

**TEACHERS' MOTIVATON AND STUDENTS' ACADEMIC PERFORMANCE IN
SELECTED SECONDARY SCHOOLS IN RUKUNGIRI MUNICIPALITY**

BY

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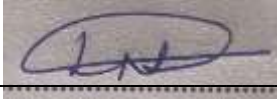
M22/BBUC/MEDAP/012

**A DISSERTATION SUBMITTED TO THE DEPARTMENT OF POST GRADUATE
STUDIES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
AWARD OF MASTER' DEGREE IN EDUCATION IN ADMINISTRATION
AND PLANNING OF UGANDA CHRISTIAN UNIVERSITY**

AUGUST 2026

DECLARATION

I, Lilian Nuwamanya, hereby declare that this dissertation titled **Teachers' motivation and Students' academic performance in selected secondary schools in Rukungiri municipality**, is my original work and has never been submitted to any other University for a similar award.

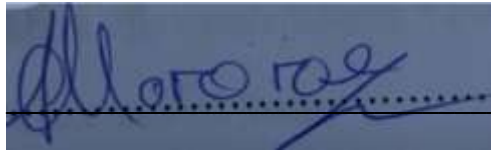
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APPROVAL

This is to acknowledge that this dissertation titled **Teachers' motivation and Students' academic performance in selected secondary schools in Rukungiri municipality**, has been written under my supervision and guidance and is now ready for submission to the school of Postgraduate studies of Uganda Christian University for the award of Master of Education Administration and Planning degree.

Signature:

A blue ink handwritten signature, appearing to read 'Emmanuel Karoro', is written over a horizontal dotted line. The signature is contained within a rectangular box.

Date: 25/8/2026

PROFESSOR EMMANUEL KARORO

SUPERVISOR

DEDICATION

With a grateful heart to God, I dedicate this work to my lovely husband Dr. Ivan Habaasa Akatwijuka, my dear son Ethan Emmanuel Akatwijuka, my mother Mrs. Salva Bitwabweine, my in-laws – Mr. & Mrs. Akatwijuka and my siblings.

To the remembrance of my dear late father Mr. Gabriel Bitwabweine. May your soul continue to rest in glory.

ACKNOWLEDGEMENT

"Work at everything with all your heart, as working for the Lord, not for human masters," according to Colossians 3:23. I am humbled by God's love, which both saved me and made it possible.

I owe my supervisor, Professor Emmanuel Karoro, a debt of gratitude for his unwavering support and patience in helping me finish my research. I am grateful to Mr. Bwengye Ismael, my instructors, the head of the Department Post Graduate Studies (BBUC), and my fellow Master of Education Administration and Planning (MEDAP) 2022/2023 students. Throughout the course, they were a source of inspiration. May you be blessed by God.

My appreciation also goes out to the families of Akunda, Ariho, Ebyakunda, Bakiga, Makobore H/S Kinyasano, Bishop Comboni College Kambuga, and my girls and daughters at home (Gladys, Mercy, Brennan, Prossy, and Sarah), who have greatly inspired me during my academic path. For me, may the good Lord bless each and every one of you.

Finally, but just as importantly, I thank all of the secondary schools in Rukungiri Municipality for enabling me to collect data from their stakeholders and instructors, who provided the necessary information for the study on time.

LIST OF ACRONYMS

BOG	Board of Governors
CVI	content Validity Index
DV	Dependent Variable
IV	Independent Variable
MEDAP	Master of Education Administration and Planning
N.P.E	National Policy on Education
PTA	Parent-Teacher Association
SPSS	Statistical Package for Social Scientists

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ABSTRACT

The purpose of this study was to evaluate how instructors' motivation affected the academic achievement of secondary school pupils in the Rukungiri municipality. In particular, the study determined the impact of teachers' motivation on students' academic performance in secondary schools in Rukungiri municipality, evaluated the relationship between teachers' monetary motivators and students' academic performance, and evaluated the relationship between teachers' non-monetary motivators and students' academic performance. Both qualitative and quantitative research designs were used in a cross-sectional study design. A self-administered questionnaire and interview guide were used to gather information from 125 respondents, comprising 100 teachers, five head teachers, and twenty deputy head teachers. Thematic analysis was used to analyse the qualitative data, and SPSS version 20.0 was used to analyse the quantitative data. The findings showed that pupils' academic performance is statistically positively impacted by teachers' financial incentives. The standardised coefficient indicated that financial incentives had a somewhat favourable impact on academic achievement. The findings also showed a weakly positive correlation between students' academic achievement and teachers' non-monetary motivators. Lastly, the findings showed that motivated instructors improve students' academic achievement through efficient instruction, ongoing evaluation, and national test preparation. The study found a weak positive relationship between teachers' non-monetary motivators and students' academic performance, concluded that monetary motivators have a positive and statistically significant effect on students' performance, and concluded that motivated teachers improve students' academic performance through effective teaching, ongoing assessment, and national exam preparation.

CHAPTER ONE

INTRODUCTION

1.1. Introduction

The background information, historical, theoretical, conceptual, and contextual viewpoints, problem statement, study purpose, objectives, research questions, study scope, study significance, conceptual framework, and definitions of key terms and acronyms are all covered in this chapter.

1.2. Background to the Study

Researchers have maintained for many years that students will only be successful if their teachers are motivated and they possess sufficient expertise. The Latin word *motivus*, which means "a moving cause," is where the word motivation originates. This shows that psychological teacher motivation is influenced by the activating characteristics of learning processes (partner, 2001). Teacher motivation is a crucial subject for educators, and many seasoned educators are aware of its significance as a catalyst for students' comprehension and learning. Despite its pivotal role in education, teacher motivation continues to be a major concern for both novice and seasoned educators (Bennell, 2007).

Historical Perspective

Internationally, myriad of research on motivation, have found out that teachers' motivation is associated with students' academic performance (Porter-Owens, 2022). It was noted that nations with low levels of teacher motivation also had low levels of academic achievement. Significantly, the differences in teacher compensation among nations are a reflection of educational success in terms of students' academic achievement.

According to a study conducted in Malaysia by Ghaffari (2017) on the impact of motivation on job performance at a Malaysian university, responsibility was the most important motivating element for job performance, with fringe benefits coming in second. According to Uzair &

Mahmoud (2021), there are a number of strategies to inspire employees in Pakistan, including both monetary and non-monetary recognition-based incentives.

The authors' analysis of their research revealed that employees' performance was impacted by motivational incentives. Barkley (2017) evaluated various incentive theories and factors in China.

The impact of motivational techniques on workers' performance has changed over time and can be explicitly traced back to the Scientific Management Era. Fredrick W. Taylor, Henry L. Gantt, Harrington Emerson, Frank B. Watts, and Lillian M. Gilbreth were among the pioneers of scientific management. In order to encourage improved performance and efficiency without compromising quality, Taylor played a key role in this and stressed that compensation systems should, among other things, be linked to individual pay with performance rather than position held and reflect on the current situation (Armstrong M., 2020). The idea that money is a motivator must be taken into consideration while designing organisational motivational tactics. According to Taylor, compensation schemes under the Scientific Management Era are based on productivity. Additionally, he emphasises that effective employees should be compensated more in order to motivate them to do better. Specifically, Taylor thought there was room for improvement in the system and searched for an incentive. He decided on cash. According to him, an employee should receive "a fair day's pay for a fair day's work," neither more nor less. The employee shouldn't be working at all if they are unable to meet the goal (Vashisht, 2023).

Taylor also thought that in order to achieve objectives, labour and management should collaborate. He was the first to propose that planning and training should be the main responsibilities of managers, and Taylor believes that paying employees predicts their long-

term performance (Armstrong M., 2020). Taylor and the Gilbreths were part of the classical school of management, which focused on using scientific analysis to increase worker productivity (Vashisht, 2023).

On the significance of the worker, however, they disagreed. Taylor prioritised production and profits, while the Gilbreths prioritised employee motivation and well-being. They thought they could improve the worker's well-being by decreasing the number of motions involved in a given task. Many crucial concepts from their and Vashisht's study were eventually integrated into quality assurance and control initiatives started in the 1920s and 1930s (Khosla, 2021). Their research eventually gave rise to the fields of industrial psychology and ergonomics. In order to increase productivity and lower the risk of work-related injuries, ergonomics is the study of people in their working environments.

Henry Gantt first proposed bonuses in 1901. According to him, wages and performance are related since higher performance is required to generate profits, which are then used to pay higher compensation, which in turn boosts performance (Koontz, 2010). Maslow's Hierarchy of Needs was used to categorise employee needs as a result of the later emergence of a behavioural approach to management (Bridgman & Ballard, 2019).

According to (Polat, 2022), teachers in Nigeria should be motivated by increased compensation and performance-based incentives in order to demonstrate their satisfaction; professional pride in teaching should be fostered and utilised to inspire and increase the dedication of educators at all levels since they are the true architects of tomorrow. From these studies, the researcher finds that to have committed employees, motivational incentives should be deployed because the employees will show their commitment only when they are stimulated.

Similarly in Nigeria, (Idigo, 2023) reveals that there was a positive correlation between incentives and productivity. Involving employees in the process of achieving organisational performance is crucial for motivating them, as the organization cannot function without their collaboration. . In Rwanda, (Murekatete et al., 2022) reveals that the commitment of teachers is determined by their characters and limited teachers participating in decision making on issues that concern them is likely to lead to their de-motivation. According to (Forson et al., 2021) established that although teaching staff is being motivated to improve performance it has been noted that the performance has continued to lower down.

In Nigeria, (Adebajo, 2018) found that while non-monetary incentives significantly reduce instructors' productivity, monetary and near-monetary incentives have no discernible impact. The field experiment was conducted at random. The researcher found that while accountability was a motivating element for performance, non-monetary incentives had a substantial impact on effort. Nevertheless, all of these factors strive to produce a final output.

According to the examination of his data, employee performance in small and medium-sized businesses that deal with information technology is greatly impacted by job motivation. This study had a sample size of 260 people and was based on questionnaires and interviews.

The researcher finds it relevant to her study in a way that staff that are motivated by being trained, given career growth opportunity are always ready to perform well on their work places.

(Kirunda, 2010) found that performance-based rewards have an impact on students' performance in Uganda by encouraging teachers and boosting their output and effectiveness. According to her research on teachers' success in private secondary schools and performance-based rewards, a teacher's biggest satisfaction is witnessing their students succeed academically.

Teachers in the Rukungiri municipality are compensated based on the school's financial situation. But academic standards had been steadily declining despite the non-financial incentives. Nearly all schools saw a deterioration in academic performance during the relevant era (2020–2025), which was linked to teachers' loss of desire at work.

Theoretical Perspective

Abraham Maslow's humanistic theory, which is based on his well-known pyramid known as The Hierarchy of Needs, served as the study's compass. According to the principle, for learning to be successful, an individual's needs come first. According to Abraham, if people's basic wants aren't satisfied, they won't be able to pursue their higher-level demands (Hunkins, 2021).

One of the most well-known ideas in the subject of human motivation is the Hierarchy of wants Theory, which was among the first to try to explain how people behave in order to meet their various wants (Bridgman, 2019). According to Valarmathe, Baker, Zulkifli, Alwi, and Mat (2017), the theory is based on the idea that people are primarily motivated by their desire to fulfill their wants. According to Maslow, personal needs can be arranged in a hierarchical sequence. Essentially, once a need is met, it temporarily loses its motivating power, and the individual will concentrate on meeting the next higher need that has been triggered (Bridgman, 2019).

According to the Hierarchy Theory, people ascend from the bottom to the top of the need hierarchy through an active cycle of deprivation, dominance, gratification, and activation (Bridgman, 2019).

When a person experiences deprivation (an unmet need) at one level of the hierarchy, his actions will be focused on meeting that specific need. For instance, a person will momentarily disregard meeting his higher-order requirements in order to meet his demands for protection and security.

But after he has satisfied this need, the higher need will be triggered, and he will attempt to satiate it as well. This cycle will continue until he reaches the top of the need hierarchy (Van den Broeck, 2019). Researchers and practitioners continue to find significant appeal in Maslow's theory, which is regarded as one of the best and most commonly accepted ideas in the field of management (Feigenbau, 2020). Maslow's hierarchy theory has also been shown to be a very helpful theory for coming up with managerial concepts (Fallatah, 2018). Additionally, managers continue to favour it due to its ease of presentation and comprehension (Lussier, 2019). Over the past few decades, it has motivated scholars by producing a variety of management strategies and policies, including self-managing teams, company reengineering, job enrichment, comprehensive quality management, and employee empowerment (Huczynski Andrzej, 2001).

Regarding the aforementioned studies, the researcher pointed out that the study highlighted how instructors' financial and non-financial motivation in Uganda, particularly in Rukungiri municipality, affects students' academic achievement.

Conceptual Perspective

The motivation of teachers and students' academic success were the two main topics in this study. The term "teachers' motivation" refers to the financial and non-financial rewards that teachers receive in order to improve learning as determined by their perseverance in completing a task. The stimulation of actions toward certain goals where there was previously no interest to that goal is referred to as motivation. According to Reeve (2024), motivation is the internal or external force that inspires a person to pursue a particular course of action or task with zeal and determination. Academic performance is a means of ensuring that each student or learner is aware of what is expected of them and that they maintain focus for successful performance by paying attention to goals (Fallatah, 2018).

In this study, teachers' motivation is conceptualized to include monetary and non-monetary motivators. Monetary motivators include salaries, PTA allowances, marking allowances and prep allowances while non-monetary include accommodation, appreciation and recognition, promotion and staff development. Students' academic performance is conceptualized in this study to include scores in continuous assessment, grades in promotional exams, scores in national exams, improved literacy and numeracy, and completion rates.

Contextual Perspective

Rukungiri municipality schools have not been doing well on national tests in recent years. Teachers' compensation has a significant impact on how well they perform in their roles (Mitchelle, 1998). Up until 2000, the Ugandan cabinet decided to offer teachers who work in remote locations an additional 20% of their salary in an effort to support and encourage educators. Poor terrain, nomadic lifestyles, remote locations like islands, limited water supplies, antagonistic people, insecurity, and a lack of shelter are all considered "hard-to-reach" locales.

1.3 Statement of the Problem.

Secondary schools are expected to have adequate and qualified teachers who are sufficiently motivated to effectively perform their teaching responsibilities and support students to achieve good academic outcomes. Teacher motivation, through both monetary incentives such as salaries, allowances and other financial rewards, and non-monetary incentives such as recognition, promotion, supportive working conditions and job security, is considered important in enhancing teachers' commitment, attendance and effectiveness in the teaching-learning process. Rukungiri municipality is gifted with adequate secondary schools with sufficient infrastructure. These secondary schools are either government founded, church founded or privately owned. These schools are staffed with qualified personnel who are fairly motivated and are expected to nurture and help students excel in their academic endeavors (District Education Officer's Annual report 2019).

Despite the existence of enough staff who are qualified, some being paid by the government and others paid well by the directors of private schools, the existing infrastructure and parents' readiness to facilitate the learners, the recent academic performance trend in Rukungiri municipality has been lowering (Municipal Education Officer's Annual Report 2018: Rukungiri District Mock results 2019). Dissatisfaction and complaint from teachers about their motivation have been characterized by absenteeism of teachers and students, low or no pay to teachers, frequent transfers of teachers in search of greener pastures; have affected the students' academic performance in most of these schools (District Education Officer's Annual report 2019). Thus, the investigator endeavored to find out whether teachers motivation affected the degree of students' academic performance in secondary schools in Rukungiri municipality.

1.4 Purpose of the Study

The study was aimed at assessing the impact of teachers' motivation on the students' academic performance in secondary schools in Rukungiri municipality.

1.5 Objectives of the Study

The intention of the study was to achieve the following objectives;

1. To assess the association of teachers' monetary motivators and students' academic performance in Rukungiri municipality.
2. To assess the association between teachers' non- monetary motivators and students' academic performance in Rukungiri municipality.
3. To establish the effect of teachers' motivation on students' academic performance.

1.6. Research Questions.

1. What is the association between teachers' monetary motivators on students' academic performance in secondary schools in Rukungiri municipality?
2. What is the association between teachers' non- monetary motivators and students' academic performance in secondary schools in Rukungiri municipality?
3. What is the effect of teachers' motivation on students' academic performance?

1.7.0 Scope of the Study

This section covered the time scope, geographical scope, content scope and methodological scope.

1.7.1 Time scope.

The study covered a period of ten years, between 2015 and 2025.

1.7.2 Geographical scope

The study investigated the impact of teachers' motivation and the students' academic performance in secondary schools of Rukungiri municipality. It was conducted in Rukungiri municipality in Rukungiri district. Rukungiri municipality is located south western Uganda and is the main town of Rukungiri district located at 380km from Kampala city. It is composed of three divisions, Western, Southern and Eastern and the administrative authority is Rukungiri Municipal council. There are 11 secondary schools in the municipality and the five (5) randomly selected schools were considered for the study.

1.7.3 Content scope

The study focused on assessing the impact of teachers' motivation and students' academic performance in secondary schools of Rukungiri municipality. This study was aimed at establishing whether teachers' motivation affected the students' academic performance in secondary schools.

1.8 Significance of the study

The findings of this study would provide information needed by school managers and administrators about how the monetary and non-monetary motivation of teachers affected the students' academic performance in secondary schools in Rukungiri municipality.

The findings of this study would assist the Ministry of Education and Sports as well as the Private Managing Directors of private schools with the most relevant information about the impact of teachers' motivation on the students' academic performance.

The study findings would help the Ministry of Education and Sports in redesigning some of its policies towards the improvement of educational services provided in secondary schools.

The study findings would help the district top officials understand the problems enshrined in some shared characteristics and how improvements could be made toward district academic performance.

1.9 The Conceptual Framework

Teacher motivation (IV)

Monetary motivators

Salaries and wages
PTA allowances
Prep supervision allowance
Marking allowance

Non-monetary motivators

Promotions
Staff development
Appreciation & recognition
Staff Meals
Staff Accommodation
Working environment
Job security

Students' Academic Performance (DV)

- Scores in continuous assessment
- Grades in promotional exams
- Scores in National examinations
- Improved literacy and numeracy
- Completion rates

Source: Adapted from literature review by (Condly, Clark & Stolovitch, 2003; Tunuke, 2015)

The independent variables are the teachers' motivation which was divided into monetary and non-monetary motivators. They are key in the academic performance of students. When the teachers' needs are well met, then the students' academic performance improves. Thus this study was meant to assess the teachers' motivational factors and its influence on the students' academic

performance. Students' academic performance enforcement depends on the motivation of teachers. When teachers are very well motivated, the school's programs will be well implemented, policies followed and rules abide with. The discipline of students will improve thus the improvement in the academic performance. Therefore, teachers' motivation depended determined students' academic performance.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This study looked into how instructors' motivation affected students' academic achievement in a few chosen secondary schools in the Rukungiri municipality. The researcher examined the body of prior research on the variables and the goals of the study in this chapter. Textbooks, journals, articles, magazines, websites, and newspapers were all used in the literature study. The data was reviewed, evaluated, and used as a foundation for the planned research. The researcher became acutely aware of how much this topic had drawn the interest of numerous researchers during the literature review process, but they continued to recognise the necessity to do study in the context of academic achievement.

2.1 Theoretical Review

The study employed the humanistic theory to help explain more the role of teacher motivation by basically using Abraham Maslow's hierarchy of needs. From the humanistic point of view, to motivate teachers means to encourage their inner resources, their sense of competence, self-esteem, autonomy and self-actualization. Phenomenologist like Abraham Maslow seeks to understand what goes on inside us: our wants, desires, feelings and ways of perceiving and understanding. To Maslow, the goal of education is to produce healthy and happy learners who can accomplish, grow and actualize his or her human self (Tripathi, 2018). According to research, instructors prioritise cognitive function, but phenomenologists believe that schools and teachers need to put in greater effort to address the social and psychological aspects of learning (Hunkins, 2021). They contend that even pupils won't learn much from a teacher who is emotionally distressed or frustrated, which will result in lower learning outcomes and lower grades. The human being must be viewed as a complete, not as a component. Teachers are only focusing on a small portion of what constitutes a human being if they emphasise the value of cognitive learning. According to the researcher, teachers must ensure that learning is successful in order to achieve higher marks.

The hypothesis hasn't always been validated, though, since some have criticised it for lacking empirical backing. In fact, Maslow did not attempt to carry out any actual research to bolster his

theories (Hopper, 2019). (Fallatah, 2018) summed up the objections to Maslow's hypothesis as follows:

First, there was no conclusive evidence that human needs could be divided into five distinct categories or that these categories were arranged hierarchically (Fallatah, 2018). Second, the evaluation noted the idea that an unmet need causes a person to concentrate only on that need. While some research backed this claim, others did not.

Lastly, the research examined the notion that meeting demands at one level triggers needs at a higher level. The scientific evidence did not support this claim. (Page 59 of Fallatah & Syed, 2018). Fallatah and Syed (2018) assert that some persons appear to be self-actualized without meeting their lower needs within the hierarchy, and Sackett (1998) concurs. Moreover, (Kiel, 2018) did not accept the assumption that self-actualization is the apex of the hierarchy needs. He claimed that the human potential is a boundless and ongoing process and he wondered why the triangle had a close end as a result. He argued that Maslow's theory should be modified and that the triangle should be opened. Overall, Maslow's theory is not the final story in the field of work motivation (Marczewski, 2019).

2.2: Teachers' Monetary motivators and students' academic performance

(Lazear, 2018) discovered that workers who are incentivised with specific allowances outperform those who are not. Increasing teachers' pay, particularly for scientists, has been shown to have an impact on their motivation in Uganda.

Furthermore, (Börü, 2018) pointed out that teacher motivation is a crucial component of classroom efficiency and school development. Teachers' motivation stems from their desire to be involved in the educational process. Incentives that motivate teachers to put in more effort, such as a basic wage, housing allowance, health care, job security, and salary increases, are reflected in how well a school is operated through instruction and results. His study's findings supported the hypothesis that motivated instructors will improve classroom performance and schools. When properly motivated, the teacher—regardless of gender, region, or professional background—will enhance schools in terms of students' academic success.

Similarly, (Manganelli, 2021) noted that psychological elements like as the desire for money, success, recognition, job happiness, teamwork, etc. can stimulate people's behaviour and performance. Mwalilino (2020) also noted that pupils will succeed at the same level regardless of

gender when they are taught by teachers who are highly motivated, both financially and non-financially.

If allowances were paid on a regular basis, teaching and learning resources were made available, teachers were encouraged to participate in facilitated conferences and retooling workshops, and they were given a comfortable workplace, they would be sufficiently motivated. The percentage of responses that support teachers' motivation seems to be a noteworthy, consistent finding that might be repeated at schools across the nation.

In addition to producing knowledgeable and competent individuals, the primary goal of teaching is to enable educators to fulfill their financial responsibilities (Connell, 2020). Teachers' classroom activities, which are supposed to help students integrate into society at large, were severely hampered by the delays and irregularities in teacher allowance payments. It's possible that society is unaware that teachers' jobs in schools require self-control, discipline, and respect for oneself and others, as well as sacrifice, tenacity, and tolerance.

Connell (2020) comes to the conclusion that in order to improve the academic standards of the school and lower absenteeism and lack of dedication to work, teachers require the proper support. Teachers would eventually avoid lazy behaviour that may encourage using the honourable profession as a springboard for other careers if they were effectively motivated.

Lastly, Schildberg-Hörisch (2020) suggested that working resources in the educational system should incorporate instructors' motivation.

To guarantee a very feasible system, teachers must be appropriately motivated. Instead of blaming them for failures that are clearly the result of injustice and unfair treatment of teachers, the government, parents, and society should acknowledge and value their efforts. Stress brought on by a lack of desire can eventually result in poor classroom management and school progress. Alawamleh (2022) concurs that ineffective teacher motivation shows up as individual indifferences to learning, which include a lack of interest in learning, a lack of drive to achieve goals, and a lack of identification with school subjects. This shows up in students' frequent absences from school as a result of their lack of interest in the teaching and learning process, which results in subpar academic performance. Regardless of gender, a pupil does not take schoolwork seriously if they are not taught by a passionate teacher. (Campos, 2024) defined motivation as drive, needs, incentive, rewards, reinforcement, goal-setting, and expectation in order to investigate the relationship between teachers' motivation and biology students' academic

achievement. One of the most economical ways to draw and keep teachers in schools is to provide them with high-quality housing with electricity and running water. It was found that teachers' motivation gives students a source of joy and support in their education regardless of their gender, which results in exceptional academic performance.

Connell (2020), however, found that when teachers anticipate receiving non-cash incentives like promotions, staff development, housing, and meals in addition to wage increases, they are more inclined to put in extra effort. All educational planning and growth must continue to place a high priority on teacher education since no educational system can surpass the calibre of its instructors (N.P.E. 2004).

(Harutyunyan et al., 2023) noted that one of the most effective strategies for boosting teachers' motivation is a wage increase. In terms of salary upgrades, teachers should be permitted to participate in staff development since their professional growth is one of the most powerful motivators that lead to employees doing well. The student may complete this training either part-time or full-time while attending regular classes. Teachers can become more skilled and demonstrate seriousness in their work by being motivated through staff development training and career development. Additionally, teacher training exposes teachers to new and modern teaching techniques, particularly in this computer era. The foundation of all demands is physiological requirements.

(Shikalepo, 2020) noted that there is a dearth of theoretical literature on teacher motivation in underdeveloped nations. However, a survey of pertinent psychological theories provides valuable insights into the motivation of teachers in developing nations. Before instructors may be inspired to fulfill their higher order needs—self-actualization and the achievement of professional objectives—basic needs must be satisfied. Second, more internal elements may significantly encourage teachers' effort, performance, and professional conduct over time, leading to academic success, after more exterior fundamental demands and environmental factors are sufficiently satisfied (Shikalepo, 2020).

A framework for analysing teacher motivation in developing nations is produced by combining these insights with a survey of empirical research on the subject. According to this concept, teachers' motivation is influenced by eight interrelated criteria, and the trend has sadly been bad in the majority of emerging nations. Teachers in developing nations are faced with more expectations

and obstacles in the classroom, while the following seven motivational motivators are either stagnating or declining:

According to Börü (2018), the Teacher Motivation Framework of Analysis proposes two fundamental strategies for enhancing motivation: making sure that the workload of teachers is proportionate to the seven remaining motivational supports, and striking a balance between monetary and non-monetary motivational supports while giving priority to monetary supports as the most potent motivators.

The aforementioned literature shows that numerous studies have looked at the connection between students' academic performance and teachers' motivation; the majority of these studies have been carried out in international settings and primarily highlight the significance of both monetary and non-monetary incentives like salaries, allowances, promotions, and professional development (Börü, 2018; Connell, 2020; Shikalepo, 2020). Motivated teachers typically perform better and have a beneficial impact on students' academic performance, according to these research (Manganelli, 2021; Campos, 2024). However, there is no empirical data that explicitly looks at how financial incentives affect secondary school students' academic performance in rural Ugandan areas, especially in Rukungiri District.

2.3. Non-Monetary rewards and students' academic performance

(Shikalepo, 2020) highlighted that a number of factors affect teachers' motivation and work performance. First, performance is based on how much they are paid and how much they believe they should be paid. Second, academic achievement is influenced by comparison to what other people have gathered. Thirdly, total job performance is impacted by employees' contentment with both monetary and non-monetary benefits. Fifth, many monetary benefits are only satisfying because they lead to other rewards; fourth, people differ greatly in the rewards they want and the value they place on them. These findings all point to the necessity of a varied system of rewards. (Connell, (2020) The purpose of the study was to investigate whether the investment model might predict job commitment and job satisfaction. The findings indicated that although students' academic achievement was best predicted by a mix of monetary and non-monetary incentive, work happiness was best predicted by motivation and the cost value of the job.

Mwalilino (2020) examined the effects of incentives on teachers' motivation in post-primary institutions in the districts of Hoima and Masindi. He discovered that non-cash incentives, such as additional vacation days, recreational opportunities, child care, free transportation to and from

work, free lunch at work, in-service training, promotions, and many more, have a significant impact on job performance. Likewise, (Namboozee, 2019) investigated factors affecting teacher's motivation in secondary schools in Mukono Town Council and found out that most of the teachers performed well as they were motivated by non-monetary as well such as; housing, trip allowances, lunch at the place of work and a variety of others to supplement their salaries and allowances which very much contributed to high productivity of best academic performance in their respective schools.

(L.P., 2003) It was discovered that people's sense of job satisfaction is positively correlated with the degree to which they are motivated by external indicators of status, position, and proper consideration for rank. According to Abuhashesh et al. (2019), low job satisfaction is likely to result in lower production.

According to Lucky (2019), public schools offer inadequate compensation. They claim that insufficient motivation is the reason why public-school instructors perform poorly. They contend that a significant percentage of instructors are forced to make supplemental income from part-time work and other sources due to extremely poor remuneration. Poor human resource management, according to (Campos, 2024), also significantly demotivates workers, forcing them to quit, move services, or look for work elsewhere. This suggests that instructors may choose to take on additional responsibilities anywhere they can find because of the inadequate compensation they receive. Nevertheless, other researchers showed little interest in determining how teachers' motivation affected students' academic achievement.

The aforementioned presentations demonstrate that teachers' motivation has received insufficient attention, which has resulted in the poor academic achievement of the students.

In the classroom, teachers are responsible for converting educational philosophy and objectives into knowledge and skills that students can use (Omoddan & Addam, 2022). Therefore, anything done to make teachers happy, content, devoted, and committed in such a way that they give their all at work—especially with regard to kids' academic success, which would tremendously benefit society—is what motivates teachers.

Teachers' enthusiasm is linked to both course achievement and motivation for additional study, according to Mahler & Harms (2016). Observing pupils get inspired to effectively grasp a subject in order to achieve academic success is a wonderful reward. Teachers are able to demonstrate their interest and love for teaching the subject in a positive setting as a result. Students are therefore

motivated to use all of their skills and energy, which starts a positive feedback loop that results in both groups of students performing well academically.

Regretfully, authors like (organization, 1991) bemoan the fact that instructors' lack of motivation has reached an intolerable low point despite all efforts to inspire them. Maganda (2019) concurs that there are growing worries about the excessively high percentage of unmotivated instructors in public education systems.

There have also been stories of teachers paying hefty bribes to get government jobs and desired positions, particularly in an effort to avoid being assigned to remote schools. This discusses the effect on overall motivation and job dedication. Increasing work hours, larger class sizes, more courses, and a continually evolving curriculum are all significant demotivators in many nations (Maganda, 2019). In many nations, the expectations placed on teachers are not realistic in light of their workloads, living conditions, and pecuniary rewards.

The aforementioned literature has also shown that while a number of researchers have looked at how non-monetary rewards like promotions, training opportunities, housing, recognition, and welfare benefits can improve teachers' job satisfaction and performance (Shikalepo, 2020; Mwalilino, 2020; Namboozee, 2019), the majority of these studies concentrate primarily on teacher job satisfaction rather than directly connecting these non-monetary rewards to students' academic performance. Furthermore, there is little empirical data on how non-monetary motivational factors affect students' academic performance in secondary schools within Rukungiri District because many of the previous studies were carried out in different geographical contexts or other Ugandan districts, such as Mukono, Hoima, and Masindi. In order to close this contextual and empirical gap, the current study looked at how non-monetary rewards for teachers affect students' academic performance in a few chosen secondary schools in the Rukungiri District. By doing so, it produced localised data that could help policymakers and education managers develop effective motivational techniques for raising academic performance.

2.4 The effect of teachers' motivation on students' academic performance

An important topic of research in educational psychology and pedagogy is the relationship between students' academic achievement and teachers' motivation. The term "intrinsic motivation" describes teachers' innate drive to educate because of the fulfilment, joy, and happiness they get from their work. Hoxha and Ramadani (2024) assert that sustaining high levels of engagement and performance requires intrinsic motivation. According to a US study, instructors with high levels of intrinsic drive were more likely to establish dynamic and captivating learning environments, which had a beneficial impact on students' academic performance (Hoxha and Ramadani, 2024). Students are more likely to perform better academically and have a greater excitement for studying when their teachers are enthusiastic about their subjects and methods of instruction. (Nahid et al., 2023).

External incentives including pay, recognition, and job security are examples of extrinsic motivation. According to Herzberg's Two-Factor Theory (1966), motivators are essential for job happiness while hygiene elements prevent discontent. Teachers who got extrinsic rewards, such bonuses and public recognition, showed increased levels of motivation, which in turn improved their pupils' behaviour and academic performance, according to research done in the UK (Ndirangu, 2024). Teachers' dedication and enthusiasm can be increased via extrinsic motivators, which will improve classroom procedures and student outcomes.

Improving teacher effectiveness and motivation is mostly dependent on professional development. Opportunities for ongoing education assist educators in staying current with the newest pedagogical approaches and instructional technologies.

According to Gul (2021), teachers' instructional approaches are positively impacted by high-quality professional development, which may result in better student outcomes. According to a Singaporean study, instructors who took part in intensive professional development programs used more effective teaching strategies, which raised student accomplishment (Goodwin, 2017). Opportunities for professional development help teachers feel more capable and effective, which benefits their pupils.

Maintaining teacher motivation and, as a result, raising student achievement depend heavily on supportive leadership. Teachers' motivation and performance are improved by the resources, direction, and favourable work environment that effective school leaders offer. According to

research conducted in Finland, student success significantly increased under administrators who actively supported their teachers and fostered a collaborative school culture (Choy & Chua, 2019). Teachers' motivation can be greatly increased by acknowledging and appreciating their work, which has a favourable effect on student progress. Teachers' dedication and morale can be raised by praising their efforts and accomplishments. Based on research conducted in New Zealand, teachers who were recognized and praised consistently were motivated and performed better, thus improving student results (Gan & Lui, 2021).

Teachers' motivation and performance can be increased through rewards and public recognition which in turn will improve students' academic outcomes.

Teachers' motivation and performance are highly dependent on job security.

Teachers became more motivated and productive when they were not at risk of losing their jobs. In Spain, uncertainty about employment decreased teacher performance, which in turn, negatively affected student achievement (García-Hernández, 2022).

On the contrary, having a stable and reliable job increased the likelihood of being motivated and performing better as a teacher, which resulted in higher student accomplishment.

Collaboration creates a positive environment that contributes to achieving positive academic outcomes and increases instructors' motivation.

Collaborative practices promote teamwork and unity among teachers. Teamwork and collaboration among instructors improve student performance and achievement and increase teachers' motivation and productivity (Hairon & Tan, 2017).

Working together helps teachers create better learning environments, thus improving student performance. The relationship between student accomplishment and teacher motivation is complex and multidimensional. A combination of internal and external factors influences them, including professionalism, supportive leadership, and working conditions, among others. Understanding and addressing these issues can lead to improvements in student achievement, teaching practices, and working conditions of instructors.

Teacher motivation has a significant effect on student accomplishment because motivated teachers are more likely to encourage and influence students positively and apply better teaching methods. Based on Grace's (2019) study conducted in Ugandan schools, teachers who were motivated were more enthusiastic and inspired their students to learn, thus increasing their academic performance.

According to the study, motivated educators used effective teaching strategies and provided remedial support to students, which improved their results (Grace, 2019).

This shows that teacher motivation has a positive effect on student accomplishment.

Student behavior, which affects their overall performance, is also influenced by teacher motivation.

According to Turyamureeba's (2018) research, motivated teachers were better at promoting positive behaviors among students and influencing their attitudes toward learning.

The study found that motivated teachers were more likely to have good relationships with students, set clear objectives, and give rewards appropriately, thus improving student conduct and reducing disciplinary actions (Turyamureeba, 2018).

Motivated instructors are more likely to increase student accomplishment and influence their behavior positively, which will have a positive effect on their overall performance.

The role of professional development in improving teacher motivation, which will subsequently increase student accomplishment, is undeniable. Based on Tumwebaze and Kalinaki's (2023) research, professional development activities that are relevant to teachers motivate them to improve student performance. The study's results showed that professional development activities increased teachers' confidence and motivation, which resulted in better learning outcomes for students. Additionally, the researchers found that professional development promoted better teaching practices that increased student achievement.

According to the study, student results can be significantly improved by funding teachers' professional development (Tumwebaze and Kalinaki, 2023). This emphasises how crucial it is to provide instructors with chances for ongoing professional development in order to boost their motivation and influence on students' success. Only a small number of studies have focused on the Ugandan context, despite the fact that many studies have looked at the connection between teacher motivation and students' academic performance. The majority of these studies have been carried out in developed nations like the United States, United Kingdom, Canada, Finland, Spain, Singapore, and New Zealand. Furthermore, many of these studies examine various facets of motivation, including work environment, job security, leadership support, professional development, and intrinsic and extrinsic motivation. However, they do not thoroughly investigate the ways in which these motivational factors collectively affect secondary school students' academic performance in particular local contexts. at order to close this contextual gap, this study

looked at how instructors' motivation affected students' academic achievement at a few chosen secondary schools in the Rukungiri District.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The study design, population sampling techniques, data collection techniques, data collection tools, data quality control, data collection process, data analysis, and interpretation are all covered in the next chapter.

3.1 Study Design

Research design, according to many academics, is a strategy for carrying out research. Research design, according to Burns (2003), is the framework that determines how the variables are placed or organised in the experiment. But according to Creswell (2003), a study design is the arrangement of information and data analysis, as well as the plan, structure, or strategy of investigation. In order to make accurate statistics, deductions, and generalisations, the researcher used a cross-sectional survey methodology. Both quantitative and qualitative approaches were used in the design of the cross-sectional survey. In order to facilitate the generation of brief self-reports from study participants, the cross-sectional design was selected (Creswell 2003). Additionally, a cross-sectional survey was selected because the study's main goal was to quickly and affordably gather data from a sizable number of respondents. In comparison to the longitudinal design, it was also the most straightforward and economical (Neuman, 2003). Neumann states that cross-sectional research might be explanatory, descriptive, or exploratory.

3.2 Area of Study

This study was carried out in a few secondary schools in the Western Region of Uganda's Rukungiri Municipality and Rukungiri District. By road, the district headquarters are about 380 kilometers southwest of Kampala, the capital of Uganda. The researcher chose the study area because she works in the municipality where she has been monitoring performance trends, which will make it easier for her to get in touch with the respondents and collect the data needed for the study.

3.3 Study Population

The study's population consisted of 240 teachers and administrators from the chosen secondary schools in the Rukungiri area. Due to their direct involvement in the issue being studied, teachers were included in the target demographic. However, 125 responses made up the target population.

3.4 Sample Size

The large group or entire population under examination is represented by a small sample taken from a group of cases. Thus, the number of individuals or items in the chosen sample is the sample size (Amin, 2004). The sample size for this study consisted of 95 participants who were chosen at random from secondary schools in the Rukungiri municipality. The researcher wrote the names of the schools in the study area on pieces of paper, folded them, and then placed them in a container in order to choose schools at random. Five (5) randomly selected pieces of paper were mixed by shaking the container. The study took into consideration the five (5) selected schools. In each school the head teacher, the two deputy head teachers and an average of sixteen teachers were selected. The researcher had to base the sample selection on Morgan Daryle W. (1970) recommendations.

Table 1: Sampling Frame

Respondents' category	Population	Sampling size	Sampling Technique
Teachers	100	80	Simple random sampling
Head teachers	05	05	Census
Deputy head teachers	20	10	Census
Total	125	95	

Source: Primary data (2024)

3.5 Sampling Strategies and Techniques

The act of choosing components from the entire population so that the chosen sample elements accurately reflect the entire population is known as sampling. Therefore, in research, the sample should be representative of the entire population, meaning that the majority of the population's features should be represented in the sample as much as feasible (Amin, 2005). This approach uses

a small sample of the universe as a representative of the entire bulk and draws conclusions from it.

Simple random sample approaches were employed in this study; head teachers and deputy head teachers were also chosen through the census. Simple random sampling technique was applied in the study in the case of selecting teachers to participate in the study because they were many and this gave each of them equal opportunity as a sample that was selected to participate in the study. The process of simple random sampling involved; preparing twenty pieces of papers, where numbers one to sixteen were written on sixteen pieces of papers leaving four pieces of papers empty. All the twenty pieces of papers were folded, put in a container and mixed up together. One paper was picked at random without replacement. Each teacher who selected a piece of paper with a number inscribed on it at random from the container was involved in the study. This was carried out in every school that was chosen.

3.6.0 Data Sources

The researcher used both primary and secondary methods of data collection.

Primary sources; These are first-hand accounts that the researcher gathered. The primary source was utilised in the development of research tools, conceptual frameworks, and individual experiences.

Secondary sources; Secondary sources are information that has already been gathered by another person. The literature review made use of secondary data sources.

3.7.0 Data Collection Instruments

Data collection involved measurement of various kinds and levels. Whatever the level or kind measurement requires the use of an instrument or a tool to enable the quantification, sorting or categorization of the information to be collected, (Amin, 2005). The instrument is what the researcher uses while collecting data. The use of a particular method was justified as well.

3.7.1 Questionnaire

These served as the study's primary data collection tools. According to Kothari (2004), Mugenda & Mugenda (2009), and Ahuja (2001), a questionnaire is a set of related questions created by the researcher in accordance with the study's goals. Questionnaires were created because they may quickly elicit replies from a large number of participants in a brief amount of time and readily access respondents' attitudes, feelings, interests, and opinions (Amin, 2004). Respondents were given the closed-ended questions. The questionnaires were divided into four sections and included

a cover letter. Items about the respondents' demographics were included in Section A. materials pertaining to the first objective were found in Section B, whereas materials pertaining to the second objective were found in Section C. Items pertaining to the third study goal were included in Section D.

3.7.2 Interview Guide

An interview guide is a collection of potential interview questions or a list of themes from which the interview questions are developed (Odiya, 2009). Data was gathered from head teachers and deputy head teachers using this questionnaire. The interviewees were prearranged by the researcher. In-person interviews aided in the researcher's data collection, particularly after sufficient probing. Additionally, because the interview questions were open-ended, they produced instant feedback and a variety of viewpoints.

3.8.0 Data Quality Control

The validity and dependability of the tools used to gather data are referred to as data quality control. Wallen & Fraenkel (2000) define validity as the suitability, significance, and utility of the particular conclusions researchers draw from the data they gather, whereas reliability is the consistency of the results. For data quality control, the researcher employed two measurement instrument levels: validity and reliability.

3.8.1 Validity of the instruments

The precision and significance of conclusions drawn from study findings constitute validity. According to Mugenda and Muganda (2009), it is the extent to which findings from data analysis truly reflect the topic being studied. The researcher used created questionnaires and discussed them with colleagues and the supervisor in order to test the validity of the instruments. The content validity index was calculated using the following formula.:

$$CVI = \frac{\text{Number of valid items}}{\text{Total number of items}} \times 100$$

Research variable/area	Number of items presented to experts	Number of items rated relevant	Content Validity Index (CVI)	Decision
Teachers' monetary motivators	10	9	0.90	Valid

Teachers' non-monetary motivators	10	9	0.90	Valid
Students' academic performance	10	9	0.90	Valid
Overall teachers' motivation	5	5	1.00	Valid
Overall instrument	35	32	0.91	Valid

Source: Researcher's data, 2026

The research instrument's overall CVI of 0.91 above the minimum value of 0.70 (Amin, 2005), indicating that it exhibited content validity and was suitable for gathering data for this study. Additionally, the validity assessment made sure that the questionnaire's items addressed the three study objectives—monetary motivators, non-monetary motivators, and the impact of teachers' motivation on students' academic performance.

3.8.2 Reliability of the instruments

According to Cohen and Manion (2005), reliability is the degree to which a research instrument produces identical results when repeated under comparable circumstances. By correctly classifying the respondents and using or allocating appropriate methods or instruments that suit a certain set of people, data dependability was guaranteed. The researcher used the instruments, conducted a pilot test, and evaluated the outcomes in order to assess the instruments' dependability. These were carried out four times, and the findings were compared. If the link was strong, the instrument was deemed dependable.

Reliability Results of the Research Instrument

Study variable	Number of items	Cronbach's Alpha	Decision
Teachers' monetary motivators	10	0.82	Reliable
Teachers' non-monetary motivators	10	0.85	Reliable
Students' academic performance	10	0.81	Reliable
Teachers' overall motivation	5	0.79	Reliable
Overall questionnaire	35	0.84	Reliable

Source: Pilot study data, 2026

The study variables' reliability coefficients ranged from 0.79 to 0.85, with a Cronbach's Alpha coefficient of 0.84. The reliability coefficient values for the study variables fall between 0.79 and 0.85, according to Table 3.3's data, while the total Cronbach's Alpha coefficient value is 0.84. The questionnaire was judged to be sufficiently reliable for data collection since all of the coefficients were more than the minimum suggested value of 0.70. Thus, the reliability testing was useful in allowing for the consistent measurement of teachers' financial and non-financial incentive as well as students' academic success.

3.9 Data Collection Procedure

Following the proposal's approval, the researcher acquired an introductory letter from the university introducing her to the study's target demographic. The head teacher and teachers at the chosen schools were given questionnaires to complete while the researcher was out in the field. In order to get the appropriate conclusions and interpretations to provide in chapters four and five of the dissertation, the researcher assembled and then analysed all of the collected data.

3.10 Data Analysis

Both quantitative and qualitative methods were employed in the study's data analysis. The unprocessed data collected from the field surveys was categorised, collated, and subjected to qualitative analysis. Microsoft Word was used for quantitative data analysis. Frequencies and percentages made up the majority of the statistical tables that were created and examined.

Editing was done for consistency, competencies, correctness, uniformity, computations, or decoding after the data was gathered using the primary approach. Coding came next. Coding is the process of allocating numbers, digits, letters, or both to different responses in order to make information tabulation simple (Langley, 2008). Coding was used to categorise the responses to questions into useful groups that were necessary for tabulation. After the data was coded, the figures were categorised and arranged so that their importance for the task at hand could be understood and compared with large amounts of comparable data, which made the analysis possible. This was accomplished by separating the important and pertinent qualities and replies from the unimportant and irrelevant ones. According to Langley (2008), classification is the process of organising data into groups and sequences based on shared traits or dividing them into distinct but related components.

Following the data gathering method, the researcher analysed the data using the Statistical Package for Social Science (SPSS Version 20.0). Scores on the research goals were analysed using descriptive statistics, such as frequency, percentage, and mean, using SPSS.

3.11 Research Ethical Considerations

Confidentiality was considered a critical problem in this investigation. All information provided to the researcher, the respondents' rights and privacy, and their dignity were all maintained confidential. The researcher protected their rights, interests, and sensitivities without disclosing their names or places of employment.

3.12 Methodological Limitation of the Study

This study requires in-person interviews with all head teachers, deputy head teachers, and PTA and BOG chairpersons chosen for the sample size in order to ensure the accuracy of data collection. Because of this, the researcher was forced to focus on just five secondary schools. This undoubtedly restricted the data, and as a result, the results could not be applied to the study's goals. Because the population in Rukungiri Municipality was nearly identical in terms of teacher qualifications, compensation, and other factors pertaining to teacher motivation, the researcher hoped that the sample's respondents' opinions would be less varied.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

The data analysis from the interviews with 95 respondents in the Rukungiri municipality is presented in this chapter. The demographics of the respondents are covered in section A of the chapter, while the specific objectives are covered in section B. Tables containing frequencies, percentages, mean scores, standard deviations, and Pearson correlation values have been presented based on the study's objectives.

Respondent's response rate

Eighty study questionnaires were given to the instructors in the Rukungiri municipality's chosen secondary schools. A 100% response rate was achieved by distributing and returning all of the questionnaires. Additionally, the researcher was able to interview 12 of the 15 head teachers and deputy head teachers, resulting in an 80% response rate. When compared to the suggested response rates (for instance, 60%, based on Dubey & Kothari, 2022) to confirm the consistency of measurements needed for analysis, this was good.

4.1 Bio data of respondents

Respondents' age distribution, gender, marital status, and highest level of education were used to categorise their bio data. These were taken into account while determining the respondents' degree of eligibility. According to Kothari (2004), taking into account respondents' biographical information is crucial for research since it enables the investigator to comprehend the background traits that could affect participants' answers and actions.

4.1.1 Age of respondents

In order to determine whether respondents' age had an impact on students' motivation and performance in Rukungiri municipality, this study took their age into account. The table below shows that the age range was 15–30 years old to 50 years and older;

Table 2: Age of respondents

Category	Frequency	Percent
15-30	15	15.8
31-40	48	50.5
41-50	27	28.4
50 and above	5	5.3
Total	95	100.0

Source: Field Data, 2025

According to the above table, 50.5% of respondents were between the ages of 31 and 40, 28.4% were between the ages of 41 and 50, 15.8% were between the ages of 15 and 30, and the remaining 5.3% were over the age of 50. The study's majority of respondents—more than half—indicated an age group of innovative and seasoned educators who, when inspired, influenced pupils' performance.

4.1.2 Gender of respondents

This study concluded that the respondents' gender was crucial since it illustrates how a certain motivated gender affects students' performance. The table below clearly illustrates how gender was divided into males and females;

Table 3: Gender distribution of respondents

Category	Frequency	Percent
Male	45	47.4
Female	50	52.6
Total	95	100.0

Source: Field Data, 2025

According to the preceding table, 52.6% of respondents were female, and 47.4% of respondents were male. This suggests that the study's female respondents somewhat outnumbered its male respondents.

4.1.3 Marital status

Emotional support from a spouse may help teachers manage work-related stress, remain focused on their responsibilities, and demonstrate consistency in teaching. Marital status of respondents was categorized into single, married and the widowed as presented in the table below;

Table 4: Marital status of respondents

Status	Frequency	Percent
Single	20	21.1
Married	71	74.7
Widowed	4	4.2
Total	95	100.0

Source: Field Data, 2025

From the table, the majority were married, accounting for 71 respondents (74.7%), while 20 respondents (21.1%) were single. A small proportion of the respondents, 4 (4.2%), were widowed. The implication of the result is that most of the teachers in the selected secondary schools are married, implying that family responsibilities are a common characteristic among the teaching staff.

4.1.4 Highest level of education

The education level of respondents is vital in the study as it portrays the level of intelligence and approach they have on certain variables. It is assumed that highly educated respondents tend to have strong reasoning compared to the low educated. Education level was categorized into diploma level, degree level, and master's level as clearly illustrated in the table below.

Table 5: Highest education level of respondents

Level	Frequency	Percent
Diploma	30	31.6
Degree	61	64.2
Masters	4	4.2
Total	95	100.0

Source: Field Data, 2025

The table above shows the education level of the respondents. The majority of respondents were degree holders, accounting for 61 respondents (64.2%), followed by diploma holders, who were 30 respondents (31.6%), and showing a substantial representation of mid-level professional

training. Only 4 respondents (4.2%) had attained a master's degree, making this the least represented category.

4.2 Association between teachers' monetary motivators and students' academic performance

Table 6: Monetary motivators and academic performance

Description	Mean	Std. Deviation
The monthly Basic Salary is paid on time	1.82	.684
My Salary is reasonable enough to motivate me perform my duties	1.87	.489
Majority of teachers in this school get government salaries which motivates them	3.16	.842
Good salaries in this school have improved the academic grades of students	2.03	.869
Students' success in this school is attributed to good motivation of teachers.	2.07	.959

Source: Field Data, 2025

With a mean score of 1.82 and a standard deviation of 0.684, the item on timely payment of the monthly basic salary showed that most respondents agreed that salaries are paid on time. This implies that prompt salary payment is a significant financial incentive that improves teachers' dedication and punctuality, which can have a favourable impact on students' academic achievement.

With a mean score of 1.87 and a standard deviation of 0.489, the statement that teachers' pay are fair enough to inspire them to carry out their obligations demonstrated agreement among respondents. This indicates that teachers perceive their payment as moderately adequate which motivates them to work hard resulting in improved quality of education and high academic results of students.

In contrast, the statement which stated that most of the school's teachers are paid by the government had a mean score of 3.16 and a standard deviation of 0.842 which illustrates neutrality and disagreement. This result implies that not all teachers are government-paid and considering other sources of payment may affect the teaching efficiency and motivation.

With a mean score of 2.03 and a standard deviation of 0.869, the statement about high school salaries improving pupils' academic results had a general level of agreement. Even though the opinions differed to some extent, the majority of respondents believe that salary changes have a positive influence on teachers and their work.

Finally, a mean score of 2.07 and a standard deviation of 0.959 illustrated an overall agreement with the statement that instructors' motivation affects students' academic results. This suggests that although other variables might possibly be involved, respondents believe that teacher motivation—including financial incentives like salary—contributes significantly to students' academic success.

From a qualitative standpoint

One school administrator felt that though teachers are paid, delayed payments demoralize them hence less commitment in teaching leading to low academic performance. The administrator added that timely payments encourage teachers to come to school on time and prepare lessons adequately thus improving performance.

Another head teacher added that;

Most teachers feel that the amount paid to them is less considering the effort expected from them and the rising cost of living hence engaging in other businesses thus less time to focus on students hence low performance.

When asked whether government salary would motivate them, another administrator responded that;

Teachers hired on government payroll are more motivated than those hired on a contract basis. The administrator further explained that government employees enjoy job security hence stability leading to better performance by teachers thus better grades among students.

Finally, on the issue of student achievement being attributed to teacher motivation one administrator asserted that;

Teacher motivation including salary has a great impact on student performance. The administrator explained further that teachers who are motivated are those most likely to come to school in time, teach well and encourage students hence boosting their performance.

The school administrators felt that cash motivation such as timely salary payment, reasonable remuneration and government employment have an inverse relationship with student performance in secondary schools in Rukungiri municipality.

Table 7: Descriptive on Allowances and academic performance

Responses	N	Mean	Std. Deviation
Allowance increment influences academic performance	95	4.01	.473
My school pays me a reasonable PTA allowance which compels me to work very hard.	95	2.14	.594
Teacher's PTA allowances greatly impacts on students' academic performance	95	4.05	.749
My school pays Prep supervision allowances which greatly boost academic performance	95	2.19	.776
This school pays enough duty allowances to all teachers which influences performance	95	1.84	.719
Teachers' motivation in this school is given first priority	95	1.77	.869

Source: Field Data, 2025

Respondents were strongly agree that allowance increments influence academic performance as revealed by the mean score of 4.01 and standard deviation of 0.473. This suggests that increment in teachers' allowances increases their motivation and productivity resulting to improved academic performance of the students.

The item stating that the school pays reasonable PTA allowances that compel teachers to work very hard recorded a low mean score of 2.14 and standard deviation of 0.594 which suggests

disagreement. This implies that the school pays unreasonable or inadequate PTA allowances which do not motivate teachers leading to poor academic performance of the students.

Despite the low PTA allowances, respondents strongly agreed that teachers' PTA allowances greatly influences students' academic performance as revealed by a mean score of 4.05 and standard deviation of 0.749. This suggests that teachers' PTA allowances have a great potential of influencing academic performance of the students if only they are adequately paid.

The item stating that the school pays adequate preparation supervision allowances recorded a low mean score of 2.19 and standard deviation of 0.776 suggesting disagreement. This implies that preparation supervision allowances are inadequate or not paid which affects motivation of the teachers hence poor performance of the students.

The item stating that the school pays enough duty allowances to all teachers recorded a low mean score of 1.84 and standard deviation of 0.719 which suggests disagreement. This reveals that the school does not pay adequate duty allowances which affects teachers motivation leading to poor performance of the students.

The item stating that teachers' motivation is given first priority in the school revealed a mean score of 1.77 and standard deviation of 0.869 suggesting disagreement. This implies that teachers are not motivated which affects their productivity resulting to poor academic performance of the students.

The above results of the teachers' perception of the influence of allowances on academic performance were not different from what the school administrators reported as revealed by their responses below;

On allowance increment influencing academic performance

One school administrator observed that increment of teachers' allowances motivate them to put more effort in their work resulting to improved academic performance of the students. The administrator further stated that when teachers are given economic support, they are more likely to engage in extra duties such as preparation and supervision of the students.

Another administrator who was asked whether the PTA allowances motivate teachers to work hard despite the shortfalls stated;

In most cases PTA allowances are inadequate and not paid with regularity hence demoralizing the teachers. The administrator further argued that though the PTA allowances are intended to motivate teachers to put more effort in teaching, they do not seem to have that effect due to their inadequacy.

Another administrator was asked whether the school prioritizes teachers' motivation and his view follows;

The administrator acknowledged that the school gives priority to teachers' motivation but argued that due to insufficient funds, it is not possible to increase the level of allowances as much as is desired. He further stated that the school tries to motivate the teachers through other means such as boosting their morale to raise their performance levels and hence improve academic performance of the students.

The school administrators acknowledged that the issue of allowances plays a key role in determining whether motivation of the teachers can be achieved or not. Therefore, the various types of allowances including PTA, Prep supervision and duty allowances influence academic performance of the students due to their impact on teachers' motivation to work hard depending on their adequacy, regularity and availability in the institutions.

Table 8: Anova results on association between teachers' monetary motivators and students' academic performance

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.969	1	7.969	14.862	.000 ^b
	Residual	49.863	93	.536		
	Total	57.832	94			

a. Dependent Variable: monetary motivators

b. Predictors: (Constant), Academic performance

With $F(1, 93) = 14.862$, $p < 0.001$, the table indicates that the regression model is statistically significant. This shows that students' academic performance is significantly predicted by the independent variable, monetary motivators, and that the model accounts for a considerable amount of the variance in the dependent variable.

Table 9: Regression coefficients on association between teachers' monetary motivators and students' academic performance

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		β	Std. Error	Beta		
1	(Constant)	1.267	.215		5.900	.000
	Monetary motivators	.426	.110	.371	3.855	.000

a. Dependent Variable: students' academic performance

Details on the type and intensity of the effect are given in the coefficients table. When all other factors are held constant, the unstandardised coefficient ($\beta = 0.426$) shows that the expected value of students' academic performance increases by 0.426 units for every unit increase in monetary motivators. The standardised coefficient (Beta = 0.371) indicates that financial incentives have a somewhat favourable impact on academic achievement. The statistical significance of this effect is confirmed by the t-value ($t = 3.855$, $p < 0.001$).

As the baseline for the regression model, the constant term ($\beta = 1.267$, $t = 5.900$, $p < 0.001$) indicates the expected academic performance of pupils when teachers' financial motivators are zero.

Similarly, complimentary findings were obtained from school officials' qualitative comments.

One head teacher explained that teachers who receive adequate monetary incentives such as salaries and allowances tend to be more committed to their teaching responsibilities. The administrator noted that financially motivated teachers attend classes regularly, prepare lessons well, and provide extra academic support to students, which improves academic performance.

Another school administrator reported that;

Monetary motivators encourage teachers to conduct additional academic activities such as remedial lessons, consultations, and supervision of students during preparation time. These efforts help students understand their subjects better and eventually improve their academic performance.

On monetary motivation improving overall school performance another key informant emphasized that schools that;

Provide better financial incentives to teachers tend to experience improved academic performance among students. The administrator explained that motivated teachers are more enthusiastic, organized, and effective in delivering lessons, which contributes to better examination results.

The key informants concurred those financial incentives, such as sufficient pay, benefits, and other financial incentives, are important in boosting teachers' dedication and efficacy, which in turn improves students' academic performance in particular secondary schools in the Rukungiri municipality.

4.3 association between teachers' non- monetary motivators and students' academic performance

Table 10: Descriptive results on the association between teachers' non-monetary motivators and students' academic performance

Description	N	Mean	Std. Deviation
Good working environment motivates teachers to work hard	95	4.36	.651
Job security highly entices teachers to work hard to achieve academic performance	95	4.49	.617
Staff development greatly influences the students' academic performance	95	4.35	.696
Appreciation and recognition of teachers positively influences academic performance	95	4.46	.665
Staff meals at school promote team spirit and greatly influences academic performance	95	4.45	.649
Staff promotions positively influences academic performance	95	4.55	.579
Staff accommodations highly influences academic performance	95	4.42	.708
My school provides accommodation to all teaches	95	2.23	.706
most teachers get promotions at least every three to five years	95	2.42	.833
My school provides meals to all teachers every working day of the week	95	4.37	.900
this school regularly recognize and appreciates teachers for their hard work and recognition of their achievements	95	2.59	1.016
This school has a staff development program that encourages staff to upgrade their qualifications and skills.	95	2.01	.707

Source: Field Data, 2025

A favourable workplace encourages instructors to put in more effort, as seen by the high mean score of 4.36 and standard deviation of 0.651 for the item on a favourable working environment. This implies that teachers are more dedicated to their teaching jobs when they work in environments that are encouraging and well-resourced, which has a good impact on students' academic success.

There is broad agreement that having a stable job encourages teachers to work harder, as seen by the high mean score of 4.49 and low standard deviation of 0.617 for job security. This indicates

that those who feel secure in their job are more motivated and determined to improve students' performance.

The staff development mean score is 4.35 with a standard deviation of 0.696, which means that it was regarded as a significant non-monetary motivation factor. This suggests that respondents think professional development opportunities improve teachers' skills and effectiveness as educators, which benefits students' academic achievement.

With a mean of 4.46 and a standard variation of 0.665, there was also a consensus on the recognition and appreciation of teachers. According to the study, acknowledging teachers' achievements motivates them, which consequently improves performance in the classroom and elevates students' academic achievement.

Respondents agreed that meals promote teamwork and cohesion among staff members as evidenced by the mean of 4.45 and a standard deviation of 0.649 for the staff meal provision item. This suggests that collaboration among teachers fosters a positive working culture, which subsequently boosts students' academic performance.

With a low standard deviation of 0.579 and the highest mean of 4.55 for staff promotions, respondents also concurred that promotions have a positive effect on academic achievement. This implies that offering career advancements to teachers motivates them to improve their performance, which subsequently enhances the quality of education and elevates students' academic achievement.

With a mean of 4.42 and a standard deviation of 0.708, staff accommodations were also considered to have a significant effect on students' academic performance. This suggests that respondents believe that staff accommodations reduce stress and absences, which enables teachers to offer quality education and improve students' academic performance.

However, the item on whether the school provides accommodations to all teachers had a low mean of 2.23 and a standard deviation of 0.706, suggesting disagreement. This implies that although respondents believed in the benefits of staff accommodations, the lack of such facilities would adversely affect teachers' performance, hence lowering students' academic achievement.

Similarly, there was also disagreement and variation in responses for the item on whether most instructors receive promotions after three to five years of service, as evidenced by the mean of

2.42 and a standard deviation of 0.833. This suggests that the absence of promotions would demotivate teachers, therefore lowering academic performance.

The item on providing meals to all instructors on a daily basis had a high mean of 4.37 but a higher standard deviation of 0.9, suggesting consensus on the provision of meals. This implies that meals are regularly provided to all instructors, which motivates them to offer quality education, thus improving students' academic performance.

However, the item on regular recognition and praise of instructors for hard work had a mean of 2.59 and a standard deviation of 1.016, suggesting conflicting views towards the low appraisal. Although acknowledging staff efforts is essential in boosting morale and motivation, the responses suggest that recognition programs are not regularly implemented, hence hindering academic performance.

Finally, the item on whether there is a staff development program that encourages teachers to pursue qualifications has a mean of 2.01 and a standard deviation of 0.707, suggesting disagreement. This implies that the lack of such programs would limit the teaching skills of instructors, therefore lowering students' academic achievement.

The school administrators interviewed believed that a positive working environment enhances teachers' performance, which consequently improves students' academic achievement. For instance, the head teacher stated that providing appropriate teaching materials, supportive leadership, and a positive working environment motivates teachers to offer quality education to students. He further stated,

“When teachers work in a comfortable and supportive environment, they prepare their lessons well and pay more attention to learners, which improves students' performance in examinations.”

Another administrator, the deputy head teacher, noted that job security enables teachers to provide quality education because they are not worried about losing their jobs. He stated,

“Teachers who are confident about their job security are more likely to be committed to their work and pay more attention to students' academic needs. This enables them to offer quality education, therefore improving students' academic achievement.”

The administrators further noted that encouraging staff development through recommending qualifications or attending workshops motivates instructors to improve their skills and subsequently enhances academic performance. For instance, one administrator stated,

“Professional development helps teachers to gain new skills and knowledge, which enables them to provide quality education to students.”

The school administrators agreed that non-monetary motivators such as a supportive work environment, job security, professional development, recognition, welfare support, promotions, and accommodation play a critical role in motivating teachers, which in turn enhances their teaching effectiveness and contributes to improved students’ academic performance.

Table 11: Correlation between non-monetary motivators and students’ academic performance

		Non-monetary motivators	Students’ academic performance
Non-monetary motivators	Pearson Correlation	1	.161
	Sig. (2-tailed)		.120
	N	95	95
Students’ academic performance	Pearson Correlation	.161	1
	Sig. (2-tailed)	.120	
	N	95	95

Source: Field Data, 2025

A Pearson correlation coefficient of $r = 0.161$ indicates a weakly positive association between teachers' non-monetary motivators and pupils' academic performance, according to the correlation analysis. Increases in non-monetary motivators, such as a positive work environment, job stability, recognition, promotions, staff development, and welfare, are linked to modest improvements in students' academic achievement, according to this value, however the strength of this relationship is weak.

The link is not statistically significant since the significance value ($p = 0.120$) is higher than the 0.05 level of significance. This indicates that there is insufficient evidence to draw the conclusion that teachers' non-monetary motivators significantly affect students' academic performance in this

study, and that the observed positive connection may have happened by chance. According to the study's findings, non-monetary motivators may boost teachers' morale and job satisfaction, but they have little direct impact on students' academic performance. Students' academic performance may be more significantly influenced by other elements as teaching strategies, the accessibility of educational materials, student attitudes, and school administration procedures.

4.4 Effect of teachers' motivation on students' academic performance

Table 12: Effect of teachers' motivation on students' academic performance

Descriptive Statistics	Mean	Std. Deviation
This school is ranked among the best performers in the national UNEB examinations	2.04	.784
Majority of students in this school pass in grade one in the national UNEB examinations	2.06	.810
Majority of students who begin senior one here, stay in school until end of their A'level	2.67	.972
Majority of students pass with excellent grades in promotional exams	2.23	.643
most of the students perform very well in continuous assessments which improves academic performance	2.22	.639
this school has all it takes for students to perform very well in national examinations	2.24	.859

Source: Field Data, 2025

The descriptive statistics in the following table show respondents' opinions of students' academic achievement at the school, which is directly related to the degree of teachers' motivation as

The mean scores for most items range between 2.04 and 2.24, suggesting that respondents generally agreed that the school demonstrates strong academic performance in key areas such as national UNEB examinations, continuous assessment, and promotional examinations. For instance, the low mean score of 2.04 on the statement that the school is ranked among the best

performers in national UNEB examinations implies a positive perception of overall academic achievement. Similarly, the mean of 2.06 was an indication that most students pass in grade one as most of them are of high academic ability.

On the other hand, the statement regarding students' performance in the continuous assessments (Mean = 2.22, SD = 0.639) also reflected agreement with relatively low variance implying that students performed consistently well. This is an indication that there were effective teaching strategies which probably resulted from motivation of the teachers. The reason why the teachers were motivated is because they marked the students' work consistently and gave them adequate feedback leading to positive academic gains.

However, on the item regarding retention of students from Senior One to A'level, a much higher mean (2.67) and standard deviation (0.972) was recorded. This implies that although there was general agreement that the academic performance of the students at the school was good, there were inconsistencies in retention of students from Senior One to A'level. It can be argued that the problem in retaining students from Senior One to A'level could be traced back to the motivation of the teachers.

The qualitative responses also revealed that;

The school administrators attributed the academic success of the school to the motivation of the teachers which in turn resulted in teachers' willingness to prepare and present good lessons and continuous assessment of the students' academic progress.

One head teacher responded that "Motivation of teachers results in them being committed to their work and they mark the students' work regularly thus enabling the learners to sit examinations confident of their academic ability." Administrators also revealed that;

The good academic results achieved by the school in national examinations and assessments resulted from motivated teachers who are willing to do whatever it takes to ensure that students attained good grades.

“Teachers who feel that they are appreciated by the school management are always ready to hold extra classes, facilitate group assignments and interact closely with the students to ensure that they understand the lessons resulting in good academic results,” said one deputy head teacher.

Another administrator added that;

Motivated teachers regularly assess students thus enabling them to identify weak areas and improve on their performance. “I believe that the results achieved by the students are through continuous assessments because the teachers are motivated to conduct regular assessments and give feedback to the learners thereby helping them to improve their performance,” he said.

However, the administrators also revealed that;

Sometimes, there are weaknesses in retaining students from Senior One to A’level which sometimes affect academic results. “Although we have good academic results, students face a lot of challenges in staying in school due to their economic status, behavior and general unpreparedness for the A’level examinations,” one administrator noted. However, he added that the teachers’ motivation played a big role in achieving good academic results.

CHAPTER FIVE

DISCUSSION OF RESULTS

5.0 Introduction

This chapter presents the results of the analysis of the results obtained from the respondents. The chapter is organized according to the objectives of the study and the related empirical literature in chapter two.

5.1 Association between teachers' monetary motivators and students' academic performance

The results of the study showed that the respondents perceived teachers' monetary motivators, including salary increments and allowances, as critical factors affecting effort and, consequently, students' academic performance. The item 'monthly basic salary is paid to us in a timely manner' had a mean of 1.82 and a standard deviation of 0.684, suggesting that teachers agreed that salaries are paid on time. Similarly, the item 'our salaries are reasonable to motivate us to perform' had a mean of 1.87 and a standard deviation of $SD = 0.489$, implying that respondents agreed that salaries are adequate to incentivize performance. The results concur with the views of Kapur (2019) that teachers are significantly motivated by monetary rewards such as basic salary. On-time payment of salaries boosts teacher commitment and, consequently, student academic performance. Ali & Anwar (2021) observed that well-paid teachers have better performance, thus influencing student achievement.

However, the results indicated a mixed perception regarding salary provisions. For instance, the item 'majority of teachers get government salaries' had a mean of 3.16 ($SD = 0.842$), suggesting that teachers were neutral or disagreed that most colleagues received government salaries. Therefore, the lack of government salaries may demotivate teachers, affecting their performance and, by extension, student achievement. This conclusion is consistent with the views of Connell

(2020), who observed that teachers' effectiveness is diminished when salaries are not paid on time or when remuneration policies are not implemented correctly. Similarly, the item 'good salaries have improved our grades' had a mean of 2.03 (SD = 0.869), implying that teachers had a neutral perception that salaries improved their performance and, consequently, the students' academic results.

The respondents agreed that increases in allowances improved students' performance (Mean = 4.01, SD = 0.473) and that PTA allowances significantly impacted students' results (Mean = 4.05, SD = 0.749). The results concur with the views of Lazear (2018), who observed that employees who receive allowances as rewards perform better than those who do not. Similarly, Kapur (2019) and Ahmad (2021) observed that allowances motivate teachers to increase their performance levels, benefiting the overall learning gains of the students. However, the results indicated that the teachers disagreed that PTA allowances and prep supervision allowances were adequate or reasonable motivators (Means = 2.14 and 2.19, SDs = 0.594 and 0.776, respectively). This outcome suggests that teachers do not view allowances as effective motivators due to the lack of appropriate monetary incentives. Consequently, there is a need to increase allowance provisions as a strategy for motivating teachers to improve their performance, thus enhancing student achievement. The results are consistent with the findings of Connell (2020) and Börü (2018), who observed that the failure to provide appropriate monetary rewards demoralizes teachers, affecting their performance and, ultimately, the students' academic results.

Moreover, the item 'duty allowances' had a mean of 1.84 (SD = 0.719), suggesting that teachers did not perceive duty allowances as reasonable motivators. Finally, the teachers disagreed that motivation was given priority in the school (Mean = 1.77, SD = 0.869). The results imply that

although monetary incentives are effective motivators, they are inconsistently provided, demoralizing the recipients. Shikalepo (2020) and Hasan (2016) observed that in most developing countries, monetary support is the most significant motivator for teachers. Inadequate or irregular monetary rewards reduce the professional performance of educators, negatively affecting student achievement. The literature review indicates that teachers' performance, whether direct or indirect, determines the academic gains of the students. For instance, Bonghawan & Macalisang (2024) and Mwila & Kulwa (2022) observed that motivated teachers are more likely to increase their performance levels and provide quality service to improve student results.

5.2 Association between teachers' non- monetary motivators and students' academic performance

According to the results, teachers agree that increases in allowances motivate them, therefore improving student academic performance. The item 'allowance increments' had a high mean of 4.01 and a standard deviation of 0.473, suggesting that respondents agreed that allowance increases influenced their performance, benefiting the students. The results concur with the views of Lazear (2018), who observed that employees who received allowances as rewards for exemplary performance were more likely to increase their performance levels. Kapur (2019) and Ahmad (2021) are of the opinion that monetary rewards motivate teachers to improve their performance, therefore increasing student achievement. According to Ali and Anwar (2021), students' performance is dependent on the motivation level of the teachers. As such, monetary rewards have a positive effect on the motivation of the teachers, which, in turn, benefits student results. The literature review indicates that teachers' motivation, whether monetary or non-monetary, affects student performance. For instance, Bonghawan & Macalisang (2024) and Mwila & Kulwa (2022) observed that motivated teachers are more likely to increase their performance levels and provide quality service to improve student results.

The results revealed that although allowances motivate teachers, most respondents did not view PTA allowances, prep supervision allowances, and duty allowances as reasonable motivators. For instance, the teachers disagreed that the school provides reasonable PTA allowances (Mean = 2.14, SD = 0.594), prep supervision allowances (Mean = 2.19, SD = 0.776), and duty allowances (Mean = 1.84, SD = 0.719). Additionally, the teachers disagreed that motivation was given priority in the school (Mean = 1.77, SD = 0.8420__). The results suggest that the teachers recognize the importance of monetary motivators, including allowances, but do not perceive them as adequate incentives. Lack of allowances as motivators reduces the performance of the teachers, therefore negatively affecting student achievement. Lucky (2019) and Shikalepo (2020) observed that poor remuneration and human resource management demoralize teachers, reducing their performance and increasing their engagement in other income-generating activities. As such, the failure to provide monetary rewards reduces teacher motivation, negatively impacting their performance and, consequently, the students' academic results.

According to the results, the teachers agreed that PTA allowances improved students' academic performance (Mean = 4.05, SD = 0.8421__). This outcome suggests that the teachers understand the role of allowances as motivators affecting their performance, therefore impacting student achievement. These results concur with the findings of Nahabwe (2019) and Namboozee (2019), who observed that non-monetary rewards and incentives such as allowances, housing, lunch, and trip support improved teacher productivity, benefiting the students' academic performance. Judge et al. (2017) and Abuhashesh et al. (2019) are of the view that job satisfaction predicts job

performance; thus, teachers who are satisfied with their job benefits are more likely to increase their performance levels, benefiting the students.

However, the literature review indicates that the level of teacher motivation in schools is low due to inadequate rewards and incentives, including insufficient leave days, poor recognition of exemplary performance, and unsatisfactory working conditions (Maganda, 2019; Feng, 2024). Additionally, Kapur (2019) observed that lack of effective motivation decreases the interest of the educators in the teaching process and their participation in classroom activities, reducing their performance and affecting the students' academic results. Similarly, Sinniah et al. (2022) observed that the best predictor of student performance is a combination of monetary and non-monetary motivation; thus, the failure to provide appropriate incentives reduces teacher performance, affecting student achievement. According to the results, the significance level was $SD = 0.8422$, which is greater than the critical value of 0.05, implying that the research results were not significant.

The results suggest that while non-monetary motivators such as allowances impact teachers' performance levels, they are not sufficient to increase student achievement. In practical terms, this outcome implies that although such rewards benefit the motivation levels of the teachers, they do not significantly influence their performance, therefore affecting student performance. This conclusion concurs with the views of Kapur (2019) and Mwila & Kulwa (2022), who observed that non-monetary motivators such as recognition and rewards, staff development, and promotions have little effect on the performance of the teachers. Additionally, the literature review indicates that other factors such as classroom instruction, teacher efficacy, and the availability of resources also contribute to student performance, thus reducing the influence of non-monetary motivators.

On the other hand, the results revealed that lack of non-monetary motivators decreases the performance of the teachers, affecting the academic results of the students. For instance, Maganda (2019) and Shikalepo (2020) observed that poor remuneration and human resource management in the education system demoralizes the educators, reducing their performance and increasing their engagement in other income-generating activities. In addition to inadequate rewards, poor working conditions such as large class sizes, lack of instructional materials, and unsatisfactory classroom organization reduce teacher motivation, affecting student performance. These conditions are common in public institutions, which limits the ability of these educators to adjust their performance in response to the needs of the learners. This outcome supports the arguments of Bürü (2018) and Hasan (2016), who observed that teacher motivation is influenced by a combination of monetary and non-monetary motivators. In most cases, monetary rewards are more effective motivators than non-monetary incentives.

5.3 Effect of teachers' motivation on students' academic performance

The results of the study indicate the effect of teacher motivation on the academic performance of the students. Whether monetary or non-monetary, motivators influence the effort levels of the teachers, which affect their performance and, consequently, the learning gains of the students. Kapur's (2019) review indicates that teacher performance depends on their perceptions of the fairness of rewards and punishments and the level of satisfaction arising from comparisons with other colleagues regarding their salaries, rewards, and responsibilities. The literature review indicates that teachers are motivated differently, depending on individual perceptions and attitudes. As such, there is a need to consider a wide range of incentives and rewards to boost the performance of the teachers.

The results of the study indicate that teachers who view allowances, salaries, and rewards as adequate motivators are more likely to increase their performance levels and boost their efforts in teaching and other related activities, benefiting the academic performance of the students. Sinniah et al. (2022) observed that the best predictor of student performance is a combination of monetary and non-monetary motivation. Similarly, Nahabwe (2019) and Nambooze (2019) indicate that non-monetary rewards and incentives such as housing, lunch, and trip support improve teacher productivity, benefiting the academic results of the students.

On the other hand, the results of the study indicate poor teacher motivation, which limits the ability of the teachers to deliver quality service, therefore affecting the performance of the students in the schools (Lucky, 2019; Shikalepo, 2020). Low levels of teacher motivation are attributed to poor remuneration, inadequate rewards, and ineffective human resource management, which are common in the public education system. Additionally, Maganda (2019) observes that poor working conditions such as large class sizes and poor instructional materials reduce the performance levels of the teachers, further affecting the academic results of the students. These conditions limit the ability of the teachers to modify their teaching strategies to meet the learning needs of the students in the various learning institutions.

Teacher motivation enhances positive classroom interactions, thus benefiting the performance of the students in the schools. According to Gabryś-Barker (2014), motivated teachers are more enthusiastic and energetic, creating a positive learning environment that encourages students to increase their effort levels. Motivated teachers boost the morale of the students, creating a conducive learning environment in the classrooms. As such, both the teachers and students benefit from motivation, which increases the academic gains of the learners. However, poor motivation often results in negative classroom interactions, where the teachers do not encourage the students

to achieve their best. Poor teacher motivation also leads to unprofessional behavior amongst educators, which reduces the performance of the students since they become demoralized and give up on their studies (Namboozee, 2019).

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusion

A summary of the research results suggests that students' academic performance is significantly influenced by teachers' motivation, as manifested in monetary and non-monetary motivators, although this dependence varies at different levels of analysis. In fact, the participants' performance was determined by such monetary motivators as timely payment of salaries, allowances, and other benefits. The results suggest that sufficient consideration of monetary and non-monetary motivators in a school education system is capable of maximizing student performance while emphasizing teacher motivation as a key predictor of students' performance. In other words, students' learning is highly susceptible to teachers' motivation, which a school administration can achieve through providing appropriate pay, allowances, recognition, and work environment. Furthermore, the study revealed an insignificance of non-monetary motivators for influencing students' performance.

Although the study revealed a weak positive correlation between non-monetary motivators and students' academic performance, it was not statistically significant, which implies that factors in the work environment of school teachers that do not involve financial benefits have no substantial influence on students' academic achievement. Nevertheless, non-monetary motivators may account for a part of teachers' motivation, which in turn determines teachers' performance, as well as students' performance, since there were also such motivators as job stability, staff development, and job promotion opportunities, among others. However, the overall effect size was small, implying that the impact of non-monetary motivators on students' performance is limited

compared to other factors, including teaching methods, student engagement, teaching resources, and school administration practices.

Finally, the study reveals that most items had a similar level of agreement among respondents, which confirms the truthfulness and sincerity of participants' responses. In other words, the study's conclusions concerning the absence of teachers' motivation as one of the factors influencing student achievement are justified and credible. Therefore, it may be concluded that student achievement is significantly increased by motivated teachers who are capable of developing appropriate educational strategies, as well as effectively assessing and preparing students for national examinations. Overall, the study suggests that the enhancement of children's academic performance in the school is achievable through increasing teacher motivation.

6.2 Recommendations

Based on the results of this study, the following recommendations were made. The school administration and policymakers should provide monetary incentives to teachers to boost their morale. The recommendations include ensuring that teachers are paid their salaries, PTA, duty allowance, and other incentives on time. If teachers are not paid their salaries on time, it has adverse effects on their morale, which affects their performance.

The study also recommended that the ministry of education, school administration, and parents' body should work together to ensure that teachers' payments are not compromised in the process of boosting teachers' morale. This way, every teacher will feel motivated to give their best in teaching.

The study recommended providing training sessions, workshops, and seminars to enable the teachers acquire new skills and methods of teaching that could be of great importance in the classroom. Provision of training and learning opportunities as a way of motivating teachers will

enable them gain new knowledge and skills to help them in their teaching career. This will eventually reflect in their performance, leading to positive gains in the students' performance.

The study also recommended that the schools' management should make sure that the promotion policies are easily available and understood by all teachers. The school should ensure that teachers are promoted based on merit to encourage them to develop better skills in teaching. This will subsequently motivate the teachers to put more effort into their work, which will result in better student performance.

6.3 Areas for further research

- 1) The Impact of Monetary Incentives on Improving Academic Performance and Teaching Efficiency in Public Secondary Schools
- 2) How Teachers' Effectiveness and Students' Performance Are Affected by the Workplace and Career Development Opportunities
- 3) The Function of School Leadership in Encouraging Instructors and Improving Academic Results

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APENDICES

Appendix 1: Questionnaire for Teachers

Dear respondent, my name is Lilian Nuwamanya, a student at Uganda Christian University pursuing a master's degree in education administration and planning. I am grateful to have this opportunity to interact with you. I am conducting research on the effect of teachers' motivation on students' academic performance in selected secondary schools in Rukungiri municipality. I am so hopeful that the result of this research will help in the improvement of teachers' motivation to boost students' academic performance in Rukungiri municipality and the country at large. With much humility, I therefore request you to fill this questionnaire and I promise that every response given will be treated with confidentiality.

Section A Demographic data of the respondent

1. Age 15-30 31-40 41-50 50 and above (tick where applicable)
2. Sex male/female (tick where applicable)
3. Marital status single married divorced widowed
4. Highest qualification Diploma Degree Masters Doctorate

Section B; Monetary motivators and academic performance.

(i) Salary. Please tick the most appropriate number

1. Strongly disagree 2. Disagree 3. Not sure 4. Agree 5. Strongly agree

5. The monthly Basic Salary is paid on time.

1	2	3	4	5
---	---	---	---	---

6. My Salary is reasonable enough to motivate me perform my duties

1	2	3	4	5
---	---	---	---	---

7. Majority of teachers in this school get government salaries which motivates them

1	2	3	4	5
---	---	---	---	---

8. Good salaries in this school have improved the academic grades of students.

1	2	3	4	5
---	---	---	---	---

9. Students' success in this school is attributed to good motivation of teachers.

1	2	3	4	5
---	---	---	---	---

10. How do you rate your school in terms of payment of Basic Salary?

a. (Very Good; Good; Fair; Poor; and Very Poor) tick where appropriate

b. Give reasons for your answer

.....

.....

(ii) Allowances and academic performance. Please tick the most appropriate number

1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

11. Allowance increment influences academic performance

1	2	3	4	5
---	---	---	---	---

12. My school pays me a reasonable PTA allowance which compels me to work very hard.

1	2	3	4	5
---	---	---	---	---

13. Teacher's PTA allowances greatly impacts on students' academic performance

1	2	3	4	5
---	---	---	---	---

14. My school pays Prep supervision allowances which greatly boost academic performance

1	2	3	4	5
---	---	---	---	---

15. This school pays enough duty allowances to all teachers which influences performance

1	2	3	4	5
---	---	---	---	---

16. Teachers' motivation in this school is given first priority

1	2	3	4	5
---	---	---	---	---

Section C; Non-monetary motivators and academic performance. Please tick the most appropriate number

16. Good working environment motivates teachers to work hard

1	2	3	4	5
---	---	---	---	---

17. Job security highly entices teachers to work hard to achieve academic performance

1	2	3	4	5
---	---	---	---	---

18. Staff development greatly influences the students' academic performance

1	2	3	4	5
---	---	---	---	---

19. Appreciation and recognition of teachers positively influences academic performance

1	2	3	4	5
---	---	---	---	---

20. Staff meals at school promote team spirit and greatly influences academic performance

1	2	3	4	5
---	---	---	---	---

21. Staff promotions positively influences academic performance

1	2	3	4	5
---	---	---	---	---

22. Staff accommodations highly influences academic performance

1	2	3	4	5
---	---	---	---	---

23. My school provides accommodation to all teaches

1	2	3	4	5
---	---	---	---	---

24. Most teachers get promotions at least every three to five years

1	2	3	4	5
---	---	---	---	---

25. My school provides meals to all teachers every working day of the week

1	2	3	4	5
---	---	---	---	---

26. This school regularly recognizes and appreciates teachers for their hard work and recognition of their achievements

1	2	3	4	5
---	---	---	---	---

27. This school has a staff development program that encourages staff to upgrade their qualifications and skills.

1	2	3	4	5
---	---	---	---	---

28. Suggest other ways your school is using to motivate teachers to work and improve academic performance.

Section D: Students' Academic Performance

29. This school is ranked among the best performers in the national UNEB examinations

1	2	3	4	5
---	---	---	---	---

30. Majority of students in this school pass in grade one in the national UNEB examinations.

1	2	3	4	5
---	---	---	---	---

31. Majority of students who begin senior one here, stay in school until end of their A'level.

1	2	3	4	5
---	---	---	---	---

32. Majority of students pass with excellent grades in promotional exams.

1	2	3	4	5
---	---	---	---	---

33. Most of the Students perform very well in continuous assessments which improves academic performance

1	2	3	4	5
---	---	---	---	---

34. This school has all it takes for students to perform very well in national examinations.

1	2	3	4	5
---	---	---	---	---

I am grateful for giving me your time. May God bless you abundantly?

Appendix 2: Interview Guide for School Administrators

1. Does your school receive assistance from the government? If yes what are some of them?
2. When are the teachers usually paid?
3. What other incentives do you give to teachers apart from basic salary?
4. How are teachers promoted
5. Are there teachers who are benefitting from staff development? How do they benefit?
6. What provisions do you have for the teachers in regards to job security?
7. What are other ways of remuneration that you always use to motivate your teachers to get the best out of them?
8. How can teachers be best motivated to enhance academic performance?
9. What other information do you want to give me in regard to teacher motivation and academic performance?

Thank you for giving me your time amidst the tight work schedule.

Appendix 3: Table for Determining Sample Size from a Given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	355
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	373
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	225	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

NOTE “N” is the population size

“S” is sample size

Krejcie, Robert V., Morgan, Daryle W., “Determining Sample size for Research Activities”, Educational and Psychological measurement, 1970