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RELATIONSHIP BETWEEN STAFFMOTIVATION AND TEACHERS’
PERFORMANCE INMUSLIM FOUNDED SECONDARY SCHOOLS
IN MUBENDE DISTRICT
AUGUST 2016

ABSTRACT

The study was carried out on the “Relationship between staff motivation and teachers’ performance in Muslim founded Secondary Schools in Mubende District”. The objectives of the study were; to examine the relationship between rewards and teachers’ performance in Muslim founded secondary schools, to assess the effect of recognition towards teacher’s performance and the effect of training and development towards performance in Muslim founded schools in Mubende district. For the purpose of this study, a cross sectional survey design was adopted. A sample of 55 persons was selected from study population of 65 respondents. They were selected using purposive and simple random sampling techniques; primary data was collected using self-administered questionnaires and face to face interviews while documents were reviewed to collect secondary data. The researcher used descriptive data analysis. The findings revealed that there was a positive high significant correlation ($r = .976$ sig < 0.000 p value 0.05) between training/development and performance, hence it was the most applicable form of reward in Muslim founded secondary schools. It was also revealed that recognition is a powerful motivator in and it also has a positive high significant relationship on teachers’ performance ($r = .703$, sig value $0.00 < p$ value 0.05). However, it was also revealed by some respondents that many important elements of motivation rewards were missing. For example, the management was not recognizing rewarding individual performance, performance was not the basis for promotion and some of the staff members were not satisfied with the rewards provided by head teachers. Thus, if more rewards were given to staff in Muslim founded schools, they would be more effective in the execution of their duties and consequently leading to improved performance. It was therefore, recommended that there was need to strengthen staff motivation in Muslin founded secondary schools through ensuring that these rewards are shared fairly and equitably and based on individual performance, creation and maintenance of a reward culture and structure that facilitates both teachers and school performance in order to achieve and maintain high levels of performance, management should provide more opportunities for advancement and additional learning to teachers and management should make talks with each teacher individually to find out what motivates him / her most to find out how to deliver praise that will be most effective and lastly management, should talk to teachers about their goals and creating a plan to reaching them.

