

**ROLE OF INCENTIVES ON TEACHERS' PERFORMANCE IN EASTERN  
DIVISION TORORO MUNICIPAL COUNCIL**

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**UGANDA CHRISTIAN  
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**DECLARATION**

IKEMER DISMAS declares that this research report is my own original work. And it has never been submitted for any academic award in any institution or university

SIGNATURE.....

DATE.....

## APPROVAL

This is to certify that this research report was written under my supervision and it is now ready for submission with my approval

Signature.....

date.....20/8/2024.....

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SUPERVISOR

## **DEDICATION**

I dedicate this research report to my beloved parents Mr. IKEMER JOSEPH, Mrs. NASIKE REGINA and Brother OPURONG ABRAHAM, Sister INDEKE NANTALIA for their contribution both spiritually and financially

## **ACKNOWLEDGEMENT**

I thank the almighty God for the gift of life and the courage he has given unto me which has helped me to live successful life

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Both spiritually and morally which has kept me moving forward

I also want to acknowledge my friends EKAPEL JOSEPH and my course mates for the words of motivation and prayers

## ABSTRACT

The study determines the contribution of incentives on teacher's performance in primary and secondary schools in Eastern division Tororo municipal council. The study was supplemented by research objectives which included establishing the contribution of teacher promotion performance in Eastern division Tororo Municipal Council assessing the contribution fringe benefits on teacher's performance in Eastern division Tororo municipal council. The study used descriptive research design and the case study of Eastern division Tororo Municipal Council .to achieve the set objectives the study used simple random sampling and purposive sampling in sample selection .A sample of 65 respondents was selected which comprised of head teachers ,teachers school management committees opinion leaders PTA member s among others the study findings revealed that equality of life of employee is improved, attainment of skilled employee is made possible over other companies, a sense of belonging among is realized .fraud and embezzlement of fund is minimized t through fringe benefits, recognitions in an organization is exercised and organization performance is improved. In addition the findings revealed that development of new skills is attained, performance appraisal is the key factor during promotion, and lack of qualified promoters affect promotion exercise, they are encouraged to attain organizational goals. On the other hand, The effect of salary on employee performance, employee commitment and hard work, good relationship between employee and employers, it creates confidence in the organization by the stack holders and it leads to high quantity and quality of output .conclusively the research revealed that the employees are trained, improvement in skills, quality output attained, efficiency and effectiveness, fraud and embezzlement of fund was minimized and good working relationship among staff and top management .the researcher recommends that the authorities should continue to train its staff, carryout mentorship programs, encourage team work, motivation and carry out training across all departments.

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## **LIST OF ACRONOMS**

TC.....	TOWN CLERK
SATC.....	SENIOR ASSIATANT TOWN CLERK
PWDS.....	PEOPLE WITH DISABILITIES
MOFLSD...	MINISTRY OF FINANCE LABOUR AND SOCIAL DEVELOPMENT
LG .....	LOCAL GOVERNMENT
SMC.....	SCHOOL MANAGEMENT COMMITEES
PHC.....	PRIMARY HEALTH CARE
PDM.....	PARISH DEVELOPMENT MODEL

## **CHAPTER ONE**

### **1.0 Introduction**

This Chapter presents the background of the study, statement of the problem, general objectives of the study specific objectives of the study, research question scope of the study significance of the study and conceptual framework.

### **1.1 Background to the study**

Eastern division came into existence as a result of decentralization in 1997 on that basis Tororo town was gazzeted as an urban Centre in 1927 when lime stone was discovered at Tororo rock. Its growth to famous town was attributed to the mineral endowment, industrialization as well as its strategic location as an entry port into Uganda from Kenya.

In 1960, Tororo was the fourth richest town in Uganda as a result of vibrant industries making it the second to Jinja.

In 1945, Tororo gained a town council status elevated by the crown government under the British colonial rule.

It became autonomous from then to date. in 1985, it was further elevated to municipal status as a result of its expansion as well as sphere of service delivery, finally gave birth to divisions as part of decentralization process in Uganda.

#### **Human resource**

The division does have directly human resource officer, but human resource functions is performed under admistration, the division employees 734 staffs among who are traditional civil servants, teachers, health workers etc. The division ensures the welfare and motivation of staff.

Human resources serve as means to an end of development process as a mean it provides labour force for production to a large extend educational level and health situations of a given population determines its labour productivity as an end the human capital indicators show the level of development of a given society or a country. any development efforts should therefore be based on and should aim at improving the welfare of its population.

#### **Historical perspective**

Ernest [2017] said that motivation was in the beginning of the 1900s thought only to be monetary, however it was discovered during the 20<sup>th</sup> century that to motivate teachers it's just more than money .in their view, teachers satisfaction with their job is an important indicator for a good performance and happy teachers are productive to them motivation is a psychological factor and is affected by the workers mental attitude and health

Zaman and shah [2016] in their Pakistan cement industry found that there is a direct relationship between extrinsic rewards and the teacher's performance

Bowen[2015]observed that fringe benefits in the US were not a significant part of most teacher's' compensation packages until the mid -twentieth century. For example, in 2014,benefits comprised only about 3percent of total payroll costs for companies. However, teacher's benefits in the US now comprise of approximately 42 percent of total payroll costs.

Several things account for tremendous increase in importance of teachers benefits in the US

### **Conceptual perspective**

Greenberg and baron [2016] motivation is divided into three main parts the first part looks at arousal that deals with drive or, energy behind an individual's action. People tend to be guided by their interests in making good impressions on others doing interesting work and being successful in what they do

Performance refers to the result of an activity body [2019] upon an individuals' results, there are three main models of performance based reward programs that are commonly found in the education system

### **Theoretical perspective**

This study is based on motivational theories of equity theory, Herzberg's' two factor model, theory X and Y the needs hierarchy theory ERG theory and instrumentality theory. Equity theory is concerned with the perception people have about how they are being treated compared with others to be dealt with the equitability is to be treated fairly comparison with other groups of people [Armstrong 2019].Equity involves feelings and participation and it's always a comparative process

## **1.2 The statement of problem**

Balunywa, [2018] stated that aspect like good working condition, payment of prolonged debates, fringe benefits like teaching allowances and bonus, recognition and career advancement opportunities, trigger needed performance since they are directly connected with motivation , it is the role of individual to ensure that motivation is given much consideration so as to have effective performance. Secondary schools like any other organization which aims to provide quality education to students, need

To have motivational tools with the performance in order to achieve the set objectives and the goals set by the ministry of education and vocational training.

Jackson,[2019] stated that despite the monetary incentive put in place by eastern division teachers go through performance challenges, irregular work attendance is common professional documents are rarely prepared, school supervision ignored ,lack of seriousness, teaching with law morale in schools such as Helping hands secondary school, Tororo collage primary school, Tororo police primary school which led to the provision of poor and inequality education to the pupils and students due to their teaching profession and culture to have little consideration on motivation issues on in their working stations it's upon this background that the researcher intends to investigate the contribution of monetary incentives on teachers performance in eastern division Tororo municipal council.

## **1.3 General objective**

To assess the contribution of incentive on teachers performance in both secondary and primary schools in eastern division Tororo municipal council

## **1.4 Specific objectives**

- A. To establish the contribution of promotion on teachers performance in eastern division Tororo Municipal Council.
- B. To access the contribution of fringe benefits on teachers in eastern division Tororo Municipal Council
- C. To access the contribution of salary payment in eastern division Tororo Municipal Council

## **1.5 Research questions**

1. What is the contribution of promotion on teacher's performance in eastern division Tororo municipal council?
2. what is the contribution of fringe benefits on teacher's performance in eastern division
3. what is the contribution of salary payment on teacher's performance in eastern division Tororo municipal council

## **1.6 Scope of the study**

This section covered the subject, geographical and the time scopes

### **1.6.1 Content scope**

The study assessed the contribution of monetary incentives on teacher's performance. Having incentive as independent variable and teachers as dependent variable. The study was supplemented by research objectives which included establishing the contribution of promotion on teacher's performance in Eastern division Tororo Municipal Council assessing the contribution of fringe benefits on teacher's performance in eastern division Tororo Municipal Council and assessing the contribution of salary payment on teacher's performance in Eastern division.

### **1.6.2 Geographical scope**

The study was carried out in Eastern division Tororo Municipal Council neighboring Nyangole Sub County Tororo District in the west, Morukatipe Sub County in the south, western division in the north and Tororo district in the east. This was carried out in the schools such as Tororo college primary, St. Peters college Tororo, Manjasi High School, Tororo girls, Uganda College of commerce Tororo, Amagororo Primary School, elgon view primary school, Tororo police primary school. Which include the wards of Kasoli, Nyangole, Amagoro B and Amagoro A which in the villages of Nyangole A and B, Amagoro A and B, Railways among others

### **1.6.3 Time scope**

The research covered information on the topic under study for the period of six months that's from October to May which was enough to cover the data on the topic under study. This was the

time pupils and students' poor academic performance was pronounced attributed to lack of incentives on teachers.

## **1.7 Significance of the study**

### **Academicians**

The findings of the study may be useful to stake holders. First this research may assist academicians as a source of data and literature for broadening of the body knowledge with respect to this study hence provide deeper understanding on the role of incentives on teacher's performance

### **Teachers**

The understanding the relationship between incentives and teacher's motivation may be useful to human resource rewards and benefits specialists as they formulate and implement teachers reward schemes that best motivates teachers

### **Head teachers**

The study findings may also be useful to teachers when determining the best choice of reward program to provide to teachers even without finances to do so, but never the less create great teacher's motivation

### **Government/ policy makers**

The study may enable the government to come up with good policies that may help in the institutionalization of monetary incentives in the country. This may result in an improved economy in the areas of investments, employment and overall per capita income through improved teachers' performance which follows proper teachers' compensation.

### **School management committee**

The study may help school management committees to solve the ever growing challenges of motivating teachers on a cash strapped budget, as well as provide to best motivate teachers in the era where the use of money or financial rewards as a mean to motivate teachers is slowly diminishing.

## 1.8 Conceptual framework

### INDEPENDENT VARIABLE

#### Incentives [IV]

- Promotion
- .Fringe benefits
- .Salary increment

### DEPENDENT VARIABLE

#### Teachers' Performance [DV]

- Completion of tasks
- Reduced employee turn-over
- Improved organization performance
- Completion of class room activities

#### Moderating variable [MV]

- Resource envelope for government
- Teacher attitude towards work
- Government policy
- Management policy
- Personality trait

### Source Researchers conceptualization [2024]

The figure below illustrates the relationship between independent [incentives] comprising of promotion, fringe benefits, and salary increment affecting the dependent variable leading to completion of tasks, reduced employee turn-over, improved organizational performance and completion of class room activities. However, both variables are influenced by moderating variable which include resource envelope for government, teachers' attitude towards work, government policy management policy and personality trait.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter presents the review of related literature about the topic under study being done by other researchers considered to be relevant to the study objectives.

#### 2.1 Definition of key concepts

**Molez 2015 defined Motivation** as the complexity of force inspiring a person at work to intensify his desire and willingness to use his or her potentialities to achieve in order to achieve organizational goals.

**Macknon 2019 defined motivation as** internal state that causes people to behave in a particular way to accomplish particular goals and purposes

#### **Intrinsic motivation**

This is an inducement derived from within the person from the activity its self and positively affects behavior performance and wellbeing

#### **Extrinsic motivation**

It results from the attainment of externally administered rewards including pay, material possession and positive evaluations

**Teachers' performance** means that teachers roles of teaching students in class and outside the class.

The key aspect of teaching involves the use of instructional materials teaching methods, regular assessment of students, making lesson plans, assessment of pupils, conducting field work, teacher's participation in sports, and guidance and counselling

**Chachil 2017 Promotion** as the process of arousal and internal satisfaction in which the teachers are continually upgraded over time by way of salary increment and higher level of responsibility.

**Fringe benefits** –in this study, fringe benefits are non -wage payment given to the teacher by top management. It can be in terms of pension, praises, recognition life and health insurance, transport allowance.

## **2.2. Promotion and teacher performance**

Graham [2016] defines promotion as shifting from lower designation to higher designation within an organization and usually increases in pay package. If organizations are not giving promotion to their teachers, then teachers will be dissatisfied and their turnover rate will be high.

Sarfraz,[2015] said that promotion Is one kind of benefits which is considered as a reward for someone when he /she works well and has enough ability to hold more important position in a hierarchy of an organization, and getting to higher positions could match targets of many teachers and satisfy their desire

Chandrasekhar, 2017said that normally, people consider promotion as good opportunities for themselves which could give them more benefits in both intangible and tangible, both financed and unfinanced. by getting higher positions they could have more chances to express and develop their capability within turn gives them more motivation to perform better.

Frank [2015] noted that moreover each teacher considers differently about promotions, some may consider it at a higher target with they must try their best to achieve and some may not be so curious about that, therefore the effect of promotion on teacher's performance directly depends on each individual, the level of teachers, the age of teachers, and each kind of organization and so on.

Lazear, [2019] said that getting higher positions is not only considered as one kind of benefits, but also requires the teachers more responsibility to his/her organization. If the teachers are working hard, addressing all tasks expected and performing beyond expectations, they are deserved to get promotion, and therefore the employer may give the teacher promotions assign of excellence

Gibbons [2015] pointed out that promotio0n incentive could inspire workers, especially those who have the abilities to try their best to develop their skills, to contribute more for their organization, and as a result this incentive benefits both teachers and organization.

Savych [2015] said that when promotion ladders are used as deferred compensation, almost all junior workers whom prove themselves are promoted. The prospect of promotion encourages the good workers to stay and invest in specific human capital .job seekers will self-select by limiting their application to the type of jobs where they expect to succeed and be promoted out of the less well paid port of -entry jobs

Kiyoshi [2016] said that some cases, promotion opportunities could motivate teachers better than wages /income, especially in competitive environment. The prestige of higher positions rather than higher wages stimulates teachers to work hard to win the competition

Jan, [2015] noted that promotion should be considered as a long term incentive that is more effective on teachers with stable jobs than those who change jobs frequently. In Vietnamese society, especially in government organizations promotion chances could be considered so important by many teachers, because most jobs in state sectors could consider as stable ones

Sarfaraz,[2017] said that promotion Is one kind of benefits which is considered as a reward for someone when he /she works well and has enough ability to hold more important position in a hierarchy of an organization, and getting to higher positions could match targets of m any teachers and satisfy their desire

Brown, (2016) found that participation has strong positive correlation with commitment. Brown also reported the participation has negative correlation with turn over. More involvement teachers wanted to stay in organization. The participation commitment aspect can be one reason why Cotton et al. found no effect with short term participation and performance. May be participations effects on performance come out only in long run. This Hypothesis also partly impugns the results of other studies which reported participation to have only modest effect on performance. Like in the case of feedback it is important to notice that participation is also important when implementing other incentive plans. Especially in momentary incentives case participation has positive effect on incentives satisfaction.

Kiyoshi, (2016), said that in some cases, promotion opportunities could motivate teachers better than wages/ income, especially in competitive environment. The prestige of higher positions rather than higher wages stimulates teachers to work hard to win the competition.

Jan, (2015), noted that promotion should be considered as long term incentive that is more effective on teachers with stable jobs than those who change jobs frequently. In Vietnamese society, especially in government organizations promotion opportunities could be considered so important by many teachers, because most jobs in state sectors could consider as stable ones.

Chandrasekhar, (2014), noted that there was a number of factors of work place that affect teachers' performance such as interesting work which teachers enjoy their working, opportunity to develop special abilities that give teachers to express and maximize their capacity, adequate information, enough authority, sufficient help and equipment, friendly and helpful co-workers, opportunity to see results of work, competent supervision, clearly defined responsibilities are considered to be the hob factors that motivates teachers performance.

Sarfaraz Raja, (2017) Pointed out that promotion is one kind of benefits which is considered as a regard for someone who he/ she works well and has enough ability to hole a more important position in a hierarchy of an organization, and getting to higher positions could match target of many teaches and satisfy their desire. It is the recognition of teacher's efforts and his/ her commitment to work. Getting higher and higher promotion is the ultimate desire of each person working in any sort of organizations.

Bohlander Snell (2017) puts it forward that promotions involve change of the assignment to that of a higher level in the organization. The new Job normally provides an increase in pay and status and demands more skills and carries more responsibility. Promotions enable an organization to utilize the skills and abilities of its personnel more effectively thus, good performance realized. The three principle criteria for determining promotions are merit, seniority and potential.

Promotions sometimes move with status in a group of other teachers in an organization. Stephen Robbins E-tal (2014) says that status is a prestige grading, position, or rank within a group. It is therefore, important for teachers to believe that the status of an individual in a system is congruent with the Job he or she is assigned to.

The possibility of advancement often serves as a major incentive for superior managerial performance and promotions are the most significant way to recognize superior performance. Therefore, it is extremely important that promotions be fair, based on merit and untrained by favoritism James E-tal, (2018) In some instances, even fair and appropriate promotions can

create a number of problems for instance, members of an organization who are by passed feel resentful which may affect their morale and productivity, in Uganda's context there is always a problem of failure to retain staff especially higher cadres.

Cole, (2018) stated that there is no practical way to indicate that a man was impassioned outside the area of his/ her competence without prejudice to his/her career, the up or out promotion policy ignores the possibility that a man/woman may have the ability to perform with excellence in a lower grade job even though he may not have the ability for a higher grade Job Laurence

On the other hand, it is quite possible to turn in years of satisfactory performance without receiving a promotion. Some organizations are structured in a manner that does not allow for frequent promotions and even above average performance is expected as a normal contribution. Sometimes contributions are recognized with extra financial rewards instead of promotions and at times not. If one has achieved results but has not been rewarded by frequent promotions, then he or she may face objections from other potential employers who consider lack of promotions as an indication of few achievements or inability to get along with others.

### **2.3 Fringe benefits and teacher's performance**

Bratton and Gold, (2015) define fringe as that part of the total reward package provided to teachers in addition to base or performance pay. Fringe benefits focus on maintain (or improving) the quality of life for teachers and providing a level of protection and financial security for workers and for their family members. Like base pay plans, the major objective for most organizational fringe compensation programs is to attract, retain and motivate qualified competent teachers.

According to Doellgast (2019) fringe benefits are often known as "perks" and are interns teachers receive in addition to their normal wage and / or salary. These include company cars, health insurance, free meals, and education. He asserts that these encourage loyalty to the company such teachers may stay longer with the company.

Mathis and Jackson (2018) States that an employer that provide a more attractive benefits package often enjoys as advantage over other employers in hiring and retaining qualified teachers when the competing firms offered similar base pay. In fact, such benefits may create: golden handcuffs," making teachers more reticent to move to other employers. Some common

examples are retirement or pension plans, medical and dental insurance, education reimbursement, time off, paid vacation and use of company car.

Long (2019) Benefits are a form of indirect pay within a compensation system. They are rewards (other than wages, Salaries or performance related payments) that teacher does receive in return for their continued service to the organization. They are designed to protect teachers and their families from loss of income due to health problems or other work-related financial disruptions, and can improve the teacher's general quality of life through special programs and services in the workplace. They can include additional health coverage that is not included in the provincial plan (such as medical, prescription, vision and dental plans) group disability, teacher's assistance plans, retirement benefit plans and so on.

Bernardins, (2015) continues to state that controlling labour costs and increasing productivity through the establishment of clearer linkages between pay and performance are considered to be key human resource management (HRM) component of competitive advantage, in addition, increased concerns over productivity and meeting customer" requirements have prompted renewed interest in methods designed to motivate teachers to be more focused on meeting (or exceeding) customer requirements and increasing productivity.

Shellengarger (2016) Leave is granted for recuperative purposes to enable an officer renew his energies and improve efficiency. Leave is taken without loss of seniority or benefits but is subject to exigencies of service. In addition to normal full pay, an officer who takes a minimum of none-half of his annual leave entitlement will be eligible for leave allowances once a year, the rate of which is determined by the Government from time to time. Officers stationed in any designated hardship are may proceed on leave twice a year and is eligible for payments of leave allowance twice per year.

Birdi (2015) noted that anyone can be a mentor, as the knowledge and skills they offer are relevant to their protégé which usually will be a more junior teacher. They should have personal experience in what they offer. The best mentors have tasted success more often than failure, but there is tremendous value from showing someone how they can bounce back from disappointment. Mentors can be found online, through business or social networks, and even through your own teacher's circle of influence. A protégé goals should inform their (or their company's) search for a mentor.

Company housing or house rent allowance is offered by organizations who feel obligated to help an individual meet one of the basic needs a roof over one's head and to enable them have access to reasonable accommodation while on official duty. Senior teachers are provided with accommodation which may be owned by the organization. However, other organizations reimburse rent payments (Andrews, 2015)

Auer and Fortuny (2018) State that while retirement policies constitute a "Push" factor for non-employment of old- aged workers, pension systems and policies are a "Pull" factor, it is well observed, especially in advanced European welfare countries that more generous pension benefits tend to pull old-aged workers out of employment even before normal retirement age but the availability of retirement funds to older workers contributes to the "pull factor" of retirement

Re'em (2016) looks at motivation as it pertains to determination, intention, and self-choice that is, motivation is under the teachers control and they actively choose whether to put effort and take action, organizational scientists and practitioners have long been interested in teacher's motivation and commitment. This interest derives from the belief and evidence that there are benefits to have a motivation and commitment. This interest derives from the belief and evidence that there are benefits to having a motivated and a committed workforce.

Posti, C. (2018) says that people need motivation just as pieces of equipment need fuel and operators. This is highly demanded to ensure that they are always at their optimum working condition. In turn, this will absolutely lead to optimum productivity. People are one of the most important assets in business. They aggregate productivity propels the operations of the company. It dictates the overall performance, which creates an attractive corporate culture.

Steers and porter (2016) viewed motivation as concerned with how human beings are energized, sustained, directed, stopped and the type of subjective reaction presents in the individual whole as all these process are taking place. Ugwu (2015) reiterated that behavior has an origin, which terminates when the goal of an individual is achieved. Ekong (2016) emphatically stated that "to achieve effective performance in the teaching learning process, the teachers as well as the pupils must be motivated"

Herzberg (1978) stated that if teachers are properly motivated, this can change another wise mediocre group into a highly productive team. Equally, motivation brings about the use of good teaching methods in the classroom. This is because a motivated teacher presents his subjects

matter in a variety of ways thereby bringing originality in his teaching. Example, the use of teaching learning materials, various illustration, concrete objects which make the lesson more interesting, effective and realistic.

Jenis et-al (2018) Investigated on the effects of persuasive communication which attempts to motivate teachers to conform to a set of recommendations by stimulating fear reactions. In this investigation 200 sample pupils were exposed to three varying degrees of ear appeals and the result showed that fear was successful in a rousing effective reaction which ascertained that workers perform their task. In educational setting, for administrators to motivate the workers, is that they do these things which they hope will satisfy these desire and convince the teachers to act in a preferred manner. In an organizational set up like a school, the motivational strategies are concerned with how behavior gets started

Teachers productivity entails several aspects such as increased efforts to achieve high output, innovation to discover new superior ways of doing things, enhanced attitudes to treat customers with respect and the overall profit obtained by an organization, Dorine (2019) it is acknowledging that organizations that emphasizes on motivating workers are ones whose paths to profitability are predictable to the satisfaction of all key stakeholders. Resources which an organization invests in its operations equally determine the extent to which it attains its objectives. It is not just about investment of resources but even the style of deploying such resources would offer strong indicators of organizational performance

Owuonda (2019) Notes that organizations seeking to stand tall in service provision to their intended beneficiaries are those staffed with personnel whose motivational levels are extraordinary high. IT is suggested that primary concern about productivity should place a great premium on human capital which has not only been nursed through training, but which is properly motivated through superior rewards. It is also observed that motivation through rewards should not only be perceived on the parameter of material gain, but if a little exchange of smiles and recognition between a supervisor and a subordinate is observable, that is motivational enough. Teachers training, remuneration and environment upon which tasks are performed are considered as critical in determining the level of productivity in an organization Otande (2017)

## **2.4 Salary increment and teacher's performance.**

Bernstein, (2017), in the case of pay, people are likely to understate importance either because they misjudge how they might react to say, an offer of a higher paying job, or due to social norms that view money as a less noble source of motivation than factors such as challenging work or work that makes a contribution to society.

Towers Perrin (2018) identified ten factors influencing engagement. in contradiction of the meta analytic evidence presented earlier, pay was not even on the list. The top four were senior managers interest in teachers S' well- being, challenging work, decision-making authority, and customer focus) A towers Perrin principal was quoted as saying "A lot of the drivers of engagement are subtle issues that don't require a lot of capital outlay.

Adams (2018) has long emphasized the importance of pay comparisons to individual's sense of fairness and well- being. More recently, socio-biologists and evolutionary psychologists have built a compelling case that the importance of relative wealth and status is "hard-wired" in human nature the result of evolutionary and natural selection processes that favour (in terms of recreational success) those who come out "on top" in a positional or hierarchical sense. Thus, we find that people are often motivated to buy houses or yachts that are: Just a little bigger" than those of some close comparator.

Ryne et-al. (2019) showed that pay explained an average of 65% of the variance in subjects overall evaluations of Job attractiveness when presented with Jobs having a wide range of salary alternatives, as compared to only 40% when presented with a pay range half as great.

As such, every time employers make pay changes, teachers are on "high alert" for changes that might signal differences in how they are regarded by the employer, particularly in relation to peers or to their own past relationship with the employer. Psychological contract perspectives likewise recognize the key role that pay has in the broader employment relationship, noting that "the meaning of compensation systems is far broader than mere economic terms, signaling much about the nature of the employment relationship" (Rousseau, 2018)

Indeed, most managers have at least an illicit understanding of this psychological dynamic in that they appreciate the extreme sensitivity of the decisions they make concerning pay and how it is communicated, unfortunately, awareness of teacher's sensitivity to pay often causes managers to shrink from openly communicating about it (Lawler, 2015)

Swanepoel (2018) describes that teachers were rewarded according to the position held without considering their performance. The increments in basic pay depended on internal and external assessment of Jobs.

Shields (2015) views basic pay as an important part of total pay that is fixed and mainly time based, rather than performance – based. Basic pay is the largest fraction of the total pay for non-executive teachers. It also acts as a benchmark for other cash incentives such as profit sharing which is expressed as a percentage of basic pay. Basic pay helps to attract and retain teachers, teachers use basic pay to compare their job offers instead of using intrinsic rewards and other rewards not captured in the formal organizational framework up to including job security

Lynch (2018) agrees that basic salary or basic wage is the vital payment made by the employer to the teachers for work done. Pay indicates the value that the employer puts on the work performed by its teachers. Teachers are paid depending on the skills and competencies that they possess and not what the job is worth. It is teachers who have market value and not jobs.

Skills based pay is a payment method in which pay progression is linked to the number and depth of skills that individuals develop and use. It is paying for horizontal acquisition of skills and the vertical development of skills needed to operate at a higher level by undertaking a wider range of tasks. The emphasis on skills development is necessitated by rapid developments in technology and changing manufacturing methods that require flexibility (Stuart, 2011)

Armstrong (2018) good practice requires employers to keep pace with inflation by rewarding teachers with salaries that are market related to avoid strikes and poor performance by works. Organizations are under financial strain with salaries continually rising and becoming a major fixed expense

Livingstone (2015) regardless of basic pay inefficiencies, it remains a rule that teachers should be paid at or above market rates as negotiated by labor unions who are concerned with the welfare of teachers. In a competitive market, higher basic pay is used for attracting and retaining teachers. Otherwise contradicting this rule has negative consequences on the part of the organization. Basic pay communicates commitment to teachers and is used as the baseline for assessing other pay systems such as skill and competency pay.

## **2.4 Conclusion**

The above literature has been carried out side Eastern division though their findings also occurs in eastern division. However, no empirical research has been carried out in Eastern division. It is upon this background that the researcher intends to find out the contribution of incentives on teacher's performance in selected secondary and primary schools in eastern division.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the methodology, research design, sample size and selection, the data collection methods to be used and their corresponding data collection instruments, data management and analysis procedures as well as steps taken to ensure validity and reliability during the study.

#### **3.1 Research design**

Kothari, (2015) defines research design as a blue print which facilitates the smooth sailing of various research operations, thereby making research efficient. A case based research design was adopted by the researcher during the research study. A case study used because it allowed room for intensive investigation and focused on a case or a few cases or a few cases of a phenomenon. The study adopted both quantitative and qualitative approaches because quantitative approach helped to describe nature of relationships between the study variables, while qualitative approach was an ideal method when a holistic and in-depth investigation is needed. This called for mixed methods approach or triangulation approach in the study, thus enabling the researcher to compare findings from both paradigms.

#### **3.2 Area of study**

#### **3.3 Study population**

The study involved a population of 74 respondents who comprised of header teachers (8) teachers (13) school management committee (26) DOS (2) local authorities (20) PTA members (5) because of their knowledge and experiences about the topic under study. (Eastern division chart 2016)

### 3.4 Sample size

The study involved a sample size of 63 respondents who comprised of head teacher (7) teachers (11) school management committee (22), DOS (2) Local authorities (17), PTA members (4) the sample size was determined using Morgan and Kerije (1970)

**Table 3.1 showing the sample size**

<b>Respondents</b>	<b>Population</b>	<b>Sample</b>	<b>Sampling methods</b>
Head teachers	8	7	Purposive
Teachers	13	11	Simple random sampling
School management committee	26	22	Purposive
DOS	2	2	Purposive
Local Authorities	20	17	Simple random sampling
PTA members	5	4	Simple random sampling
<b>Total</b>	<b>74</b>	<b>63</b>	

**Source: researcher (2024)**

### 3.5 Sampling methods

Random sampling and purposive sampling techniques was employed as explained below

#### **Sample random sampling technique**

Christopher et.al (2015) defined random sampling techniques as a process of selecting a sample that allowed all members of the group or population to have an equal and independent chance of being selected for the sample. Simple random sampling was employed while selecting teachers, local authorities and PTA members.

#### **Purposive sampling techniques**

Bernheim, et-al (2015) stated purposive sampling technique refers to a process whereby the researcher selected a sample based on experience or knowledge of the group to be sampled and it allows respondents time to answer questions at their own convenient time. It was employed while selecting head teacher's opinion leaders and opinion leaders

### **3.6 Data collection methods**

The researcher used questionnaire and interview guide as an instrument of data collection

#### **3.6.1. Questionnaire**

A questionnaire is a list of questions drafted by the researcher to be respondents. The questionnaire contained close ended questions and the variables therein were measured using Likert scaling technique. The reason for use of this method was that it was economical in saving time and money as opposite to other methods like observation and interview methods and questions.

#### **3.6.2 Interviews**

Dynan, (2021) an interview is an organized conversation aimed at gathering data about a particular topic. The interviews during this research were applied while collecting information from PTA members, Opinion leaders, school management committee and Local Authorities. This because the tool provided first hand and vital information which other tools could not provide like clarity, feelings and expression, it provided immediate answers to the question, and correction of errors or mistakes was possible. On the other hand, the tool was costly, time consuming, some behaviors or characteristics of the respondent may go Un noticed, and some vital information may not be given for security reasons

### **3.7 Validity and reliability**

Data quality control entailed ensuring acceptable level of reliability and validity of the research instruments. To control data quality, the researcher endeavored to attain validity and reliability coefficients of at least 70%.

#### **3.7.1 Validity**

**Sekaran, (2016)** defines validity as the accuracy and meaningfulness of inferences which are based on research results to ensure validity, the questionnaires were developed and given to research supervisor to score the relevance of each question in providing answers to the study.

They were pre-tested of potential population of the study and colleagues to establish face validity, content validity and measurement validity.

Face validity was used while carrying interviews with the respondents to test its applicability.

Content validity aimed at testing the quality of content collected during the field study to check on its accuracy, and reliability.

### **3.7.2 Reliability**

Reliability is an instrument which is used to describe the overall consistency of a measure, a measure is said to have a high reliability if it produces similar results under consistent conditions, (Neil, 2016) the researcher ensured reliability, consistency and completeness this was through editing, encoding, and editing and data analysis by the researcher. The researcher ensured the validity and reliability of the mentioned research instruments through field pre-test and guidelines by the lecturers. The issue of reliability was ensured through the appropriate random sampling and purposive sampling technique as another indication of reliability in this study. Also the study included supervisor's comments and advice on the topic under study.

## **3.8 Data presentation and analysis**

The researcher aims to use the concurrent data analysis method to analyze the data that would be collected. Separate analysis and collection of qualitative and quantitative data would be incorporated which would further be combined to be used in a more prudent way for the research.

### **3.8.1 Data presentation**

After data collection the researcher presented data in form of tables and charts to give a clear picture and conclusion of the findings using Microsoft word and statistical package for social science (SPSS) to analyze data.

### **3.8.2. Quantitative data analysis**

The collected data was entered into computer programs (using particularly the statistical package for social scientist) for easy analysis and interpretation of results. The data was then analyzed using both statistical and narrative methods

### **3.8.3. Qualitative data analysis**

The collected data was interpreted in form of words to give the clear picture of the respondent's opinion about the topic under study to give the clear conclusion. This involved interpretation of table's figures explaining into words forms for easy understanding and interpretation by other scholars who may wish to use the same information for further research.

### **3.9 Research procedure**

For purposes of successful research, the researcher obtain an introduction letter from the head of department social sciences then he presented it to authorities of eastern division Tororo Municipal Council to be accepted to carryout research in their organization who is turn issued an acceptance or confirmation letter to the researcher allowing her to carry out research in their organization. Then she made arrangements with the concerned respondents about the date and time when to meet and distribution questionnaires and arrangement for interviews as she was assign the guide or helper by the officer in charge for easy data collection and convenience

### **3.10 Ethical considerations**

An introduction letter was obtained from the university and presented by eastern division Management. Furthermore; the ethical consideration was taken into account throughout data collection.

For each selected respondent were informed that his/ her responses was voluntary and only those who provided verbal and written consent were taken as part of the study

The clear introduction and elaboration of the objectives of the study were given to every respondent before engaging him / her in the field work

All research tools had an introduction so that participants identities was kept anonymous, to avoid any harm to respondents.

Furthermore, the researcher was abiding by the ethics of social research ranging from professional ethics to those concerning research respondent relationship.

In addition, whoever assisted the researcher in one way or another was given due respect. Acknowledgement of other scholars works were maintained throughout the research.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

#### 4.0 Introduction

This chapter presents the findings of the study. The chapter highlighted the back ground information of the respondents of eastern division Tororo municipal council. Discussion and analysis of the different responses to some key questions was also done in this chapter following the research objectives as seen below.

#### 4.1 Response rate

#### 4.2 Background information of respondents

This section shows the gender of their respondents, marital status, age bracket, highest level of education attained and work experience

**Table 4.1 Sex of respondent's**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Cumulative percentage</b>
Male	41	65	65	65
Female	22	35	35	100
<b>Total</b>	<b>63</b>	<b>100.0</b>	<b>100.0</b>	

**Source Primary Data (2020)**

According to table 4.1, 65% of the respondents were male as the majority and 35% of the respondents were female. This implies that majority of respondents were male because activities carried out by the organization needs energetic persons.

#### 4.2 .1Age of the respondents

This section covered the years of the respondents they have and responded obtained is seen below

**Table 4.2 Age of respondents**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Cumulative percentage</b>
18-25 years	19	30	30	30
25-30 years	23	37	37	67
31-35 years	11	17	17	84
36-40 years	6	10	10	94
Above 40 years	4	6	6	100
<b>Total</b>	<b>63</b>	<b>100</b>	<b>100</b>	

**Source: Primary Data (2024)**

According to table 4.2, 37% of the respondents as the majority were between 25-30 years, 30% of the respondents were under 25 years, 17% of the respondents between 31-35 years. 36-40 years had 10% response, and above 40 years had 6% this implies that majority of the respondents were between age group of 25-30 years because these are still energetic and yearning to achieve more a head.

### **4.3 Marital status of the respondent's**

The section covered the marital status of the respondents as explained below

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Cumulative percentage</b>
Single	16	25	25	25
Married	44	70	70	95
Divorced	0	0	0	95
Separated	3	5	5	100
<b>Total</b>	<b>63</b>	<b>100.0</b>	<b>100.0</b>	

**Source: Primary Data (2024)**

From table 4.3, 70% of the respondents were married, 25% of the respondents were single 0% respondents were divorced, and 5% of the respondents were separated. This means that majority of the respondents were married who work hard to meet family affairs and their own demands.

#### 4.2.2 Academic qualification of the respondents

Table 4.4 shows the academic qualifications of the respondents

Response	Frequency	Percentage	Valid percentage	Cumulative percentage
Certificate	0	0	0	0
Diploma	7	11	11	11
Degree	54	86	86	97
Professional qualification	2	3	3	100
<b>Total</b>	<b>63</b>	<b>100.0</b>	<b>100.0</b>	

Source: Primary data (2024)

According to table 4.4, 86% of the respondents were degree holders, 0% of the respondents were certificate, 3% of the respondents had professional qualification, and 11% of the respondents were diploma holders. This implied that most of the respondents were educated and eastern division Tororo Municipal Council considered education as a priority when selecting its employees to ensure quality work.

#### 4.2.3 Work experience of the respondents

This section covered the experience of the respondents

Table 4:5 shows the work experience of the respondents

Response	Frequency	Percentage	Valid percentage	Cumulative percentage
Less than one year	1	2	2	2
1 -2 years	9	14	14	16
5-10 years	39	62	62	78
10 years and above	14	22	22	100
<b>Total</b>	<b>63</b>	<b>100.0</b>	<b>100.0</b>	

**Source: Primary Data (2024)**

According to table 4.5, 62% of the respondents had worked for a period of 5 -10 years, 22% of the respondent had worked for a period of 10 years and above, 14% of the respondents had worked for a period between 1-2 years, and 2% of the respondents had worked for a period of less than one year. This implied that majority of the respondents had work experience of between 5 – 10 years which has made them improve on their work performance.

**4.3 The role of promotion on teachers’ performance**

Under this section the respondents were asked several questions and responses obtained are explained below

**Table 4.6: Showing the role of promotion on teacher’s performance**

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
Development of new skills is attained through promotion	29% (46.0%)	27 (42.9)	5 (7.6%)	2 (3.0)	0%
Performance appraisal is the key factor during promotion	20(31.7%)	30 (47.6%)	7 (10.6%)	0%	6 (9.1%)
Competent and qualified employees are obtained through promotion	23 (36.5%)	12 (19.0%)	8 (12.7%)	9 (14.3%)	11 (17.5%)
We are encouraged to attain organizational goals	14 (22.2%)	23 (36.5)	7 (11.1%)	5 (7.9%)	14 (22.2%)
Working conditions have improved through promotion	19 (30.2%)	17 (27.0%)	8 (12.7%)	4 (6.3%)	15 (23.8)
Employee retention is made possible through promotion	14 (22.2%)	20 (31.8%)	8 (12.7%)	15 (23.8%)	6 (9.5%)

**Source: Primary Date (2024)**

The findings in table 4.6 above, revealed that 46% of the respondents strongly agreed, 42.9% of the respondents agreed 7.6% of the respondents were undecided, 3.0% disagreed, and 0% of the respondents strongly disagreed. This implied that development of new skills is attained through promotion as evidenced by the majority of the respondents who strongly agreed (46.0%)

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.0 Introduction

This chapter covers the summary of the findings, conclusions based on the findings and recommendations based on the conclusions.

#### 5.1 Summary of findings

The findings revealed that development of new skills is attained, performance appraisal is the key factor during promotion, lack of qualified promoters affect promotion exercise, they are encouraged to attain organizational goals, working conditions had improved, employee retention is made possible and competent and qualified employees are obtained through promotion.

The findings revealed that quality of life of employee is improved, attainment of skilled employees is made possible over other companies, a sense of belonging among staff is realized, find and embezzlement of funds is minimized through fringe benefits, recognitions is an organization is exercised and organizational performance has improved

The study showed that employee commitment and hard work, good relationship between employees and employers, it creates confidence in the organization by the stake holders, it leads to high quality and quantity output, it eliminates strikes by employees in the organizational goals and objective are attained and organizational performance is improved.

#### 5.2 Conclusions

##### 5.2.1 The role of promotion on teachers' performance

The findings revealed that development of new skills is attained, performance appraisal is the key factor during promotion, lack of qualified promoters affects promotion exercise, they are encouraged to attain organizational goals, working conditions had improved, employee retention is made possible, and competent and qualified employees are obtained through promotion.

### **5.2.2 The role of fringe benefit on teachers' performance**

The findings revealed that quality of life of employee is improved, attainment of skilled employees is made possible over other companies, a sense of belonging among staff is realized, fraud and embezzlement of funds is minimized through fringe benefits, recognitions in an organization is exercised and organizational performance has improved.

### **5.2.3 The role of salary on teacher's performance**

The study showed that employee commitment and hard work, good relationship between employee and employers, it creates confidence in the organization by the stake holders, it leads to high quality and quality output, it eliminates strikes by employees in the organization, it encourages innovation and creativity among employees, organizational goals and objectives are attained and organizational performance is improved.

## **5.3 Recommendations**

The researcher recommends that leaders should allow employees to participate in the organizational programs to boost their moral and enhance productivity.

The bureaucratic tendencies should be reduced as this makes work and flow of communication a cross all levels easy and in time leading to timely completion of tasks.

The researcher recommends that leaders should consult employees during decision making process before taking any action as this makes employees to be part and partial of the decision and they may always work hard towards its implementation.

The researcher recommends that strong working relationships between leaders and subordinates encouraged as this creates mutual trust and respect in the organization.

The researcher recommends that employees should work as a team which leads to completion of tasks on time.

## **5.4 Areas for further research**

- i. The effect of motivation on employee performance
- ii. The effect of remuneration on organizational performance

iii. The effect of the authoritative leadership style on employee performance.

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5. 10 years and above

5. Academic qualification

Certificate

Diploma

Degree

Masters

**Section B: To determine the effect of promotion on teacher’s performance in Eastern division Tororo Municipal Council.**

For each of the following statements, please indicate (by ticking) the extent to which you agree them, using the following scale: (Strongly Agree (SA) Agree, (A) Undecided (U) Disagree (D) and strongly disagree (SD)

No	Statement	SD	D	U	A	SA
1	Development of new skills is attained through promotion					
2	Performance appraisal is the key factor during promotion					
3	The lack of qualified promoters affects promotion exercise					
4	We are encouraged to attain organizational goals					
5	Working conditions have improved through promotion					
6	Employee retention is made possible through promotion					
7	Competent and qualified employees are obtained through promotion					

**Section C: To examine the contribution of fringe benefits on teacher’s performance in Eastern division Tororo municipal council.**

For each of the following statements, please indicate (by ticking) the extent to which you agree them, using the following scale (strongly Agree (SA) agree (A) undecided, (U) disagree (D) and strongly disagree (SD)

No	Statement	SD	D	U	A	SA
1	Employee commitment and hard work					
2	Good relationship between employees and employers					
3	It creates confidence in the organization by the stakeholders					
4	It leads to high quality and quality output					
5	It eliminates trikes by employees in the organization					
6	It encourages innovation and creativity among employees					
7	Organizational goals and objectives are attained					
8	Organizational performance is improved					

## **APPENDIX II: INTERVIEW GUIDE**

1. Does development of new skills attain through promotion?
2. Is performance appraisal important during promotion?
3. The lack of qualified promoters affects promotion exercise?
4. Innovation and creativity among employees is encouraged?
5. Strikes among employees in the organization are minimized?
6. Quality and quantity output is realized?
7. A sense of belonging among staff is realized?
8. Fraud and embezzlement of funds is minimized through fringe benefits?
9. Recognitions in an organization is exercised hence employee performance?
10. Organizational Performance has improved through fringe benefit?

**APPENDIX III  
PLACEMENT LETTER**

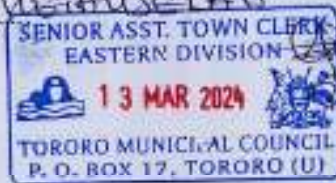


UGANDA CHRISTIAN  
UNIVERSITY  
A Centre of Excellence in the Heart of Africa  
MBALE UNIVERSITY COLLEGE

**Office of the Academic Registrar**

To: THE TOWN CLERK EASTERN DIVISION  
MR. OLOKA MESHUSELAH

Dear Sir/Madam,  
Re: Academic Research  
Christian greetings!



*Handwritten:* Mased  
1 March 2024

We are honored to introduce to you Mr. Mrs./Miss. IKEMEK Disma  
Of Registration Number: S22/muc/bpam/014 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree B.A. IN PUBLIC ADMINISTRATION AND MANAGEMENT  
He/ she is required to carry out an academic research on the topic  
ROLES OF INCENTIVES ON TEACHERS PERFORMANCE  
IN EASTERN DIVISION TORORO MUNICIPAL COUNCIL

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.  
Thank you.

Yours faithfully,



Mr. Akampurira Timothy  
Academic Registrar

**APPENDIX IV: PHOTOS**

**BOARD MEMEBRS ST. PETERS COLLEGE**



**PTA IN AMAGORO PRIMARY SCHOOL**



**SCHOOL MANAGEMENT COMMITTEE TORORO POLICE PRIMARY SCHOOL**



**PARENTS TEACHERS ASSOCIATION ST. PETERS COLLEGE TORORO PTA MEETING**

