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**TEACHERS' MOTIVATION AND STUDENTS' ACADEMIC PERFORMANCE AT O'
LEVEL IN SECONDARY SCHOOLS IN MBALE MUNICIPALITY, UGANDA**

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ABSTRACT

In schools, teachers and students are always on the look out to gain fame, praise, promotion and material rewards from the supervisors, parents, guardians and administrators. This study sought to establish the influence of teacher's motivation on students' academic performance in secondary schools in Mbale Municipality. The specific objectives that guided the study are to assess the influence of regular payment of teachers' salaries, investigate the influence of teachers' fringe benefits and examine if there is a significant relationship between extra-responsibilities of teachers and students' academic performance in secondary schools in Mbale Municipality. The study used an ex post facto research design. Six hundred and eightythree (683) questionnaires were administered to the respondents while six hundred and four (604) questionnaires were returned. The sampling techniques used were multistage cluster, simple random and purposive sampling techniques. The data collected was analyzed using descriptive statistics (frequencies, percentages, mean and mean ranking) and inferential statistic (Pearson correlation coefficient). The study found out that there is a positive and significant influence of regular payment of teachers' salary, teachers' fringe benefits have a high influence on students' academic performance and there is a significant relationship between teachers' extra-responsibility and students' academic performance in secondary schools in Mbale Municipality. Based on these findings, it is recommended that school management should put in place strategies to ensure that teachers' salaries are sustainably paid, teachers should as much as possible be availed fringe benefits and they should be given, but also encouraged to take up extra responsibilities.

