

# Teachers' Motivation and Job Satisfaction: An Analysis of Government Aided Secondary Schools in Kasese Municipality, Uganda

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**Abstract:** *The study was about establishing the contribution of teachers' motivation on job satisfaction in government schools of Kasese Municipality, Uganda. The study objectives were; to examine the contribution of staff development on teachers' job satisfaction, to assess the contribution of pay on teachers' job satisfaction and to establish the contribution of rewards on teachers' job satisfaction. 81 respondents were used in the study. Both convenience and purposive sampling were used. Questionnaire survey and interviews were used as data collection methods. It was found out that staff development is an important aspect in terms of job satisfaction where 84% agreed. 80.2% agreed that pay leads to job satisfaction, and 85.2% agreed that rewards lead to teachers' job satisfaction. The study recommended that Kasese Municipality through the Municipal Education officer should be organizing for refresher courses and capacity building training workshops once annually to induce teachers to perform better, government of Uganda through the relevant Ministry should ensure that teachers are paid according to their qualifications and that teachers should always be rewarded by recognizing the best teacher of the term.*

**Key words:** Motivation, Job satisfaction, Pay, Staff development, Rewards

## 1. Introduction

According to Gupta (2009), motivation is the process by which the efforts of an individual or group are energized and sustained toward attaining a goal. This included a chain reaction beginning with felt needs, which results into motives that raise tension or unfulfilled desires that lead to action towards goals. Motivation on another hand is a force that deals with the reasons underlying behavior (Guay *et al.*, 2010).

Kumar (2014) conducted a research to investigate the relationships between some characteristics of organizational climate and employee satisfaction and organizational performance in Bharti Airtel India Ltd at Shimla head office. From this study, it was found out that there is a positive relationship between organizational climate and employee satisfaction. Once the organizational climate is not favourable to bring good and satisfying environment among employees, it

may create reduced levels of loyalty and satisfaction of the key assets in an organization.

Markos & Sridevi (2010) conducted a study on employee engagement, job satisfaction on organizational performance. The study revealed a positive relationship between job satisfaction and organizational performance as well as employee engagement and organizational performance.

Ek & Mukuru (2013) employed two content theories that explain the specific factors which motivate people and two process theories which are concerned with the psychological and behavioral processes that motivate an individual. In the end it was found out that employees are not satisfied with their pay and work environment. Thus there is need to develop policies and strategies to manage human resources effectively and efficiently since pay and the working environment may not motivate employees.

Rusu & Avasilcai (2013) conducted a study on influence of motivation on human resource performance and observed there is a positive relationship between employee motivation and organizational performance. While doing this, they used Herzberg's two-factor theory of motivation by looking at motivational factors that influence employee activity in industrial firms.

Worth noting, a related study on the most satisfying event of an employee in the job, why employees stay and leave the organization was conducted using a survey questionnaire and found out that there is a significant relationship between job satisfaction and organizational performance (N N & Jacob, 2015). Therefore, this means employee job satisfaction is an important pillar in performance.

Motivation and job satisfaction for any employee is considered a major concern world over and the way employees are motivated in an organisation in order to achieve the mission and vision is of paramount importance. Secondary school teachers in government schools are becoming increasingly aware that motivation increases productivity. Thus, the economic situation in the working arena brings new challenges to employees. In 2012/13 financial year, the government of Uganda increased salaries of all public servants including teachers as part of efforts to improve their welfare ranging from 10% to 30% in line with their salary scales. (Budget speech 2012/13).

The education sector in Uganda for example had the largest share of the national budget with a total provision increasing from shillings 1,418 billion to shillings 1,669 billion representing 17% of the total budget. The sector provision was meant to cater for salary increases for primary teachers and science teachers in post O-level institutions and shillings 290 billion was allocated for teachers, scientists and other civil servants. (Budget speech 2012/13).

Similarly, in 2014/15 financial year, government of Uganda allocated shillings 1,943.05 billion to the education sector to enhance the quality of education with enhancement of teachers' salaries as a priority. (Budget speech 2014/15). Despite all these efforts put in place, teachers in Uganda have been complaining about their welfare and as a result have resorted to industrial action or strikes on several occasions. It is against this background that the researchers were interested in finding out the contribution of teachers' motivation and

job satisfaction: An analysis of government aided secondary schools in Kasese Municipality.

## **1.1 Theoretical Framework**

The study was guided by the motivational theory which was propounded by Herzberg (1968). In this theory, Herzberg propounded that satisfaction and dissatisfaction at the work place arose from different factors. He classified them into hygiene factors, i.e. company policy, working conditions, job security, status, salary, supervision, and interpersonal relations. These are those that can lead to dissatisfaction and lower performance if absent or improperly addressed. These may not contribute to motivation adequately, but without them, there is dissatisfaction. On the contrary, motivation factors included; sense of achievement, recognition, the work itself, responsibility, growth and advancement. These are those that make employees do their job perfectly and better.

Herzberg's (1968) theory advanced a two factor model of work motivation, namely "job satisfiers" and "job dissatisfiers". Job dissatisfiers defined extrinsic work motivational factors. The absence of these conditions at optimal levels causes job dissatisfaction. Examples of these factors include acceptable salary, security of the job, working conditions, level and quality of supervision, quality of administration, and interpersonal relations. These external conditions were viewed as pre-requisite to meeting workers' extrinsic motivational needs.

Herzberg, (1968) theory argues that intrinsic "job satisfiers" include achievement, recognition, responsibility, and advancement. Specific job characteristics reported to influence satisfaction derives from an individual's intrinsic motivation to work and include: autonomy, job feedback, task identity, skill variety, and task significance. Herzberg underpins the proposition that reward systems should provide for better financial and non-financial rewards and relating it to the study is to find out the contribution of teachers' motivation on job satisfaction.

## **2. Related Literature Review**

### **2.1 Staff Development and Job satisfaction**

Staff development is an important ingredient of job satisfaction in the working environment. Works for Manzoor (2012) focused on identification of factors that

affect employee motivation and examining the relationship between organizational performance and employee motivation. It was noted that recognition and empowerment have an indispensable part in enhancing employee motivation towards organizational tasks. When employees are appreciated at the work place and given leverage to participate in decision making, then it internally leads to job satisfaction, hence their enthusiasm and motivation towards task accomplishment increases.

On the contrary, a study on the impact of the motivation level among employee performance with the mediating of the training needed in the Pakistani Secondary Schools suggested that the impact of the human resource need like promotion, motivation level of the employee, training and employee performance. Thus, motivation in the education sector leads to positive results in the performance as well as increasing employee performance. Therefore, if employee performance increases, more is realized in the organisation in terms of performance because motivation directly affects the rewards and promotion aspects (Asim, 2013).

In Ghana the study done by Alugchaab (2011) reveals that the principal's affinity seeking strategies and cooperation with teachers improve the interpersonal relationships between principals and their teachers, and that teacher job satisfaction is strongly associated with teachers' perception of their principals leadership styles and decision-making strategies.

Motivation is a force that energizes behaviour and directs it towards the achievement of a given goal. Motivation is essential since it contributes to effective teaching and leads to positive impact on students' performance. Once staff training and other motivation packages are incorporated in offering training to teachers by management, then teachers are likely to perform their duties better. With increasing level of development, the working environment has also become more competitive. The employer now demands for more skilled, trained and qualified workforce since the institution's output depends on the employee's performances (Gresing, 2000).

Training and development for employees are key in enhancing job performance as asserted by Beardwell & Holden (1998). This will motivate employees in order to give out their best. Human resource management is about effective management of people in organizations.

## **2.2 Pay and Job satisfaction**

It has been argued by different scholars that pay has a bearing on job satisfaction. In this regard, a study was carried out to find out the relationship between the different factors (financial rewards, personal traits, high salary plans, job design and supervision) and employees motivation. Findings indicated that the different variables have a positive impact on employee motivation and they contribute positively towards motivation. Thus, these factors had positive effect on employee motivation, which eventually leads to their satisfaction (Akhtar, Aziz, Hussain, Ali, & Salman, 2010).

According to Afful-Broni (2012) there was a relationship between motivation and job performance of staff at the University of Mines and Technology, Tarkwa and the leadership lessons to be derived. During this study, it was noted that there is a positive relationship between motivation and organizational performance. Low monthly salaries and the general lack of motivation were the major factors that reduce morale for high performance at the University. Thus the need to develop mechanisms to enable management provide adequate incentives and allowances for the staff of the University to enhance job satisfaction.

The World Bank, 2001 notes that payment for teachers is an important aspect in transferring knowledge to students in schools and their pay should take the biggest portion in financing the education sector. In most developing and industrialized countries, teachers' salaries take between half and more of the recurrent expenditure. Pay for teachers at times rises to 90%. With these funds invested in the education sector, it's sensible to ascertain whether they are used as expected.

Cole (1997) reviewed a study in measuring job satisfaction and correlated the scores with motivation and commitment rate which was attributed to low job performance, thus even if some teachers who are not satisfied may be compelled to remain on their job, still others opt to leave for greener pastures. In his research on teacher motivation and incentives packages in low income developing countries in Africa including Ghana, Bennel (2004) stated that despite the importance of material and psychological needs like job satisfaction, pay and benefits, occupational status and attrition, little information has been published. He therefore argued that there is need for more research in teacher motivation

and incentives are urgently needed to improve the commitment level of teachers.

Akintoye, (2000). He alludes that money is the most essential factor for motivation of industrial workers for greater productivity. Taylor he agitated for the introduction of wage incentives as a means to induce workers to perform better.

### **2.3 Rewards and Job satisfaction**

It has been noted by the academia that rewards are importance for job satisfaction. Danish & Usman (2010) attempted to look at the major factors that motivate employees and it tells what the relationship among reward, recognition and motivation is while working within an organization. This was done using various types of organizations to gain wide representation in the study. In the end, it was indicated that different dimensions of work motivation and satisfaction are significantly correlated and reward and recognition have great impact on motivation of the employees hence contributing to job satisfaction.

On the contrary, Dobre (2013) in a study to analyze the drivers of employee motivation to high levels of organizational performance showed that factors like empowerment and recognition increase employee motivation. Therefore, if empowerment and recognition of employees is increased, their motivation to work will also improve, as well as their accomplishments and the organizational performance. Nevertheless, employee dissatisfactions caused by monotonous jobs and pressure from clients, might weaken the organizational performance. Therefore, job absenteeism rates may increase and employees might leave the organization to joint competitors that offer better work conditions and higher incentives. Not all individuals are the same, so each one should be motivated using different strategies.

Mustafa & Othman (2010) argue that job motivation level of teachers in high schools shows a significant difference in terms of age, tenure of office and education level. These researchers found that there is a positive relation between motivation and works performance of the teachers. That is the greater the level of motivation the high will be teachers' job performance; that is if you provide a high level of motivation to teachers then their job performance will increase as well.

Aacha (2010) did a study on motivation and the performance of primary school teachers in Uganda. The

study sought to find out whether motivational of teachers had any effect on their morale to perform and, the effect of intrinsic and extrinsic motivational on the performance of teachers. It has been suggested by research that rewards can cause employee satisfaction which influences employee performance directly. It is hoped that rewards contribute to an organization's effectiveness by influencing individual or group behavior. A number of businesses use pay, promotion, bonuses or other types of rewards to motivate and encourage high level performances of employees (Ali et al, 2009).

## **3. Methodology**

### **3.1 Research Design**

The study adopted a case study design. This design was preferred because the researchers wanted to examine staff development, pay and rewards existing in government aided secondary schools in Kasese Municipality and how these contribute to job satisfaction. The research employed both the qualitative and quantitative approaches in relation to the variables under study.

### **3.2 Population of the study, sample size and sampling techniques**

The study population was 101 consisting of 60 Head teachers and teachers, 10 political leaders, 15 members of foundation body (Board of Governors and PTA), 10 Civil society representatives and 6 key informants. The sample size was selected from the population size using Krejcie and Morgan (1970) table for determining sample sizes for finite population cited by Amin (2005). Therefore, with the above study population of 101, the estimated sample was 92 and the response rate was 81 respondents.

In this study, the researchers used purposive and convenience sampling techniques. Convenience sampling was also used by the researchers for the respondents that were easily reached and these were the closest persons that the researchers easily accessed. Purposive sampling was used because it helped in getting detailed information from respondents who were knowledgeable about the subject under investigation.

### 3.3 Research Instruments

Data collection instruments that were used included; questionnaires and interview guide.

#### 3.3.1 Questionnaires

This was self-administered and consisted of questions which the respondents answered in writing.

#### 3.3.2 Interview guide

To supplement the data from the self-administered questionnaires, an interview guide was used for key informants and was applied in face-to-face interviews to get more information on the variables under study.

#### 3.3.3 Validity and Reliability of research instruments

##### Validity of the questionnaire

In this study, validity was established through a validity test using CVI (Content Validity Index) using the formula below;

$$CVI = \frac{\text{Number of items rated relevant by all judges}}{\text{Total number of items in the instrument}}$$

In this approach, expert judgment was used to indicate whether or not the instrument was valid. The CVI was 0.90, thus the instrument was considered valid because (Amin, 2005) proposes that a minimum of CVI of 0.7 and above is valid.

##### Reliability of the questionnaire

Pre-testing was done on 10 persons of a similar sample in Bright Academy Secondary School with in Kasese Municipality who did not actually participate in the study for comprehensiveness. The pre-test sample were chosen based on Sekaran, (2003) who says that a sample between 1% and 10% is appropriate depending on the sample size. The pre-test subjects were encouraged to make comments and suggestions concerning instruments, clarity of questions and relevance. Further, consultations with other researchers and supervisors was done to review the research instruments.

More so, to ensure reliability of the instrument, the researcher used the Cronbach's Alpha Co-efficient with the help of Statistical Package for Social Sciences (SPSS). After the reliability test, the result from the Cronbach's alpha was .830, which implied that the instrument was reliable as shown in table 1.

**Table 1: Reliability Statistics**

Cronbach's Alpha	N of Items
.830	31

This meant that there was high reliability of the instrument as per (Amin 2005) who says a reliability test of 0.5 is good for the instrument. However, Mugenda & Mugenda (2003) say that a co-efficient Alpha of 0.80 or more from the reliability test implies high degree of reliability of data.

## 4.0 Results and Discussion

The study was guided by three specific objectives and the background characteristics of respondents included: gender, age, marital status, education, present salary scale, years worked in the school and occupation. 61 respondents (75.3%) were male and 20 (24.7%) were females.

In terms of age, 17 respondents with 21% were in age bracket of 20-29, 32 respondents with 39.5% were in age bracket 30-39, 26 respondents represented by 32.1% were in age bracket 40-49 and 6 respondents with 7.4% were in age bracket of 50 years and above.

### 4.1 Descriptive statistics of respondents

#### Objective 1: To examine the contribution of staff development on teachers' job satisfaction in government aided secondary schools in Kasese Municipality

From this objective, respondents were asked whether staff development leads to job satisfaction in government aided secondary schools. Sixty nine (69), respondents represented by 84%, agreed that staff development leads to job satisfaction, 9(11.1%) disagreed and 4(4.9%) were not sure. Therefore, the biggest percentage was in agreement that staff development leads to job satisfaction.

Further, findings indicate that 73 respondents, with 90.1% ,were in agreement that adequate training enables teachers to perform their job, 5(6.2%) disagreed and 3(3.7%) were not sure. This means that adequate training enables teachers to perform their job well.

**Objective 2: To assess the contribution of pay on teachers' job satisfaction in government aided secondary schools in Kasese Municipality**

This objective was set to measure the contribution of pay on teachers' job satisfaction. The findings indicated that 65 respondents, with 80.2%, agreed that pay given to staff leads to job satisfaction, 10(12.3%) disagreed and 6(7.4%) were not sure. This therefore means that pay is importance in job satisfaction.

**Objective 3: To establish the contribution of rewards on teachers' job satisfaction in government aided secondary schools in Kasese Municipality**

Findings indicated that 69(85.2%) respondents agreed that rewards given to teachers lead to their job satisfaction and 12(14.8%) disagreed. This means rewards have a bearing on job satisfaction for teachers.

**Table 2: Correlation coefficient between staff development and job satisfaction**

		Correlations	
		Staff Development	Job Satisfaction
Staff Development	Pearson Correlation	1	.547**
	Sig. (2-tailed)		.000
	N	81	81
Job Satisfaction	Pearson Correlation	.547**	1
	Sig. (2-tailed)	.000	
	N	81	81

\*\* . Correlation is significant at the 0.01 level (2 ailed).

From table 2, an analysis between staff development and job satisfaction showed a significant relationship of .547 at the p value of .000 and thus correlation was significant at 0.01 level.

**Table 3: Correlation coefficient between pay and job satisfaction**

		Correlations	
		Pay	Job Satisfaction
Pay	Pearson Correlation	1	.421**
	Sig. (2-tailed)		.000
	N	81	81
Job Satisfaction	Pearson Correlation	.421**	1
	Sig. (2-tailed)	.000	
	N	81	81

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The analysis from Pearson correlation (r) found a relationship (r=.421, p .000, thus correlation was significant at 0.01 level.

**Table 4: Correlation coefficient between rewards and job satisfaction**

		Rewards	Job Satisfaction
Rewards	Pearson Correlation	1	.367**
	Sig. (2-tailed)		.001
	N	81	81
Job Satisfaction	Pearson Correlation	.367**	1
	Sig. (2-tailed)	.001	
	N	81	81

\*\* . Correlation is significant at the 0.01 level (2-tailed).

An analysis of Pearson correlation (r) revealed a relationship though weak ( $r=.367$  and  $p .001$ ).

## 4.2 Discussion

### **Objective 1: To examine the contribution of staff development on teachers' job satisfaction in government aided secondary schools in Kasese Municipality**

From this objective, it was found out that staff development and job satisfaction have a relationship. Therefore, staff development has a contribution on job satisfaction. For instance, 69 respondents represented by 84% agreed that staff development leads to job satisfaction, 9(11.1%) disagreed and 4(4.9%) were not sure.

It should be noted that staff development is a motivator which leads to job satisfaction; and motivation is a process that increases employees' morale at the work place. It is an important aspect because it leads to effective teaching in schools and has a positive impact on student's performance. Therefore, if employee performance increases then there is more realized in the organisation in terms of performance because motivation directly affects the rewards and promotion aspects (Asim, 2013).

### **Objective 2: To assess the contribution of pay on teachers' job satisfaction in government aided secondary schools in Kasese Municipality**

Under this objective, findings indicate that 65 respondents with 80.2% agreed that pay given to staff leads to job satisfaction, 10(12.3%) disagreed and 6(7.4%) were not sure. This therefore means that pay has a link with job satisfaction.

However, it was also seen that 24 respondents with 29.6% agreed that salaries paid to staff are appropriate to their performance, 44(54.3%) disagreed and 13(16%) were not sure about the question asked. With this, it implies that salaries paid are not appropriate and therefore there is need to focus on better pay for staff/teachers because education is the backbone of development in any given area. This was contradicted from the key informant interview where it was said that; *pay is important and increases performance because a teacher who is deleted from the pay roll gets challenges in meeting the demands at school like late arrival, transport costs, and children needs at home. So he/she will work so hard to be on pay roll.*

It has been argued by different scholars that pay has a bearing on job satisfaction. In this regard, pay is key in job satisfaction in terms of financial rewards and high salary plans among others, thus these factors had positive effect on employee's motivation which eventually leads to their satisfaction. (Akhtar, Aziz, Hussain, Ali, & Salman, 2010).

In addition, the World Bank (2001) notes that payment for teachers is an important aspect in transferring knowledge to students in schools and their pay should take the biggest portion in financing the education sector. In most developing and industrialized countries, teachers' salaries take more than half of the recurrent expenditure. Once there is high allocation in terms of salary pay to teachers, their motivation and satisfaction are likely to be high.

### **Objective 3: To establish the contribution of rewards on teacher job satisfaction in government aided secondary schools in Kasese Municipality**

Under this objective, 69 respondents 31(85.2%) agreed that rewards given to teachers lead to their job satisfaction and 12(14.8%) disagreed. This means rewards have a bearing on job satisfaction for teachers.

In addition, 37 respondents with 45.7% agreed that teachers are rewarded when they put extra effort on work to perform, 28(34.6%) disagreed and 16(19.8%) were not sure. Since the biggest number of respondents agreed and also a slight percentage below those in agreement disagreed and others were not sure, it means rewards have a bearing on job satisfaction. However, from the key informants, it was found out that; *in some schools, people who perform better are rewarded, especially if they are on duty. The school can even get a teacher of the term and he/she is rewarded. Thus, when one is given a task to perform, he/she will make sure the performance is at the apex because of the reward that will forth come.*

Similarly, Danish & Usman (2010) note that rewards are important for job satisfaction. They looked at the major factors that motivate employees and it tells what the relationship among reward, recognition and motivation is while working within an organization.

Some authors also contend that rewards can cause employee satisfaction which influences employee performance directly. It is hoped that rewards contribute to an organization's effectiveness by influencing individual or group behavior. A number of businesses use pay, promotion, bonuses or other types of rewards to

motivate and encourage high level performances of employees (Ali et al, 2009).

## **5. Conclusion and Recommendations**

### **5.1 Conclusions**

From the study, it was evident that there is a relationship between staff development and job satisfaction. It can also be concluded that staff development has a great bearing on job satisfaction and improves teachers' performance. It is concluded that pay has a contribution on job satisfaction.

Since study findings indicated that rewards given to teachers lead to their job satisfaction, it is concluded that rewards have a bearing on job satisfaction for teachers and that rewards are important in terms of job satisfaction and induces performance in schools.

### **5.2 Recommendations**

The following recommendations have emerged from this study:

1. The researchers recommends that Kasese Municipality, through the Municipal Education officer, should be organizing for refresher courses and capacity building training workshops once annually to induce teachers to perform better so that they are satisfied on the job.
2. It is recommended that the Government of Uganda should ensure that teachers are paid according to their qualifications.
3. The researchers recommend that Head teachers of secondary schools should always be rewarding teachers by giving certificates of recognition to the best teacher of the year.

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