

Exploring the Impact of Motivation of Teachers on Students' Academic Performance in Selected Secondary Schools in Tororo Municipality

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ABSTRACT

This article explores the impact of the motivation of teachers on students' academic performance in selected secondary schools in Tororo Municipality, Uganda. The study revealed that academic performance in most schools has always been poor despite the government's efforts to improve it. Based on these findings, the article calls for the school management to improve teachers' welfare to motivate their performance. Similarly, the government in conjunction with the Ministry of Finance and the Ministry of Education and Sports should give secondary school teachers professional allowances outside of increasing their salaries so that they can be capable of meeting their demands. Furthermore, the school management and government should provide adequate and relevant instructional materials for teachers to use. Finally, the government should come up with a policy that should ensure that the death of a teacher, his or her family, and the education of the children are fully catered for by the government.

Keywords: Academic performance, Government, Motivation, School management, Teachers

INTRODUCTION

The Geneva international conference on public education [1] recognized the fact that teachers have poor working conditions, inadequate salaries, low status, and poor conditions of service, and suggested the improvement in the remuneration of teachers if the right character and caliber of people are to be attracted. Kiiza et al. [2] observed that the incentive structure in Uganda was not conducive to attracting people to the teaching service. They, therefore, urged educational managers to introduce some top-ups (special allowances) or motivators to make teachers intensify their work desire and willingness to work. Teachers' working conditions are even worse when it comes to fringe benefits. Unlike in other departments, teachers are not entitled to subsidized facilities, government cars, and house loan schemes among others [3]. According to Andre [4], poor conditions of service, low salaries, and poor motivation make teachers' morale suffer, which affects academic performance. The academic performance in most of the schools in Tororo Municipality has always been poor, despite the government's efforts to improve it. It is for this reason that this article explores the impact of the motivation of teachers on students' academic performance in selected secondary schools in Tororo Municipality, Uganda.

Role Played By School Management on the Motivation of Teachers

The school management decides on the kind of incentives to give teachers. This enables individual teachers to be rewarded most appropriately. Bilgin [5] concurred that management must recognise the inherent differences among individuals in the organization to enable them to decide on what kind of incentives are effective in stimulating workers to maximum efforts in achieving organizational goals. Workers have diverse interest. Some are concerned with prospects of career development while others are concerned with job security. Whereas the former can be motivated by things like promotion, delegation, and assignment of responsibilities, the latter is comfortable with things like pay raises, money allowances, good accommodation, and provision of appointment letters among others [6]. When the school management offers more money as a motivating factor to teachers, it is aimed at making them work harder and the more money

given may be in the form of increased salaries or increased responsibility allowances. According to Wahab et al.[7] practically all organizations today prefer offering employees more money as a method of inducing them to work harder and better. Whatever incentive is given, the underlying rationale is the belief that workers are spurred to greater efforts by the prospectors of higher learning". As the school management helps in satisfying some needs of its teachers, it is aimed at settling down the teacher so that he/she can do well the work. Some of these needs include existence needs, relationship needs, and the need for growth. Existence needs are material needs satisfied by food, shelter, water pay and fringes, and working conditions. Relationships with the people and growth needs are needs for personal development. Abraham Maslow[8] said that "human effectiveness is a function of matching man's opportunities with the appropriate position in the hierarchy of needs. It is assumed behaviour is directed towards the achievement of satisfaction of a need. The school management tries to make teachers satisfied with their job of teaching. This is to boost their self-esteem and continue to work. Alrawahi et al.[9] maintain that motivation is not a single dimension describable as a hierarchy of needs, but it is composed of two separate independent factors: motivation factors like motivators or satisfiers, and hygiene factors like maintenance or dissatisfiers. He further said, "Motivators or satisfiers include: achievement, recognition, responsibility, praises, growth and delegation of work itself. Maintenance or dissatisfiers include working conditions, policy and administration, relationship with supervisor, technical competence, pay, job security, and relationship with workmates. The school management in an attempt to motivate its teachers tries to satisfy the autonomy needs. Islami et al.[10] said that an individual needs to participate in making decisions that affect him to exert influence in controlling the work situation, to have a voice in setting job-related goals, and to have authority to make decisions and attitude to work independently. He included autonomy needs among Maslow's original category of needs. The school management helps teachers to realize their psychological states. This helps them to develop and achieve motivation. Broeck and Parker[11] suggested that three critical psychological states must be experienced by each employee if motivation, productivity, and satisfaction are to be developed and achieved. First, the person must experience the work meaningful, that is, the individual must feel that the work he/she does is generally worthwhile, valuable, or important by some system of values he/she accepts. Second, the individual must experience responsibility for work outcomes, that is, the individual must feel personally accountable and responsible for the results of the work he/she does. Finally, the person must know the results of his/her work that is; the individual must know and understand continuously how effectively he/she is performing the job.

Benefits of Motivating Teachers on Students' Academic Performance

When teachers are motivated, it results in the stimulation of their development. This stimulated development encourages them to work more effectively and perfectly hence, good academic performance. Mathebula and Barnard[12] observed that a working environment rich in satisfiers, that is, in opportunities to satisfy higher-level needs, stimulates employee development. They further added that satisfiers or motivators can practically be provided through delegation of responsibility, freedom to exercise discretion, promotion, full use of skills, goal setting, and related appraisal among others. Teacher motivation in forms of increased salaries and fringe benefits minimize discontent amongst them and compensate for their low status. This increases their self-esteem and ability to teach comfortably resulting in students' good academic performance. Kibikyo[13] said that "low salaries and lack of fringe benefits led to teachers' low social status and lack of satisfaction in their job". Teaching in Uganda in most cases is looked at as a last resort. The motivation of teachers is beneficial in that it leads to the attraction of people of the right caliber and character and those who are competent. Having a highly educated, well-behaved, and competent population of teachers leads to quality work and, hence students' good performance. Zikanga et al.[3] suggested that teachers' remuneration needs to be improved to attract people of the right caliber and character, and who are competent. However, Lynch et al.[14] observed that the incentive structure in Uganda is not conducive to developing a teaching service that attracts its clients. Teachers' motivation helps them to work very well and confidently besides loving their job. Working well and loving teaching will equally encourage students to work hard and love studies hence good performance. Motivation improves on teachers' status. Towse et al.[15] noted that because of the low status of the teaching profession, teachers have been given less favorable treatment than their colleagues in other related jobs. Yet these colleagues may be people with whom they trained at college or University together and perhaps had the same number of years of formal training, but who are now seen to be better off simply because they chose to do non-teaching jobs. Motivating teachers is beneficial in that it makes them appreciate their job and as a result, keep on it for a long time. Appreciating the job and keeping long on it results in the availability of manpower hence, good academic performance. According to Kassim and Onyango[16], financial inducement can create a better sense of appreciation of one's job". They also believed that improvement of the working conditions and monthly salary would help teachers keep on the job for a long time. Once teachers are motivated, they

contribute so much their efforts to the success of the organization, in this case, the school. The teachers will work wholeheartedly and try to assist the students in ways possible to perform well. Isomura[17] admits that incentives cause an individual to contribute their efforts to the organization. He, however, admits that there is difficulty in the distribution of incentives because different individuals are motivated at different times by different incentives that money can only be used as an incentive up to the level of basic psychological necessities, beyond that, material incentives become very weak motivators. Incentives of a non-material nature like opportunities for distinction, prestige, and personal power are more powerful than monetary rewards unless money is being used indirectly to satisfy non-material needs. It is, therefore, through the provision of money that the employee can satisfy his basic needs before he thinks of satisfying higher-level needs.

Effects of Poor Motivation of Teachers on Students' Academic Performance

Poor motivation of teachers leads to their low social status and lack of satisfaction in teaching jobs. This lessens the concentration of teachers in teaching, hence poor performance. Andrew[18] found that low salaries and lack of fringe benefits led to teachers' low social status and lack of satisfaction in their jobs. He suggested that offering high salaries and fringe benefits would minimize discontent amongst teachers and compensate for their low status. Poor motivation of teachers can result in strikes. This can be either teachers' strikes students' strikes or both. Strikes affect academic performance in many ways among others include: destruction of instructional materials, destruction of premises, and facilitation of lesson missing, destruction of furniture. Strikes occur in schools, colleges of universities. When teachers are poorly motivated, they tend to leave their profession for better-paid jobs with better working conditions. When this happens, the workforce becomes less, hence, poor academic performance. Symeonidi[19] recognised the fact that teachers are not satisfied with their work and hence, some leave their profession for better-paid jobs with better conditions. This is attributed to the lack of adequate salary, poor conditions of service, and the low status of the teaching profession. The report cautions that "Unless the profession is made more attractive, there will continue to be a drift from teaching to jobs with better pay and better working facilities. The poor motivation of teachers makes them feel insecure, unfree, and less esteemed. The uncertainties teachers have in them tend to interfere with their work, hence, poor academic performance.

METHODOLOGY

Research Design

The study was conducted through a survey research design. It was concerned with the impact of motivation of teachers on academic performance in some selected secondary schools in Tororo Municipality.

Sample Size

The sample consisted of fifty-six (56) male and female respondents selected from the four (4) secondary schools in Tororo Municipality. The 56 respondents selected from the four (4) head teachers, twelve (12) teachers, and forty (40) students.

Sampling Technique

The study employed a simple random sampling technique. A simple random technique is a technique that selects a sample without bias from the accessible population. It is mainly used to select a representative sample in this study. A simple random sampling technique was preferred for this study because it ensures that each member of the target population has an equal and independent chance of being included in the sample.

RESULTS

Table 1: Headteacher's responses on the role played by school management in the motivation of teachers

| Role | Frequency | Percentage |
|--|------------------|-------------------|
| Making teachers satisfied with their job | 3 | 75 |
| Creating a good working environment | 2 | 50 |
| Giving related appraisal (appreciation) | 4 | 100 |
| Recognizing and giving rewards-based performance | 1 | 25 |
| Deciding on the appropriate type of incentives for teachers | 2 | 50 |
| Effective delegation of responsibility | 4 | 100 |
| Recognizing the efforts of the performing teacher | 1 | 25 |
| Involving teachers in planning, organizing, and completing tasks | 2 | 50 |
| Making teachers active | 4 | 100 |
| Setting strict standards | 1 | 25 |
| Making teachers trust management | 3 | 75 |
| Enabling teachers to realize their psychological state | 3 | 75 |
| Organizing regular meetings | 2 | 50 |

Source: Field survey, 2018

When head teachers were asked to give the roles played by the school management in motivating its teachers, their responses are as shown in table 1 above. 75% of the head teachers responded that the school management tries to make teachers satisfied with their job of teaching, which helps in boosting the teachers' self-esteem and they continue to work. More so, to enable teachers to realize their psychological states, the head teachers responded that realizing psychological states will help teachers develop and achieve motivation, productivity, and satisfaction. All these improve on academic performance of students. As an aside, 50% of the head teachers believed that a good working environment makes teachers work willingly, and the appropriate type of incentives enables individual teachers to be rewarded most appropriately. Similarly, involving teachers in planning, organizing, and completing tasks is yet another role of management identified by head teachers. They said that this can be done by encouraging regular report writing in which teachers make proposals or recommendations and management should respond to them, and regular meetings will help teachers' fears or problems be addressed. All these motivate teachers, leading to good performance of students. In furtherance to motivating teachers, 100% of the head teachers recommended follow-up as the role of school management in motivating its teachers. They believe it will make teachers feel that their efforts are being recognized. Another role is effective delegation. The head teachers believed that delegation of responsibilities enables teachers to develop various skills for their future careers. This can be done by creating smaller teams and assigning them tasks which will eventually make them develop skills. When school management does all these, then teachers develop a full interest in teaching hence, good academic performance. Finally, 25% of the head teachers believe that recognizing and giving rewards to teachers based on performance can motivate them. This can be done by inviting the performing teacher to the office and praising him/her.

Table 2: Students' responses to the role played by school management in motivating its teachers

| Role | Frequency | Percentage |
|---|-----------|------------|
| Recognizing and giving rewards based on performance | 36 | 90 |
| Setting strict standard | 38 | |
| Organising regular meetings | 20 | 50 |
| Job security (provision of appointment letters) | 15 | 38 |
| Effective communication | 27 | 68 |
| The practice of loyalty towards subordinates (teachers) | 31 | 78 |
| Promoting teachers' development through training | 16 | 40 |
| Listening to complaints and handling them | 22 | |
| Providing feedback on the teacher's performance | 37 | |

Source: Field survey, 2018

The students agreed that recognizing and giving rewards based on performance (90%), setting strict standards (95%), and organizing regular meetings (50%) are the major roles played by the school management in motivating its teachers. It should be noted that students like teachers concurred that job security for teachers (30%) through the provision of appointment letters and effective communication (60%), are equally the roles school management plays in motivating its teachers. However, students pointed out other roles which include the practice of loyalty towards subordinates (teachers) (78%). The students believe that management can do this by keeping secrets revealed to them either by teachers or students. They also believed loyalty should be practised by management through exercising authority with fairness and also accepting responsibility for the mistake of the teacher when reporting to higher personnel. Another role of school management in motivating its teachers, as responded by the students, is promoting teachers' development through training (40%). The students believed that further training makes the teachers advance their knowledge which students benefit from directly. They also believed that further training of teachers makes them (teachers) increase their level of commitment to their job. Listening to complaints and handling them (55%) is another school management role identified by students. The students believed that listening to complaints and handling them enhances a good relationship between management and teachers. Finally, another role of management in motivating teachers is to continuous provision of feedback about how teachers are performing (93%). The students believed that this helps teachers to know what they are doing and make improvements where necessary.

Table 3: Headteacher's responses to the benefits of motivating teachers on the academic performance of students

| Benefits | Frequency | Percentage |
|---|-----------|------------|
| Stimulates teachers' development | 3 | 75 |
| Makes teachers love their job and work well and confidently | 3 | 75 |
| Makes teachers appreciate their jobs and keep long on it | 1 | 25 |
| Makes teachers contribute their efforts to the success school | 4 | 100 |
| Better performance | 1 | 25 |
| Discipline of the students is improved | 2 | 50 |
| Intensive supervision by teachers | 4 | 100 |
| Encourages research | 3 | 75 |
| Special gifts make teachers work harder | 2 | 50 |
| Encourages good problem-solving attitude | 1 | 25 |
| Avoid malpractices like theft of chemicals, defilement, etc | 4 | 00 |
| Environmental concerns leading to the good health of students | 3 | |
| Teachers' pride leads to better work | 1 | 25 |
| Teachers will have students at heart | 2 | 50 |
| Teachers become committed to students | 4 | 100 |
| Provision of extra time | 3 | 75 |
| Increased student enrolment | 2 | 50 |

Source: Field survey, 2018

5% of head teachers believed that the stimulated development of teachers encourages them to work more effectively and perfectly, good academic performance. Another benefit is that it makes teachers work very well and confidently besides loving their job. The head teachers identified encouragement of teachers as another benefit of motivating teachers on the academic performance of students. They said that a well-motivated teacher carries out enough research which facilitates better understanding by students, hence good academic performance. The good motivation of teachers makes them more concerned and responsible. 25% of the head teachers believe that the motivation of teachers leads to better performance. They said that this is a result of teachers working wholeheartedly and willingly toward the academic excellence of their students. Encouragement of a good problem-solving attitude is another benefit of motivated teachers, which makes them devise various means of solving problems each time they come up, especially among the students. This inculcates discipline, hence, good performance.

DISCUSSION

Teachers' responses showed that making teachers satisfied with their job of teaching, offering more money recognizing and giving rewards based on performance, and effective communication were among the major roles the school management is expected to play in motivating its teachers. School management is, therefore, called upon to play its role if the academic performance of students is to be improved. When management fails to play its role, teachers get demoralized and fail to concentrate on teaching, hence poor performance [20]. The students believed that school management organizes regular meetings that help teachers' fears, problems and uncertainties to be addressed. This makes teachers teach wholeheartedly since they will not be having any stress psychologically. Bilgin [5] concurred with these findings when they observed that management must recognize the inherent differences among individuals in the organization to enable them to decide on what kind of incentives are effective in stimulating workers to maximum effort on achieving organizational goals. Alrawahi et al. [9] maintain that, "motivation is not a single dimension describable as hierarchy of needs, but it is composed of two separate independent factors which include; motivational factors like motivators or satisfiers, and hygiene factors like maintenance or dissatisfiers". According to Hirsch and Wagner [21], organizations offer employees more money as a method of inducing them to work harder and better. Whatever incentive is given, the

underlying rationale is the belief that workers are spurred to greater efforts by the prospects of higher earnings. The school management, therefore, is argued to offer more money in the form of increased salaries in the case of private schools and increased allowances aimed at making them work harder and better, hence, students' good academic performance.

CONCLUSION AND RECOMMENDATIONS

From the results of this study, it can be concluded that the motivation of teachers has a considerable impact on the academic performance of students in schools in Tororo Municipality. To make teachers happy and content and enjoy their jobs in schools in Tororo Municipality, the level of motivation should be raised or improved. This can be in the form of increased salaries or allowance, provision of good accommodation facilities, and paying of respect to teachers among others. Otherwise, teachers in secondary schools in Tororo Municipality will continue to teach or work reluctantly thereby perpetuating poor performance. On this note, the article calls for the school management to improve teachers' welfare to motivate their performance. Similarly, the government in conjunction with the Ministry of Finance and the Ministry of Education and Sports should give secondary school teachers professional allowances outside of increasing their salaries so that they can be capable of meeting their demands. Furthermore, the school management and government should provide adequate and relevant instructional materials for teachers to use. Finally, the government should come up with a policy that should ensure that the death of a teacher, his or her family, and the education of the children are fully catered for by the government.

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