



## TEACHER MOTIVATION AND LEARNERS' ACADEMIC PERFORMANCE IN THE SELECTED UGANDA PEOPLES' DEFENCE FORCES FOUNDED PRIMARY SCHOOLS IN CENTRAL UGANDA

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### Abstract:

The study sought to establish the impact of teachers' motivation on learners' academic performance in the selected Uganda Peoples' Defence Forces (UPDF) schools in Central Uganda. Assessing the impact of financial motivation, indirect financial benefits/allowances, and non-financial rewards on pupils' academic performance in the selected UPDF-founded primary schools had three specific objectives, namely financial motivation, indirect financial benefits/allowances and non-financial rewards. The study was based on a correlational design. Altogether, 144 teachers and 10 UPDF-founded primary school administrators were involved. These were sampled using simple random and purposive random sampling techniques. Data was collected using a self-administered questionnaire and interview guide. The hypotheses were analysed using Pearson's correlation and thematic analysis methods. Findings revealed that there was a significant positive relationship between motivation and learners' academic performance in the selected UPDF-founded primary schools in Central Uganda. The study concluded that financial and non-financial motivations, once provided, significantly relate to learners' academic performance in the selected UPDF primary schools in Central Uganda. It is recommended that to enhance the academic performance of learners in the

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selected UPDF-founded primary schools, the MoDVA supported by the MoES, should create avenues of generating adequate finances internally and or externally to enhance teachers' salaries, allowances and accommodation as one of the strategies to boost learners' academic performance. School administrators together with stakeholders, should create avenues for recognizing teachers' efforts, including but not limited to appreciating them during meetings and offering them extra responsibilities while at school.

**Keywords:** teacher motivation, learners, academic performance, UPDF, primary schools, Uganda

## 1. Introduction

High learners' academic performance in the PLE is essential in the realization of the global Millennium Development Goals, which are aimed at promoting literacy and numeracy. In line with this, the government of the Republic of Uganda has come up with strategies, including providing free Universal Primary Education, enhancing teachers' salaries, recruiting more teachers and providing an infrastructure base, among others, all aimed at boosting learners' academic performance in primary schools (MoES, 2016). However, the UNEB results (2019) indicated that most of the Uganda Peoples' Defence Forces founded primary schools that performed below the national average in the PLE. In the years 2018 and 2019, the failure rates in the Uganda Peoples' Defence Forces founded primary schools were registered at 65% and 68% respectively. Teachers' absenteeism records were also noted to be higher than those of their counterpart schools. Evidence from Poro *et al.* (2019) further indicated that the performance of teachers in primary schools (including Uganda Peoples' Defence Forces schools) in Uganda was low, a case that manifested in low learners' performance. These learners were identified as not being able to read and write constructive sentences. Similarly, Nabanja (2023), showed that teacher attendance in Uganda Peoples' Defence Forces schools was low as a sign of neglect of duty.

The UWEZO Report (2021) indicated that only seven out of ten learners in the UPE schools, including Uganda Peoples' Defence Forces founded schools, can read and write meaningful sentences. Once this dilemma persists, there is the likelihood that the national agenda of promoting basic literacy and numeracy as one of the Millennium Development Goals will be curtailed. Although several factors, including but not limited to rewards, competency of staff, and teacher-student ratio, might be partly responsible for this phenomenon, this study is aimed at establishing the extent to which teacher motivation impacts the learners' academic performance in the selected Uganda Peoples' Defence Forces founded primary schools in Central Uganda. Only 30% of the pupils in the Uganda Peoples' Defence Forces founded primary schools were identified as being able to read and write meaningful sentences. The selected Uganda Peoples' Defence Forces Primary schools were Mubende Army Primary School, Singo Army Primary School, Bombo

Barracks Primary School, Summit View Army Primary School and Air Force Primary School. These schools have 23,813 learners. They have over 72 teachers, and over 90% of them are on the government payroll.

### **1.1 Background**

The government of Uganda established the Army and founded schools purposely to provide quality and affordable education to soldiers' children, as one of the strategic welfare interventions. As of August 2022, there were altogether 51 government-aided Uganda Peoples' Defence Forces founded schools, including 01 technical institute, 01 defence forces health institute, 02 community polytechnics, 11 secondary schools, and 36 primary schools, all evenly distributed across the country. Without any discrimination, learners in the communities around the barracks can access the schools, too. There are also efforts to start a defence forces university to further provide quality and affordable tertiary education to soldiers' children.

In 1986, the government initiated an education sector review with a view to making education more relevant to the development needs of the country and those of the learners. This process resulted in the 1992 government White Paper on Education. Upon his re-election as President of Uganda in 1996, H.E. Yoweri Kaguta Museveni announced free primary education for the first four children per family. Difficulties in establishing eligibility criteria forced the government to abandon the four-children ceiling and extend free education to all school-going age children.

In January 1997, Uganda rolled out the Universal Primary Education (UPE) program. Like other government-aided schools, the 36 Uganda Peoples' Defence Forces founded Primary schools embraced the UPE programme. However, the question of four children has been overtaken by events since most of the children have apparently been enlisted for the UPE programme without any limit. Whilst it is not compulsory, the goal of UPE was to provide primary education for every Ugandan child. Consequently, primary school enrolment in Uganda's education system has more than doubled up to 5.4 million in just a period of two years (Ngobi,2015).

A select Uganda Peoples' Defence Forces performance and Standards Evaluation Committee chaired by Major General Sam Kavuma, attributed low academic performance in the Uganda Peoples' Defence Forces schools, among other factors, to lack of teacher motivation and poor infrastructure, with inadequate classrooms, toilets facilities, and staff quarters among others topping the list. The inadequate toilet facilities have, for example, greatly affected the girl child mainly during their menstruation period and, as a result, most of the girl children end up staying at home and ultimately missing out on school and, at worst, dropping out of school. The community members near the Uganda Peoples' Defence Forces founded schools also pointed out inadequate and improper inspection of schools by the district inspectorate of schools, as one of the causes of staff absenteeism in some of these schools.

The first formal education system was created during the Xia dynasty between 2076–1600 BC, to educate aristocrats about rituals, literature and archery (important for ancient Chinese aristocrats). Since then, the question of learner academic performance has been in place since the inception of formal education and remains one of the global challenges. In Latin America, over 50% of the learners had failed to achieve proficiency in the learning skills defined by the PISA assessment. Besides, this was from the developing world context, which is equally happening in Uganda. In Africa, Mphale and Mhlauli (2014) showed that the challenge of learners' performance in primary schools has been there since the mid-20<sup>th</sup> Century up to recent times. There are high instances of learners failing to achieve prerequisite grades to allow them to proceed to the secondary school level.

In Uganda, salaries for the majority of teachers in Primary schools range from 382,237/= to 2,634,587/= per month as of the year 2022 statistics. According to the MoES records for 2021, a primary school teacher typically earned between 382,237/= and 1,759,337/= per month at the start of the job. Lack of a sense of job security coupled with other factors such as low salaries, lack of support from administration, absence of awards, lack of loans for the staff, and lack of frequent staff training programmes; have led to low academic performance in army schools (UNICEF, 2020). Motivation in teaching enhances efficiency in the classroom and, generally, the teaching-learning progression. A motivated teacher is critical to a fruitful classroom and a better learning product. Motivation is an enabler in driving, focusing and sustaining positive behaviour over a long period. Many times, teachers across Uganda have put down their tools, frightened to throw the country's education sector into yet another disaster. Needless to mention, in 2022, the primary school teachers went on strike just a few months after schools came out of a two years Covid-19 related shutdown that had kept thousands of learners at home. This lack of motivation is directly linked to the effect of financial remuneration. In 2018, the government and the UNATU (a teacher association body) signed a collective bargaining agreement calling for all teachers' salaries to be enhanced. Citing inadequate finances, the government of Uganda decided to implement salary enhancement in a phased manner, starting with science teachers. This was described by art teachers as discrimination, culminating in a nearly 20-day strike that equally paralysed learning for all the learners in public schools.

Nypir (2010) showed that pupils' academic performance has been globally distressed over the years since free education was introduced. Most countries have come to realize that pupils are the heart of the educational process since they form the pillar of education at all levels. For instance, in Uganda, Primary Leaving Examinations were effectively performed in the colonial days and shortly after independence (Senteza Kajubi, 1992), compared to the current situation. However, the SentezaKajubi Education Review Commission report was not as empirical with field findings as this study did.

With the introduction of the UPE in 1997, Nakabugo and Ssebunga (2006) revealed that the academic performance of learners went down, with higher failure cases recorded amidst high enrolment levels. In their findings, they indicated that some of these learners

recording failures could hardly read and interpret sentences. This study was to ascertain whether it is motivation contributing to this anomaly in the context of the selected Uganda Peoples' Defence Forces founded Primary schools in Central Uganda.

The concept of "motivation" can be defined as stimulating, inspiring, exciting, and tempting employees to perform to the best of their abilities. Motivation is a psychological phenomenon which means it is natural and therefore cannot be imposed on workers. It comes spontaneously from inside the employees, being the readiness to do work. According to Lamas (2015), "*motivation is a process of stimulating people into action to achieve the anticipated goals*". For Michael J. Jucius (2017), "*motivation is the act of stimulating someone or oneself to get the desired course of action, to push the right button in an effort to achieve the desired result*". In this study motivation will be used to mean the process of providing factors that can influence a worker to achieve the desired goals.

Whilst according to Robertson, I.T., Cooper, C.L., Sarkar, M. and Curran, T. (2015), performance is an act of staging or presenting a play, concert, or other form of entertainment in employment. It is defined as the action or process of carrying out or accomplishing an action, task, or function. In schools, performance indicators are outcomes, what happens to children as a result of employer objectives and output expectations. They convey pupils' overall satisfaction with a course or program, transformative experiences added, notable achievements, and concrete indicators of career readiness and enhanced performance. In this study, performance will be employed to mean positive results. It will mean passing exams, retention in school, and appreciation by parents and all stakeholders.

Comighud and Arevalo (2020) defined motivation as the willingness of an employee to contribute to high levels of effort towards his or her work conditioned by the capacity of the effort to satisfy needs as well as one's personal environment. On the other hand, Mariam (2006) defines performance as the accumulated results of one's work or the outcomes of one's effort. In this study, the outcomes of learners' learning are reflected in PLE results, completion levels, school attendance, and active participation in teaching and learning. In this study, motivation covered financial motivation with salaries, wage prompt payments, adequacy salaries and payment of arrears. It also covered indirect financial incentives involving accommodation, transport and other financial benefits. Finally, the study covered non-financial motivations like praise, recognition, training, promotion and responsibility. In this study, motivation was defined as factors that influence teachers to produce the required output. These include payments in the form of remuneration, allowances, and non-financial motivators like praise, communication and involvement in planning.

This study was guided by the Re-Enforcement Theory of motivation developed by B. F. Skinner in the 1930's. This theory states that to enlist positive outcomes from employees and their work activities, they ought to be reinforced positively or negatively. Positive re-enforcers include intrinsic and extrinsic rewards (Wel & Yazdanifard, 2014). It was hoped that once these are effectively used as re-enforcers, employees will most likely put extra effort into their work, leading to high performance. Based on this theory,

it was assumed that once primary school teachers in the selected Uganda Peoples' Defence Forces founded primary schools in Central Uganda are positively re-enforced using financial motivation, financial benefits and non-financial motivations, it would most likely create a spillover effect, thus contributing to learners improved academic performance and the reverse would most likely be true.

Ideally, learners are expected to perform highly in various examinations. This is normally depicted in learners' grades, attendance, and active participation in class, which leads to the achievement of learning goals. In the selected Uganda Peoples' Defence Forces-founded Primary Schools, learners' academic performance in the PLE examinations was noted to be wanting. In various PLE examinations, learners were not doing as expected as over 67% of these pupils were performing below the national average in the PLE, while many other schools had spent over three years without scoring any first grade. Persistent low academic performance in the Primary Leaving Examinations will most likely affect the attainment of the Millennium Development Goals (MDG), which is aimed at promoting literacy and numeracy.

Although several factors might be responsible for this low academic performance in the UNEB examinations, this study anticipates that failure to motivate teachers might primarily be responsible for this low academic performance. It is on this account that this study was undertaken to assess the impact of teacher motivation on learners' academic performance in the selected Uganda Peoples' Defence Forces founded Primary Schools in Central Uganda.

## **1.2 Teachers' financial motivation and learners' academic performance**

Kibira (2017) studied teachers' motivation and academic performance in primary schools in Namayingo District in Eastern Uganda. With the use of descriptive results and correlational results, he discovered that extrinsic rewards highly predict learners' academic performance. However, the study did not indicate whether it used Pearson's correlation coefficient technique, as will be the case with this study. Babirye (2011) studied teachers' remuneration and performance in schools under the universal primary education system in Uganda. Using descriptive methods, findings exposed that financial remunerations had a positive significant relationship with the learners' performance in the PLE. However, this study was not conducted on the schools founded by the Uganda Peoples' Defence Forces, as is the case with this study.

Aacha (2010) studied the motivation and performance of primary school teachers in Uganda with precise reference to Kimaanya – Kyabakuza Division Masaka District. Using quantitative and qualitative methods, findings revealed that teacher extrinsic motivation (salaries and wages) has a direct positive relationship with teachers' performance in primary schools. This henceforth illustrates that when teachers are motivated, learners will most likely perform better. However, learners' academic performance was not directly handled, as is the case with this study. More so, Kibalama, (2018) studied teacher motivation and learners' academic performance in universal education schools. His findings revealed that low salaries affect the learners' academic

performance in UPE primary schools in Central Uganda. However, this study was not conducted in any Uganda Peoples' Defence Forces-founded primary schools, as is the case with this study.

### **1.3 Teachers' indirect financial incentives and learners' academic performance**

Babirye (2011) studied teachers' remuneration and performance of schools under the Universal Primary Education (UPE) system in Wakiso District. Using the descriptive analysis technique, findings revealed that the delivery of fringe benefits dramatically affects the performance of schools under the UPE system. This henceforth meant that through the provision of transport allowances, accommodation, and other material welfare, learners' academic performance improved, and the reverse was true. Equally, Nairuba (2017) studied motivational practices and teachers' performance in Jinja Municipality secondary schools. Findings from this investigation exposed that fringe benefits and allowances significantly influenced teachers' and learners' academic performance. Whereas that study was done in secondary schools, this study focuses on the selected Uganda Peoples' Defence Forces founded primary schools in central Uganda.

Additionally, Kasaato (2016) studied reward management and teachers' performance in private primary schools in Uganda, taking specific reference to Masaka Municipality. His findings revealed that paid leave and the provision of allowances at work significantly affected the performance of pupils and teachers in the UPE schools. Nonetheless, this reviewed study was not guided by the equity theory of motivation as will be the case with this study. Similarly, Kibalama(2018) studied teacher motivation and learners' academic performance in universal primary education schools in the central division of Mityana District, Uganda. His findings revealed that lack of fringe benefits significantly affects learners' academic performance in UPE schools.

### **1.4 Teachers' non-financial motivation and learners' academic performance**

Kibira (2017) established that intrinsic factors (non-financial motivations) highly and strongly determine pupils' academic performance. This study was not analysed with the use of Pearson's correlation coefficient and regression analysis technique as will be the case with this current study. Equally, Nairuba (2016) studied motivation practices and teachers' performance in Jinja Municipality secondary schools, Jinja District, Uganda. Findings revealed that over 70.9% of the study respondents had agreed that staff recognition, praise and promotion had a significant effect on teachers' performance, which is reflected in high learners' academic performance. To note, this finding was descriptive while this current study was inferentially done.

Further, Aacha (2010) studied motivation and the performance of primary school teachers in Uganda, with the case of Kimaanya– Kyabakuza Division, Masaka District. Findings obtained revealed that intrinsic motivation in the form of recognition, praise, and promotions had a direct positive relationship with teachers' job performance, which manifests in learners' academic performance. However, this study was carried out without the use of Pearson's correlation coefficient technique, as is the case with this

suggested study. Whereas Kasaato (2016) studied reward management and performance of teachers in selected private primary schools in Uganda with specific reference to Masaka Municipality, using the Pearson correlation coefficient, and findings revealed that recognition and training as elements of non-financial rewards significantly relate to teachers' performance in private primary schools in Masaka Municipality. However, this current study targeted the government-aided Uganda Peoples' Defence Forces-founded primary schools.

From all the reviewed literature, we noted that most of the previous studies were in the Western and Asian world, and therefore, in different contexts from those of the Uganda Peoples' Defence Forces founded schools in Central Uganda. In terms of methodology, the studies reviewed used the Pearson Correlation Coefficient as a data analysis technique, while this study, in addition, used regression analysis. In terms of conceptual framework, most of the reviewed studies did not have all the dimensions of learner performance and motivation of teachers as was envisaged in this current study. Concerning the existing gap in the academic motivation of pupils, this study concluded that there had been a significant correlation between motivation indicators: job interest, effort inclusion, competitiveness, social power, participation, social concern, compliments and tokens, and academic achievement. Some recommendations have been made regarding the improvement of teacher motivation. The reviewed literature misses out on why some motivated teachers do not perform. It is, therefore, imperative to note that many factors can influence performance other than remuneration. Studies have focused on money and non-monetary aspects but do not look at the character, education level of parents and job interest as other essential factors.

## **2. Methodology**

The study used a cross-sectional survey design, utilising qualitative and quantitative research approaches. The study sample included 144 teachers from the sample population of 230 UPDF primary teachers, determined using Krejcie and Morgan (1970). The study used Simple Random and purposive sampling techniques to select samples (Amin, 2005). The study data collection instruments were questionnaires and oral interview guides. Collected data from questionnaires was analysed using Pearson's Correlation co-efficient technique to establish the relationship between study variables, while data from interviews was analysed using thematic analysis.

## **3. Findings**

The dependent variable of learners' academic performance was studied based on the seven quantitative items. Respondents were requested to rate themselves on these items following a Likert scale where 1= strongly disagree, 2= disagree, 3= not sure, 4= agree, and 5= strongly agree. Results pertaining to this are provided in Table 1.



**Table 1:** Descriptive statistics on the dependent variables

Indicators of academic performance	SD	D	NS	A	SA	Mean	Std.Dev
Pupils in my school were able to register credits in previous PLE exams	17 (13.8%)	4 (3.3%)	12 (9.8%)	56 (45.5%)	34 27.6%	3.699	1.292
A reasonable number of pupils scored distinctions in the previous PLE exams	14 (14.4%)	40 (32.5%)	17 (13.8%)	51 (41.5%)	1 0.8%	2.878	1.105
Most of the learners in the school are able to pass and proceed to the next level	11 (8.9%)	3 (2.4%)	0 (0.0%)	36 (29.3%)	73 59.3%	4.276	1.196
Learners doing PLE are able to achieve good grades	8 (6.5%)	6 (4.9%)	7 (5.7%)	88 (71.5%)	14 11.4%	3.764	0.950
There is high school attendance of learners in my school	15 (12.2%)	19 (15.4%)	8 (6.5%)	42 (34.1%)	39 31.7%	3.577	1.3908
Learners in my school are always active	8 (6.5%)	7 (5.7%)	8 (6.5%)	80 (65%)	20 16.3%	3.788	1.002
Learners in my school successfully sustain in school until completion	16 (13%)	6 (4.9%)	23 (18.7%)	53 (43.1%)	25 20.3%	3.528	1.243

As illustrated in Table 1 above, results on learners' academic performance indicated that 73.1% of the students agreed that learners in their schools were able to register grade (9) in previous PLE examinations compared to 17.1% who disagreed, while 9.8% were not sure. This meant that, to some extent, the learners' academic performance in the selected UPDF primary schools was good as they registered better grades. This result is confirmed by a mean 3.699 which is almost equal to code 4 agree, implying that they agreed that they received better grades. The standard deviation of 1.929 was low, implying that respondents' views did not vary from one respondent to another.

However, on the second item, 42.3% of the study respondents disagreed that a reasonable number of learners scored distinctions in the previous PLE examinations, compared to 41.5% who agreed, while 13.8% were not sure. This showed that distinctions are moderately scored by learners in the selected UPDF primary schools where the study was done. This finding is confirmed by a mean of 2.878, almost equal to code 3 not sure. This further implied that some learners in these schools at times score distinctions in the PLE

A large number of the study respondents, 88.6% agreed that most learners in the schools are able to pass and proceed to the next level, compared to 11.3% who disagreed. This finding suggested that academic performance of learners was better as they could pass and proceed to another level. This finding was confirmed by a mean of 4.276, equaling to agree, implying that they have learners who pass and proceed to another level of education. A standard deviation of 1.196 was also low, suggesting commonality of results from one respondent to another.

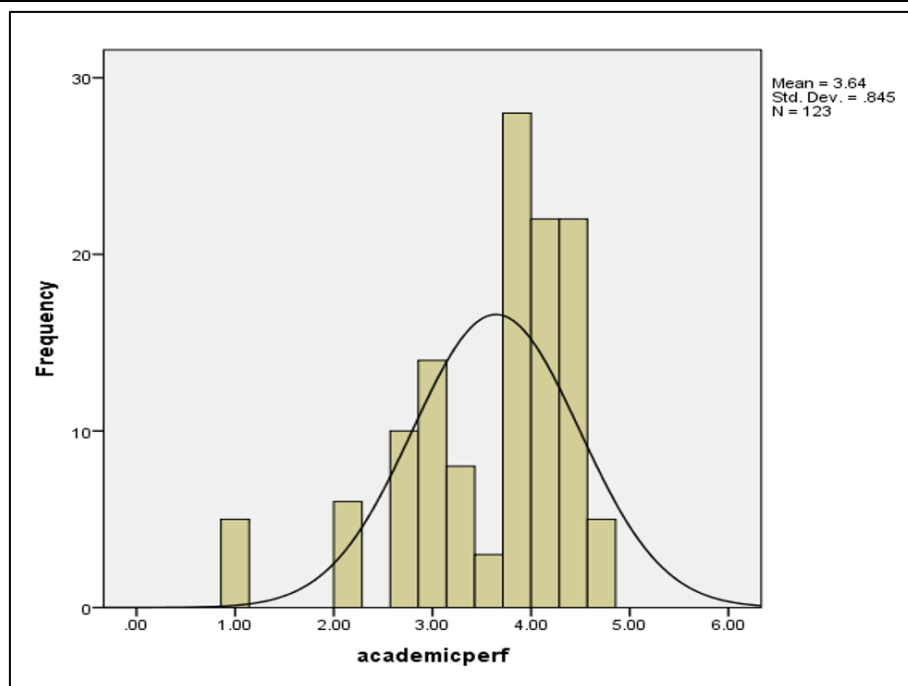
Of most of the study respondents, 82.9% agreed that learners doing the PLE are able to achieve good grades compared to 11.4% who disagreed, while 5.7% were not sure. These results meant that learners in the selected UPDF primary schools in central Uganda could achieve grades that could enable them to proceed to another level as a sign of better academic performance. This result was in agreement with a mean of 3.764, which is equal to agree, which suggests that learners can achieve better grades in the UPDF primary schools where the study was conducted. Also, the standard deviation of 0.9502 was too low, implying that respondents' views did not vary from one respondent to another.

Most of the study respondents, accounting for 65.8%, agreed that learners' school attendance is high, as opposed to 27.6% who disagreed, while 6.5% were non-committal. This outcome implied that learners' attendance in the UPDF primary schools was high. This was confirmed by a mean of 3.577, which value equalled to code four, corresponding to agree on the Likert scale that was used. The standard deviation of 1.390 was low, suggesting that respondents' views differed significantly from one respondent to another.

The majority of the study respondents, accounting for 81.3%, agreed that learners in the UPDF schools are always active as opposed to 12.2% who disagreed whereas 6.5% were not sure. These findings meant that learners in the UPDF primary schools where the study was conducted were active in class. This is confirmed by a mean of 3.788, which was almost equal to code 4 agree. These results suggest that they had agreed that their learners are always active in class. Besides, the standard deviation of 1.002 was low, suggesting that respondents' views did not vary from one another.

Finally, most of the study respondents (63.4%) agreed that learners in the school successfully remained in school until completion, while 17.9% disagreed, and 18.7% were not sure. This implied that learners in the UPDF primary schools are sustained until completion. This revelation was confirmed by the mean 3.528, almost equal to the code 4 agree, implying further that learners in the UPDF-founded primary schools sustain on the course until completion.

The mean values indicated that the highest rating was on the item "most learners in the school are able to pass and proceed to the next level," with a mean of 4.276 while the lowest rating was on the item "A reasonable number of learners scored distinctions in the previous PLE examinations," mean 2.878. The mean values suggest that most of the respondents had almost agreed that learners' academic performance in the selected UPDF primary schools was high. The standard deviations on all items about learners' academic performance were low, suggesting that the views of respondents did not differ so much from one respondent to another. To confirm these results, a histogram and curve were generated, as it appears in Figure 1 below.



**Figure 1:** Histogram and curve showing the distribution of respondents on learners' academic performance

The histogram and curve in Figure 1 above show that most of the study respondents were concentrated on the right side of the histogram and curve, suggesting that learners' academic performance in the selected UPDF primary schools was high. This is confirmed by an average mean of 3.64, which was equal to code 4 agree. This is in agreement with learners' academic performance.

### 3.1 Description of the independent variable

In this section, a description of the independent variables, that is, financial motivation, teachers' indirect financial incentives (allowances) and non-financial motivation of teachers, is presented. Findings on each of these are provided in the subsequent subsections.

### 3.2 Financial motivation of teachers

In this section, respondents were requested to do a self-rating on the six items about the financial motivation of teachers. This rating was based on a Likert scale rating from 1= strongly disagree, 2= disagree, 3= not sure, 4= agree, and 5= strongly agree.

Pertinent statistics are provided in Table 2. Descriptive results in Table 2 above show that most of the study respondents 56.9% disagreed that they receive a reasonable salary on the job compared to 35.8% who agreed while 7.3% were not sure. These results showed that teachers in the primary schools where the study was carried out do not receive a reasonable salary on the job. This was confirmed by a low mean of 2.479, equaling code 2 disagree; which confirms that salaries for teachers in the UPDF-founded

primary schools were low. The standard deviation of 1.392 was low, suggesting that respondents had similar views and opinions regarding low salaries.

**Table 2:** Frequencies, percentages, means and standard deviation on financial motivation

Indicators of financial motivation	SD	D	NS	A	SA	Mean	Std. Dev
I receive a reasonable salary on the job	45 (36.6%)	25 (20.3%)	9 (7.3%)	37 (30.1%)	7 (5.7%)	2.479	1.392
My salary is promptly given	3 (2.4%)	5 (4.1%)	3 (2.4%)	43 (35%)	69 (56.1%)	4.382	0.9100
I receive wages for extra responsibilities	43 (35%)	32 (26%)	8 (6.5%)	25 (20.3%)	15 (12.2%)	2.487	1.450
My arrears are paid whenever requested for	57 (46.3%)	10 (8.1%)	15 (12.2%)	23 (18.7%)	18 (14.6%)	2.471	1.564
My salary is fair for tasks Assigned	47 (39.5%)	33 (27.7%)	5 (4.2%)	31 (26.1%)	3 (2.5%)	2.243	1.288
Salary delays are explained by administration	33 (26.8%)	15 (12.2%)	9 (7.3%)	35 (28.5%)	31 (25.2%)	3.130	1.578

The majority of the study respondents accounting for 91.1% agreed that their salary is promptly given compared to 6.5% who disagreed while 2.4% were not sure. These frequencies implied that although teachers' salaries in the UPDF primary schools are low, they are offered promptly. Such a finding is in consonance with the mean 4.382 equaling agree, which suggested that they had agreed with the prompt offering of salaries to teachers. A low standard deviation of 0.9100 implied that they had similar views and opinions regarding prompt salary payment.

Most of the study respondents accounting for 71% disagreed that they receive wages for extra responsibilities as opposed to 32.5% who agreed while 6.5% were non-committal. These percentages indicated that teachers equally do not receive wages for extra responsibilities offered. The mean 2.487 was almost equal to code 2 disagree signifying that they had disagreed with offering wages for extra responsibilities. The standard deviation of 1.450 was equally low, implying that these respondents' views were not dispersed from one respondent to another.

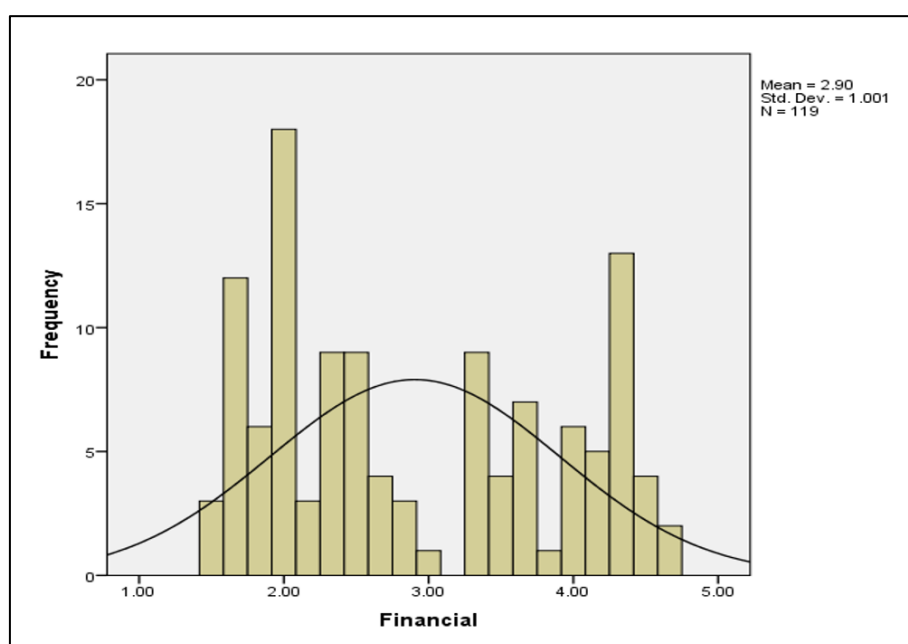
Table 2 further shows that 54.4% of the study respondents disagreed that their arrears are paid whenever requested. This was opposed to 33.3% who agreed while 12.2% were not sure. Percentages on this item depicted that respondents' arrears are not promptly offered to teachers in the UPDF-founded primary schools. Meanwhile, the standard deviation 1.564 was low implying that they had similar views and opinions regarding offering their arrears on time.

Also, respondents accounting for 67.2% disagreed that their salary is fair to tasks assigned compared to 28.6% who agreed, while 4.2% were non-committal. These percentages meant that the salary offered to teachers in the selected UPDF-founded primary schools was not fair as compared to the tasks assigned. The mean 2.463 was equal

to code 2 disagree, which implied further that, the salary offered to teachers is not equal to assigned tasks.

Majority of the study respondents 53.7% agreed that salary delays are explained by administration compared to 39% who disagreed, while 7.3% were not sure. These percentages suggested that, at times school head teachers explain salary payment delays. The mean value of 3.130 was equal to code 3 not sure. This further meant that salary delays were explained by the administration.

The percentages and means on most of the items were on the side of disagreement which further implied that the financial motivation of teachers was not appropriately done. To confirm these findings, a histogram and curve were generated, as illustrated in Figure 2 below:



**Figure 2:** Histogram and curve showing the distribution of respondents on financial motivation

The histogram and curve in Figure 2 above show that most of the study respondents were concentrated on the left side of the histogram and curve which suggested that their financial motivation was low.

### 3.3 Financial benefits/ allowances

In this section, descriptive results on financial incentives /allowances are provided. These also followed the Likert scale where 1= strongly disagree, 2= disagree, 3= not sure, 4= agree, and 5= strongly agree. Arising descriptive results are offered in Table 3.

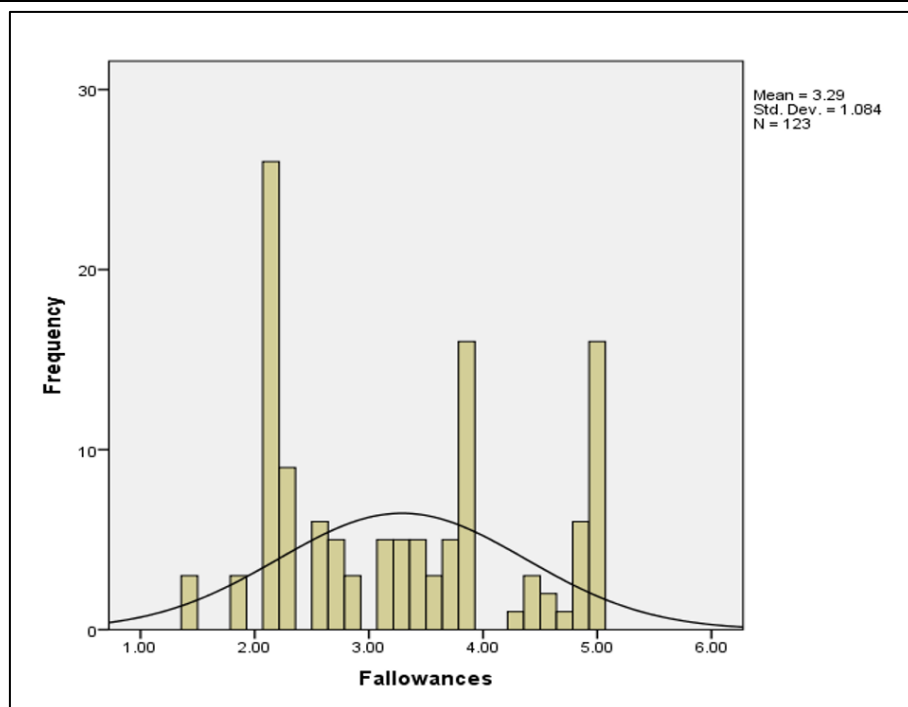
**Table 3:** Frequencies, percentages, means and standard deviation on financial benefits/ allowances

Indicators of financial benefits/ allowances	SD	D	NS	A	SA	Mean	Std.Dev
I was offered free accommodation at school	41 (33.3%)	13 (10.6%)	1 (0.8%)	11 8.9%	57 46.3%	3.243	1.830
I am offered transport refund at school	25 (20.3%)	20 (16.3%)	1 (0.8%)	21 17.1%	56 45.5%	3.512	1.651
I receive free medication while at school	39 (31.7%)	8 (6.5%)	3 (2.4%)	17 13.8%	56 45.5%	2.853	1.735
I receive free meals while at school	0 (0.0%)	4 (3.3%)	0 (0.0%)	44 35.8%	75 61%	4.544	0.668
My school contributes on my electricity bills	39 (31.7%)	6 (4.9%)	0 (0.0%)	29 23.6%	49 39.8%	3.348	1.746
My school contributes on my children's fees	75 (61%)	12 (9.8%)	1 (0.8%)	10 8.1%	25 20.3%	2.1707	1.663

As per Table 3 above, results indicated that respondents had agreed that they were offered free accommodation at school 55.2% compared to 43.9% who disagreed while 0.8% were non-committal. These findings indicated that at least some teachers in the UPDF-founded primary schools where this study was conducted were offered accommodation facilities at school. The mean of 3.243 was almost equal to not sure, which further suggested that averagely, teachers in the UPDF-founded primary schools are fairly offered accommodation facilities.

The majority of the study respondents accounting for 62.6% agreed that they are offered with transport refund compared to 36.6% who disagreed, while 0.8% were not sure. These findings implied that, to some extent, teachers in the UPDF-founded schools where the study was conducted are offered transport refunds. The mean value of 3.512 equaling to agree, suggested that these teachers be offered transport refund. A big majority of the study respondents, 77.3% revealed that their school does not contribute to their electricity bills, as opposed to 16.2% who disagreed. This suggests that the respondents' electricity bills are not catered for by the school to help them overcome on the increasing financial burden. This was confirmed by the mean of 3.349, slightly below code 4 agree on the Likert scale that was used. Finally, 70.8% of the study respondents disagreed that their schools contribute to their children's education as opposed to 28.4% who agreed, while 0.8% were not sure. This was indicative that UPDF teachers are not financially supported to clear their children's fees. This was in agreement with a low mean of 2.170 equaling code 2 for disagree on the Likert scale that was used. This hence shows that teachers have to individually clear their children's fees. To get a general perspective of how respondents rated financial allowances/benefits, all items on financial allowances/benefits were aggregated into one average index allowance.

These results were offered in a histogram and curve, as it appears in Figure 3.



**Figure 3:** Histogram and curve showing the distribution of respondents on financial allowances

Figure 3 shows that most of the respondents were concentrated on the right side of the histogram and curve, implying that their financial allowances/ benefits were to some extent considered for and considered among teachers in the selected UPDF-founded primary schools.

### 3.4 Descriptive statistics on teachers' non-financial motivation

The non-financial motivation of academic staff, the third component of motivation, was studied based on seven quantitative items, hence teachers were requested to do a self-rating based on a Likert scale ranging from 1= strongly disagree, 2= disagree, 3= not sure, 4= agree, and 5= strongly agree.

Table 4 gives the following results:

**Table 4:** Frequencies, percentages, means and standard deviation on non-financial motivation

Indicators of non-financial motivation	SD	D	NS	A	SA	Mean	Std. Dev
My work is always praised by my immediate boss	1 (0.8%)	8 (6.5%)	10 (8.1%)	70 (56.9%)	34 (27.6%)	4.040	0.833
I am always recognized in meetings for hard work	4 (3.3%)	9 (7.3%)	12 (9.8%)	79 (61.8%)	22 (17.9%)	3.837	0.9177
I am offered the chance to go to training by the school	7 (5.7%)	5 (4.1%)	11 (8.9%)	59 (48%)	41 (33.3%)	3.991	1.051
My head teacher delegates me responsibilities	4 (3.3%)	0 (0.0%)	4 (3.3%)	52 (42.3%)	63 (51.2%)	4.382	0.8399
Delegated responsibilities are always paid for	54 (43.9%)	23 (18.7%)	12 (9.8%)	32 (26%)	2 (1.6%)	2.227	1.298

I am always promoted at work after training	57 (46.3%)	21 (17.1%)	25 (20.3%)	16 (13%)	4 (3.3%)	2.097	1.217
Promotions at work are fairly distributed among teachers	28 (22.8%)	32 (26%)	12 (9.8%)	39 (31.7%)	12 (9.8%)	2.796	1.360

Table 4 shows that the majority of the respondents, 84.5% agreed that their work is always praised by their immediate administrators compared to 7.3% who disagreed, while 8.1% were not sure. These findings suggested that a teacher's work is always praised by primary school administrators in the selected UPDF-founded primary schools in Central Uganda. This was confirmed by the mean 4.040 almost equal to code 4 agree. Such findings were followed by a low standard deviation of 0.833 which suggested that respondents' views did not vary from one respondent to another.

Most of the study respondents 79.7% agreed that they are always recognized in meetings for hard work. This was opposed to 10.6% who disagreed, while 9.8% were non-committal. These results suggested that teachers in the selected UPDF primary schools in central Uganda are highly recognized for their hard work stations. These findings were supported by a mean of 3.837 almost equal to code 4 agree. This implied that teachers' efforts in the selected UPDF-founded primary schools where the study was done are duly respected. Meanwhile, the standard deviation of 0.917 was low, implying that respondents' views were not dispersed from one respondent to another.

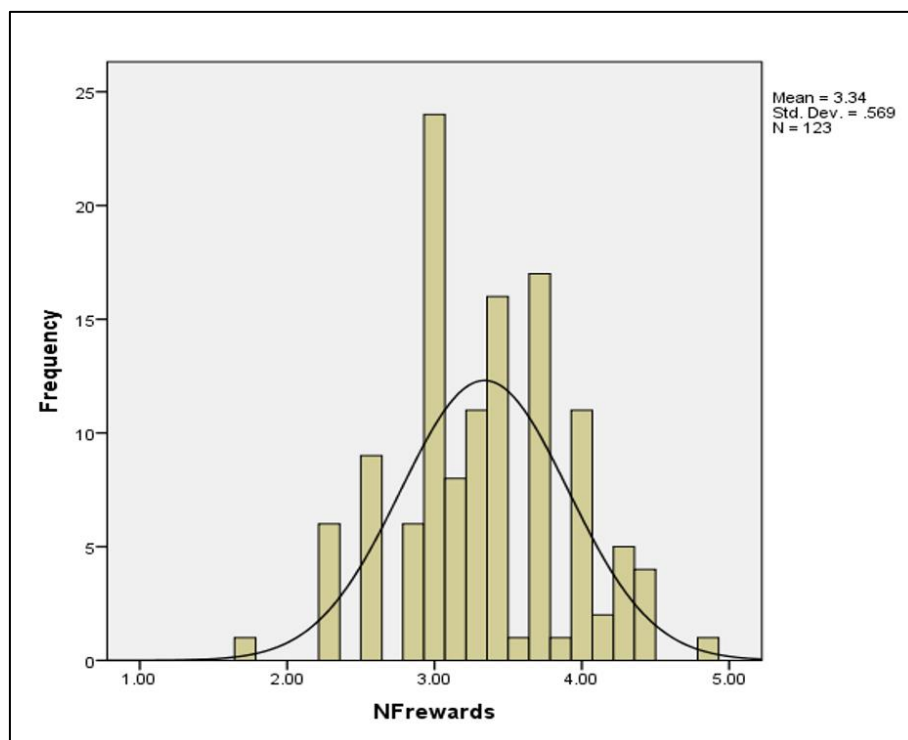
Most of the study respondents agreed that they are offered with chance to go for training by school 81.3% compared to 9.8% who disagreed while 8.9% were non-committal. These findings suggested that teachers in the UPDF-founded primary schools are sponsored to go for training by their schools. A mean of 3.991 was almost equal to code 4 agree, implying further that respondents had agreed with the offering of training opportunities. The standard deviation of 1.051 was low, implying that respondents' views did not vary from one respondent to another.

A large number of the study respondents 93.5% agreed that their head teacher delegates them responsibilities compared to 3.3% who disagreed while 3.3% were not sure. This implied that in the selected UPDF-founded primary schools where the study was done teachers are delegated responsibility. A mean of 4.382 was equal to the code 4 agree, which concretized that teachers in the UPDF primary schools where the study was done are indeed delegated responsibilities. A standard deviation of 0.834 was low, implying that the views of respondents were almost similar from one respondent to another.

Alternatively, 62.6% of the study respondents disagreed that delegated responsibilities are paid for compared to 28.2% who agreed while 9.8% were not sure. These percentages depicted that although teachers are delegated responsibilities, no accompanying payments are made. This finding was in line with the mean 2.227 almost equal to code 2 disagree, thus implying further that no payments are made on delegated responsibilities. Respondents 63.4% disagreed that they are always at work after training, compared to 16.3% who disagreed while 20.3% were not sure. This finding also indicated that even promotions are made after one engages in professional training.



Finally, the majority of the study respondents 48.8% disagreed that promotions at work are fairly distributed among teachers compared to 41.5% who agreed, while 9.8% were not sure. To get a general view of how respondents rated non-financial rewards a histogram and curve were generated as in Figure 4:



**Figure 4:** Histogram and curve showing the distribution of respondents on non-financial motivation

Figure 4 shows that most of the respondents were concentrated on the right side of the histogram and curve, suggesting that they were satisfied with their non-financial motivations in the selected UPDF-founded primary schools in Central Uganda.

#### 4. Testing of hypotheses

In this section of the study, testing of the study hypotheses was done. The relationship between financial motivations, financial allowances/ benefits and non-financial motivations on the academic performance of learners was done. These hypotheses were tested using Pearson's correlation coefficient index as in the subsequent subsections.

##### 4.1 Hypothesis one

The first hypothesis of the study was that there is a relationship between teachers' financial motivation and the academic performance of learners in selected UPDF-founded primary schools in Central Uganda. To test this hypothesis, the study used Pearson's correlation coefficient and the results are provided in Table 5.

**Table 5:** Pearson's correlation coefficient results on teacher financial motivation and academic performance of learners

	Pearson's correlation	Academic performance	Financial motivation
Academic performance	Pearson correlation	1	0.867
	Sig (2-tailed)		0.016
	N	123	199
Financial motivation	Pearson correlation	0.867	1
	Sig (2-tailed)	0.016	
	N	119	119

Table 5 shows Pearson's correlation coefficient index between teachers' financial motivation and learners' academic performance  $r = 0.867$ ,  $sig = 0.016$  less than 0.05. This meant that there was a highly positive significant relationship between teacher financial motivation and the academic performance of learners in the selected UPDF-founded primary schools at the 5% level. This meant that as academic staff are financially motivated through salary provision and wages, the greater the possibility that they will concentrate on the job, leading to better learners' academic performance. This performance is basically realized through learners achieving better grades in the UNEB examinations done.

#### 4.2 Hypothesis Two

The second hypothesis of the study was to establish the relationship between teachers' indirect financial incentives and learners' academic performance in selected UPDF primary schools in the Central region. Arising Pearson's correlation coefficient results are offered in Table 6.

**Table 6:** Pearson correlation coefficient index showing the relationship between teachers' financial allowances and the academic performance of learners

	Pearson's correlation	Academic performance	Financial allowance
Academic performance	Pearson correlation	1	0.046
	Sig (2-tailed)		0.617
	N	123	123
Financial allowance	Pearson correlation	0.046	1
	Sig (2-tailed)	0.617	
	N	123	123

Table 6 shows Pearson's correlation coefficient index results on financial allowances and academic performance of learners  $r = 0.046$ ,  $sig = 0.617$ , greater than 0.05. This implied that there was no significant relationship between financial allowances and the academic performance of learners in the selected UPDF-founded primary schools. This implies further that even if financial allowances like sugar, soap, and accommodation, among other benefits, are offered to teachers, their concentration levels remain intact which may not change the learners' academic performance.

### 4.3 Hypothesis three

The third hypothesis of the study was to establish the relationship between non-financial motivation and learners' academic performance in the selected UPDF founded primary schools in Central Uganda. This hypothesis was tested using Pearson's correlation coefficient as in Table 7.

**Table 7:** Pearson correlation coefficient index showing the relationship between non-financial motivation and learners' academic performance

	Pearson's correlation	Academic performance	Non-financial rewards
Academic performance	Pearson correlation	1	0.199*
	Sig (2-tailed)		0.027
	N	123	123
Non-financial rewards	Pearson correlation	0.199*	1
	Sig (2-tailed)	0.027	
	N	123	123

Table 7 shows Pearson's correlation coefficient results between non-financial motivation and learners' academic performance in the selected UPDF-founded primary schools in Central Uganda  $r = 0.027$ ,  $sig = 0.027$  less than 0.05. This meant that there was a positive significant relationship between non-financial motivation and learners' academic performance. This suggested that through the provision of non-financial rewards, learners' academic performance is enhanced as teachers' concentration levels on the job are higher. This manifests itself in high learners' academic performance.

### 5. Conclusion

From the above findings, the study concluded as follows:

From objective one, it is concluded that teachers' financial motivation has a significant relationship with learners' academic performance in selected UPDF primary schools in Central Uganda. Thus, through offering these financial motivations, learners' academic performance most likely improves, and the reverse is true.

From objective two, it was concluded that teachers' indirect financial incentives have no significant positive relationship with the academic performance of learners in selected UPDF-founded primary schools in the Central region. It further reveals that offering allowances like rent, food and sugar among others does not impact on academic performance of learners.

In addition, from objective three, the study concluded that non-financial motivations/ rewards have a significant positive impact on learners' academic performance in selected UPDF-founded primary schools in Central Uganda. It is further concluded that through appreciating, recognizing, and promoting teachers, their concentration levels increase leading to high learners' academic performance.

## 5.1 Recommendations

From the study conclusions, it was recommended that; if learners' academic performance in the selected UPDF founded primary schools in Central Uganda is to be improved, the Ministry of Defence, in liaison with the Ministry of Education and Sports, should create other avenues for generating adequate finances to enhance teachers' salaries and wages, Offer allowances, accommodations as a strategy to enhance learners' academic performance, and also the study recommended that all stakeholders should ensure that they create avenues for recognizing employees' efforts, including but not limited to appreciating them in the meeting, promotions, offering them extra responsibilities, as these positively enhance learners' academic performance.

## Conflict of Interest Statement

The authors have no conflict of interest to declare.

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