (2008) expand the term motivation to the set of psychological processes that cause the arousal direction and persistence of individuals' behaviour towards attaining a goal. Motivation has been a difficult concept to properly define, in part because there are many philosophical orientations towards the nature of human beings and about what we know about people (Onanda, 2015). Nelson et al. (2003) provided a definition that nicely accommodates the different theoretical perspectives that have been brought to bear in the explanation of work motivation. Work motivation is a set of energetic forces that originates both within as well as beyond an individual's being, to initiate work-related behaviour, and to determine its form, direction, intensity and duration.

2.1.2 Teachers' Performance

Naharuddin and Sadegi (2013) emphasized that teachers' performance depends on the willingness and openness of teachers to do their job. Further, they stated that by having this willingness and openness of teachers to do their job, it could increase their productivity which also leads to performance. Foot and Hook (2008) asserted that teachers need to be given the ability to contribute to the performance of the institution together with the means and incentive to do so. They further argued that the management should work in partnership with its teachers for continuous and increased production through the use of involvement and partnership practices.

2.2 Relationship between Motivation and Teachers' Performance

Allen and Helms (2002) argue that motivation (rewarding) is a way of recognizing individuals and members of a team for their commendable performance and acknowledge their contributions to the organization's mission. The organization can achieve this if the reward systems are closely aligned to the organization's strategies. Nelson (2004) argues that most employees appreciate being recognized by their managers when they do good work. This should be sincere praise and given in timely manner. This will encourage the behaviour of employees to reach strategic goals. Torrington (2002) agrees with Nelson that teams and individuals need to be recognized and rewarded for their efforts. This will build a sense of identity and confidence with improved performance. Aacha (2010) states that non-financial motivation assumes greater significance in the present tight economic scenario characterized by limited budgets for performance bonuses and incentives, since they meet the employees' internal needs such as recognition, self-esteem and fulfillment, thereby influencing employee motivation.

Wayne (2006) argues that performance is where goals are set, measured and assessed which in turn helps the employees to know what is expected of them. He further argues that there should be a conducive work environment, capital resources and material resources, skilled and competent human resource. He stresses the idea that employees can be motivated if they are allowed to participate in setting measuring and assessing goals. Odden (2000) argues that teachers who are not motivated by financial rewards,

can be encouraged with non-financial rewards. These include satisfaction from high student achievement, influence, recognition, learning new skills and personal growth.

Aswathappa (2003) states that employees' benefits are received as an addition to direct pay although they are not directly related to performance; but as a condition of employment they can still attract and retain competent employees and improve on performance since they represent an increase in earning if they are not passed through the payroll for taxing.

Lawler (2003) states that monetary motivation seems to be very essential in an organization because if organizations are to attract and retain people, they have to pay them. He further argues that for organizations to survive, they have to be financially viable, thus obtaining, allocating and spending of money in an organization is a crucial issue. In support of Lawler's argument, Aswathappa (2003) asserts that money is taken as a powerful motivator for an individual or group of people. Money is fundamental for the completion of tasks. Unless work is voluntary, it involves a contract between two people guaranteed by payment of money. The employee takes pay as the reward for his or her work and the employer views it as the price for using the service of the employee. This perspective links the attitude of teachers to student outcomes, by arguing that once the motivation and skills of teachers determine salaries, teacher quality will be improved. Bowen (2000) states that reward systems date back to the 18th century when Taylor observed and developed theories and concepts of the economic "man". He argues that man is primarily motivated by economic gain and therefore the prospect of more pay is sufficient to bring about an increase in the desired performance. Beardwell (2004) argues 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 employer.

In Uganda, information about the teachers' job performance is little documented, yet job performance of teachers is important in areas like classroom management, participation in sports, guidance and counseling, conducting fieldwork, among other activities. Cheptook(2000) carried out a study to establish whether job satisfaction influences job performance among non-academic staff at Islamic University in Uganda. However, the study was not directly related to the teachers' role of teaching (job performance).

A Malawian study by Kadzamira (2006) found that primary and secondary teacher motivation and job satisfaction were strongly determined by both pecuniary factors, such as levels of pay and other material benefits, and non-pecuniary factors, in particular living and working conditions of service. Another study in Uganda by Aacha (2010) examined whether the motivation of primary teachers had any effect on their morale to perform and the effect of intrinsic and extrinsic motivation on the performance of teachers. It was found out that there was a significant positive relationship between intrinsic motivation and performance of teachers in the surveyed primary schools. Furthermore, a positive relationship was also revealed between extrinsic motivation and performance of teachers, implying that both extrinsic and intrinsic motivations affected the performance of teachers. However, the study only examined primary school teachers at work; and hence the relevance of our study is to examine the effect of motivation factors on teachers' performance in private secondary schools in Lwengo District.

3.0 Methodology

3.1 Research Design

Orodho (2000) defines a research design as the scheme, outline or plan that is used to generate answers to the research problems. A research design can be regarded as an arrangement of conditions of data collection and analysis in a manner that aims to combine relevance with the research purpose. This study adopted a descriptive research design which, according to Cooper and Schindler (2003), involves surveying people and recording their responses for analysis. Within the descriptive research design, this study incorporated both quantitative and qualitative research approaches to understand better the relationship between variables in the research problem. The descriptive approach is relatively cheap and easy to implement and can yield results in a short period of time (Onanda, 2015). It was also used to enable data collection from a random sample and to allow different categories of subjects to be studied at one point of time, for example, male and female of different age groups (Kumar, 2011).

In addition, a descriptive cross-sectional research design was preferred to help the researcher collect views of a sample of a population at a single point of time about the influence of management's motivation on teachers to participate in secondary schools activities in Lwengo District. Both qualitative and quantitative techniques were used in collecting and analyzing data because they supplement each other. The qualitative approach was employed to help in the generation of non-numerical data while the quantitative approach was useful for generating quantitative data. Both approaches are considered useful as they enrich the study methods (Danish and Usman, 2010).

3.2 Study Population

Oso and Onen (2008) describe study population as the number of subjects or the environment of interest to the researcher. The study was carried out in Lwengo District private secondary schools. The actual population consisted of 383 teachers and 10 head teachers of ten private secondary schools in Lwengo District. They comprised 393 members from Lwengo private secondary schools.

3.3 Sample Selection and Size

Sampling is a process of selecting a number of individuals or objects from the population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho & Kombo, 2002). A sample size of 222 respondents was determined using statistical tables of Krejcie & Morgan (1970) as cited by Amin (2005).

3.4 Sampling Techniques and Procedures

The researcher used both probability and non-probability random sampling techniques where stratified random sampling and purposive sampling techniques were applied in the selection of the respondents. Purposive sampling involved identifying and selecting individuals or groups that are knowledgeable about or experienced in the matter of interest (Cresswell & Plano, 2011). Stratified sampling was used to divide the population into two strata in Lwengo District. In addition, stratified random sampling was applied to select 10 private secondary schools from the district. From each school, purposive sampling was used to select ten head teachers, each representing a school. These were selected because of their positions and the researcher believed that they had the necessary information about performance and motivation of teachers. 212 teachers out of 383 from the district were selected to participate in the study. The selection of the sample is in line with stratified sampling procedure of Krejcie and Morgan (1970).

3.5 Validity and Reliability of Instruments

3.5.1 Validity of Instruments

Validity is defined as the truth or accuracy of the research (Vogt, 2007:117). It is also defined as the extent to which the data collection instrument measures as well as the appropriateness of the measures coming to accurate conclusions (Saunders, et al, 2009). Validity tests were conducted for content, criterion and test how well the instrument was representative, captured the relationship between the variables as well as measured the concepts (Saunders et al, 2009). The researcher gave questionnaires to experienced teachers who are knowledgeable in the area of study. The teachers were asked to critique each item in terms of relevance to the objectives of the study. The teachers were also requested to independently evaluate each item constructed with respect to its relevance to the objective. The validity of interviews guide was established through discussing questions on the interview guide with two lecturers and the supervisor to remove any ambiguity in emerging themes. Content validity ratio was used to calculate the content validity index (CVI), using the formula below:

$$CVI =$$

$$CVI = 27/29$$

$$CVI = 0.93$$

A content validity index of 0.7 and above according to Amin (2005) qualifies the instrument for the study.

3.5.2 Reliability of Instruments

Reliability is defined as the consistency of either measurement or design to give the same conclusions if used different times by different scholars. The first step in ensuring reliability is by providing clear operational definitions of the variables under study. Thereafter, internal consistency will be measured through internal consistency reliability (Sekaran & Bougie, 2010). The reliability of the instruments was also computed using SPSS to determine the Cronbach's Alpha coefficient. If α (Alpha) value is 0.7 and above, then the instrument is considered satisfactory (Sekaran & Bougie, 2010). After data collection, reliability analysis was done and the findings for each of the variables are presented in Table 1 below.

Table 1: Reliability of results

Variable	Cronbach Alpha-Reliability Coefficients
Non-financial Motivation	.834
Financial Motivation	.869
Teachers' Performance	.840
Overall	0.848

From Table 1 above, the overall reliability coefficient of the questionnaire was 0.848. Financial motivation seemed to have had the most reliable items but, generally, all the items in the questionnaire were reliable.

3.6 Data analysis

Both qualitative and quantitative methods were used to analyze the data. Quantitative data generated by use of questionnaires was recorded and coded. Qualitative data was collected using the interview guide.

3.6.1 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 Lwengo District.

3.6.2 Qualitative Data 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.

4.0. Results

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

- i. To examine the relationship between non-financial motivation and teachers' performance in private secondary schools in Lwengo District;
- ii. To examine the relationship between financial motivation and teachers' performance in private secondary schools in Lwengo District.

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 Lwengo District. Initially, 212 questionnaires were sent to randomly selected teachers in 10 private schools identified in Lwengo District. 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 Lwengo District 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. Regarding the age of respondents, table 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 2: Gender

Gender	Frequency	Percent Valid	Percent Cumulative	Percent Valid
Female	43	26.5	26.7	26.7
Male	118	72.8	73.3	100.0
Total	161	100.3	100.0	

Table 2 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 Lwengo District.

4.3 Empirical Results

4.3.1 The relationship between non-financial motivation and teachers' performance in private secondary schools in Lwengo District

The findings for the objective: the relationship between non-financial motivation and performance of private secondary school teachers in Lwengo District were presented, interpreted and analyzed as in table .3

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

Item	M	SD (%)	D (%)	N (%)	A (%)	SA (%)
Tries to understand the teachers' problems and situations	4.07	1.2	4.9	17.3	38.3	38.3
Responds to what teachers especially when some queries are advanced by teachers	3.59	5.6	13.0	21.0	38.3	22.2
Involves teachers in decision making	3.87	4.9	10.5	10.5	40.7	33.3
Respects teachers while at work	4.34	1.2	4.3	3.1	42.0	49.4
Celebrates milestones together with teachers	4.31	1.9	4.9	3.1	40.1	50.0
Always interested in the welfare of teachers	4.20	1.9	6.8	6.2	40.1	45.1
Gives appointment letters to teachers for the positions appointed to in order to ensure job security	2.92	24.1	24.7	7.4	22.8	21.0
Gives teachers responsibility with authority	4.30	1.2	9.9	3.1	29.0	56.8
Allows teachers to participate in budgeting process	2.89	27.2	22.2	9.9	16.0	24.7
Ensures teachers are given tools of work to perform their duties	4.48	1.2	3.1	1.9	34.6	59.3
Always there to comfort teachers in times of grief	4.55	1.2	1.9	4.9	24.7	67.3

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

Table3 above shows mean and percentages of teachers' response towards questionnaire items that were used to measure non-financial motivation. To analyze 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). 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 Lwengo District 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 4: Results showing the respondents' opinion on teachers' performance

Item	M	SD (%)	D (%)	N (%)	A (%)	SA (%)
I complete my work in the time allocated	4.16	2.5	1.9	5.6	57.4	32.7
I work Overtime to complete my tasks	4.24	1.9	3.1	8.0	43.2	43.8
My performance is measured against productivity	4.07	1.2	5.6	16.7	38.3	38.3
I attend my work with speed and accuracy	4.34	0.6	3.1	6.2	42.0	48.1
I take time to listen to my students to ensure I attend to them effectively	4.43	0.6	1.9	4.9	39.5	53.1
My performance has continually improved	4.23	0.0	0.6	11.7	51.2	36.4
I perform my duties efficiently without complaining	4.38	1.2	3.1	6.8	34.6	54.3
The extent to which I do my work meets our students' requirements	4.24	0.0	2.5	14.2	40.1	43.2
I record down a number of activities before starting on the day's work	4.12	2.5	6.2	8.0	43.2	40.1
My job is in line with my interests, skills and attitudes	4.19	0.6	1.2	16.7	42.0	39.5
Teachers report on duty early and leave very late	3.98	6.8	9.9	8.0	29.6	45.7
I combine the available resources very well to provide quality services	4.64	0.0	0.6	3.7	26.5	69.1

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 .

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

4.3.2 The Relationship of financial motivation and teachers’ performance in private secondary schools in Lwengo District

This sub-section presents findings for the objective: the relationship between financial motivation and performance of private secondary school teachers in Lwengo District.

Table 5: Respondents' perception towards Financial Motivation

Items	M	SD (%)	D (%)	N (%)	A (%)	SA (%)
Head teacher gives teachers incentives	3.93	3.1	9.3	11.1	44.4	32.1
Allowances, wages and salaries given to teachers are commensurate to the work done	3.78	6.2	8.0	23.5	26.5	35.8
Ensures timely payment of due allowances	4.17	6.2	4.9	5.6	32.7	50.6
Pays extra attention especially when paying for extra work done	4.25	3.7	5.6	4.3	34.6	51.9
Gives packages/presents/gifts to outstanding performers	4.26	5.6	5.6	1.2	32.7	54.9

Table 5 shows the financial motivators available and not available to teachers in private secondary schools in Lwengo District. 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) 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 Lwengo District. This is also consistent with the aggregate mean for financial motivation (4.08) that is in the range of 3.5-4.49 (Table 10). 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 Lwengo District by 89%.

5.0 Discussion of Findings

5.1 Financial motivation and teachers’ performance in private secondary school in Lwengo District

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). More so, the findings are in agreement with scholars like Lawler (2003) who states that monetary motivation seems to be very essential in an organization to attract and retain people. This is further supported by Aswathappa (2003) who asserts that money is taken as a powerful motivator for an individual or group of people. He further argues that money is fundamental for completion of a task. The results are further in agreement with Beardwell (2004) who claims that the use of money as a motivator is linked to the various objectives that it offers the best motivation for performance. For this reason, employees should be motivated by obtaining the highest possible salary through working in the most efficient manner, thereby satisfying the employee and employer. However, the findings are not in agreement with McGregor (2000) who places money in his theory X category and feels that it is poor motivator.

5.2 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. The study is further in agreement with Re'em (2011: 227) who reveals that good working conditions, promotion, and job enrichment motivate employees to work with enthusiasm. Equally important, the study is in agreement with Nelson (2004) who contends that most employees appreciate being recognized by their managers when they do good work. Torrington (2002) agrees with Nelson that teams and individuals need to be recognized and rewarded in order to build a sense of identity, confidence and performance.

In addition, the study is line with Van wart (2008) who claims that managers should use recognition to enhance lower-end needs according to Maslow (1943) and inspiring techniques such as encouragement to meet higher needs. The results of the study agree with McGregor (2000) who places praise and recognition in theory Y category and considers them as stronger motivators than money. However, the findings are inconsistent with the findings of other scholars like Bowen (2000) who argues that man is primarily motivated by only economic gains like more pay.

6.0 Conclusions

6.1 Financial motivation and performance of private secondary school teachers in Lwengo District

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.

6.2 Non-financial motivation and performance of private secondary school teachers in Lwengo District

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 Lwengo District. 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.

7.0 Recommendations

7.1 Financial motivation and performance of private secondary school teachers in Lwengo District

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.

7.2 Non-financial motivation and performance of private secondary school teachers in Lwengo District

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.

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