

**INSTITUTIONAL MOTIVATIONAL PRACTICES AND TEACHERS' JOB
PERFORMANCE IN SELECTED SECONDARY SCHOOLS
IN MBALE MUNICIPALITY, MBALE
DISTRICT - UGANDA**

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ABSTRACT

The purpose of this study was to establish the influence of institutional motivational practices on teachers' job performance in Mbale Municipality. It was guided by two objectives: To establish the influence of fringe benefits on teachers' job performance. (ii) To find out the influence of working conditions on teachers' job performance in selected secondary schools in Mbale municipality. The study applied quantitative research approach and cross sectional survey design. The target population was both private and government aided secondary schools in Mbale municipality. A sample of 173 teachers was chosen based on simple random sampling techniques. Data was collected using self-administered questionnaires (SAQ) and analyzed by use of means, standard deviations, Pearson's product moment correlation coefficient and linear regression analysis. The study found out that there was a strong positive and statistically significant influence of fringe benefits on teachers' job performance revealing ($r = 0.64$, $p < 0.05$), hence rejecting the null hypothesis. Fringe benefits also revealed a standardized coefficient of ($\beta = 0.41$). Working conditions had a positive and statistically moderate significant influence on teachers' job performance with ($r = 0.569$, $P < 0.05$). Hence rejecting the earlier stated null hypothesis. The results also showed a standardized coefficient of ($\beta = 0.324$) for working conditions. A sign that more was needed to curb this vice. The study therefore recommends that schools should motivate their teachers to enhance teachers' job performance.

Key words: Institution, motivation, practices, job performance, working conditions

Background to the Study

Educational institutions are established to pursue well defined set of goals. There is need for highly motivated staff in these institutions to enable them achieve their intended goals. Chandra (2010) contends that motivated employees cooperate voluntarily with management and thus contribute their maximum towards the organizational goals. This observation has enabled schools to adopt various staff motivational practices to reduce friction among employees and between employees and management, and consequently increase productivity. Attractive motivational schemes help in attracting highly talented and competent persons from external sources to the organization (Chandra, 2010). Staff motivational practices refer to the organized efforts and activities aimed at making staff happy, healthy and duty conscious in order to inspire, help and encourage them to perform to their best (Lubanga, 2005 & Nairuba, 2011).

Historically, motivation derives its roots from both Islamic perspective and Western perspective. In line with the Islamic perspective, Ali (2002, p.88) defines motivation as a materialistic or moral power which stimulates an individual to work to the best of his ability. This process aims at motivating the diligent to work efficiently and encouraging others to imitate that diligence. Abdul-Azim, (1994) observed that the prime motive of motivation in Islam is “to get Allah’s pleasure, His forgiveness and entering His paradise”, reported by Ali, (2002). Allah says:” Whoever acts righteously whether male or female and is a believer, we will surely bestow on such their rewards according to the best of their works” (Quran 16:98).

On the other hand, the Western perspective comes from industrial revolution in Europe and American states like Netherlands, Sweden, Mexico and Norway where social needs were recognized as a basis for good performance and workers’ benefits were more sensitive to equality hence equal treatment of workers (Robbin, 2003 p.178). Mayo (1933) and Herzberg (1968) argue that money is a weak motivation tool, and that more than pay motivates people however, this has cultural and social economic limitations. Fringe benefits are extra benefits, especially given to the employee in addition to salary or wages. Some of them include; accommodation, free health care, housing and facilities which indicate a certain level of status. According to Mghana, (2013) praise and recognition are effective in motivating employees, hence producing job satisfaction. This entails credit for work done, which can be supported by management through verbal praise of excellent work and public recognition through rewards (Mboga, 2010). It is upon such studies that this research intended to investigate those other institutional practices other than salary increment that seem to motivate teachers to perform their duties to the best of abilities.

With reference to Uganda, motivation is an important factor for all institutions as a basis for better performance. The Uganda Educational Act 13 of 2008 explains that one of the responsibilities of government towards grant aided educational institutions is to pay salaries and allowances to teachers and paying salaries and wages to all established non-teaching staff. However, the salaries paid to teachers is not enough given the changing cost of living causing them to be on strike like it was the case in May, 2015 (UNATU) and this is not motivating enough to realize their output in the educational sector. With regard to Mbale municipality, there are both private and government aided

secondary schools. All of which seem to have different motivational practices with majority of them using salary as a major form of motivation. Management of some schools has provided incentives such as free meals, subsidized accommodation and teacher rewards for student's performance all with the aim of improving teachers' job performance. During the 22nd Annual general meeting (AGM) of secondary school B held on 25th/June/2016, the teachers' representative appreciated the school management for improved teachers' meals and acknowledged that those too are a motivation to staff and student leaders adding that very few schools in the municipality if any could feed their staff on meat three times a week and "matooke" every day. Similarly, in High School C, the head teacher's report revealed that staff welfare in form of meals, allowances and awards for both best performing teachers and students was necessary to realize teachers' performance but the implementation for such motivational practices was acknowledged to be low and he promised that improvements shall be made. Whereas schools make effort to motivate teachers, the performance of some teachers is wanting. In Secondary School A, it was revealed in their minutes of Beginning of Term one 2019 meeting that some teachers tend to dictate notes straight from text books when giving notes in class, a behavior that does not only show teachers' unpreparedness to teach but also poor customer care attitude towards learners, yet this is very important in realization of teachers' competence that directly affects their job performance as well as students' understanding. Furthermore, in the reaction session, one teacher invited other teachers to improve on their teamwork in order to realize better grades like his department had achieved. With reference to the above background, secondary schools within the municipality seem to be having the same motivational practices but teachers' performance remains unpleasant with low rates of task accomplishment, poor customer care competence, limited teamwork and failure to adhere to school routines. Beginning of term II staff meeting (BOT II STAFF MEETING: SCH A, 25/may/2017). If this phenomenon is not addressed by most head teachers of government aided and private secondary schools, it may affect students' performance, high rate of staff turnover, reduced school enrolment and closure of some schools.

The purpose of the research is to establish the influence of different motivational practices on teachers' job performance in selected secondary schools in Mbale Municipality, Mbale district with a view of improving teachers' performance.

The study was guided by the following specific objectives:

- i) To establish the influence of fringe benefits on teachers' job performance in selected secondary schools in Mbale Municipality.
- ii) To find out the influence of working conditions on teachers' job performance in selected secondary schools in Mbale municipality.

The study sought to test the following hypotheses:

H₀: There is no significant influence of fringe benefits on teachers' job performance in selected secondary schools in Mbale Municipality.

H₀: There is no significant influence of working conditions on teachers' job performance in the selected secondary schools in Mbale municipality.

Literature Review

This chapter presents two sections; theoretical framework and empirical studies.
Theoretical Perspective

This study was guided by expectancy theory advanced by Vroom (1964). The theory according to Vroom contends that motivation is the product of the anticipated worth to a person of an action and the perceived probability that the person's goals would be accomplished. Thus the Vroom's model is built around the concept of value, expectancy and force. This model therefore gives us the algebraic equation as Force (Motivation) = Valence*Expectance

Valence is the strength of an individual's preference. The strength may be positive or negative. In this case negative means fear of demotion or transfer to a less important job and positive means prospect for promotion. This theory is consistent with the idea that the manager's job is to design an environment for performance, taking into account the differences in various situations (Chandra, 2010). This theory clearly analyses that managers should vary their motivational practices to enable them tap the potentials of their employees. The expectancy theory identifies several important aspects that should be done to motivate employees by altering the person's effort-to-performance expectancy, performance-to-reward expectancy, and reward valences. This theory was in line with the current study because it did not sideline the two variables institutional motivational practices and teachers' job performance.

A study conducted by Frederick Herzberg and his associates in the United States of America (USA) on 203 engineers and accountants working in eleven different firms in Pittsburgh, which provide the theoretical underpinning of this study, revealed that there were two sets of factors which caused either satisfaction or dissatisfaction of employees. Factors causing satisfaction were categorized as "satisfies" or "motivational factors" which included feeling of achievement, recognition, work itself, advancement, increased responsibility and opportunity for growth that is acute in this study. When these factors are present, an individual performs better. Meanwhile, the other set of factors referred to as "maintenance factors" whose absence did cause dissatisfaction to workers included company policy and administration, technical supervision, interpersonal relations with superiors, subordinates and peers, salary, job security, status and personal life (Burton, 1995). In line with Herzberg's contribution in the field of motivation, the researcher intended to establish whether such motivational practices exist in selected secondary schools in Mbale Municipality or not and in either case find out the influence that it had on teachers' job performance in those selected secondary schools in Mbale Municipality.

Empirical studies

Fringe Benefits and Employee Performance

According to Ajilola (2006) fringe benefits are defined as part of the total reward package provided to employees in addition to base or performance pay. Fringe benefits focus on maintaining or improving the quality of life for employees 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 employees (Bernardin, 2007). In a study carried out on the impact of compensation, promotion and performance of University Lecturers of Azad Jammu and Kashmir (AJK), Sohrab and Khurram (2011) concluded in their study that promotion has strong and positive impact on performance of University Lecturers of AJK. They further added that compensation is a major element in influencing lecturers. The more teachers are fairly compensated the more they will perform better. Whereas this study was carried out at a high level of learning this research wishes to establish if such fringe benefits exist in Ugandan secondary schools and as such access the extent to which it influences secondary school teachers' job performance basing on such literature and more. Wambede (2017) in his study on the effect of motivational practices on employee performance at Kyambogo University contends that there is need to consider internal promotions based on merit performance before considering an external talent acquisition, this will motivate the employees to stay and work harder appreciating that their talents are recognized through promotions and other rewards. Amali (2017) in her study recommended that governing boards of schools (BOG) and PTA should invest more in teacher welfare needs like salary top up to enable them cop up with the cost of living. The governing boards need to redirect efforts to carter for crucial areas like teacher accommodation with in school premises or within a walk able distance to enable them to devote their time and energy towards school needs.

According to Armstrong (2008) motivating and rewarding employees is one of the most frequent concerns voiced by organizations that hire full-time labor. Besides the basic pay or salary, many employers offer additional bonus or incentives to enhance good job performance. On several occasions, teachers through the Uganda National Teachers' Association (UNATU) have tried to negotiate for salary increments. While this has been going on, schools that have extra benefits apart from pay (Fringe benefits) have had their teachers at work full time. Chukwuma (2018) reveals that fringe benefits as an incentive significantly affect employees' morale and productivity. He further adds that those institutions that provide these benefits will have increased ability in return whereas those who distance themselves will fail. Mayo (1933) and Herzberg (1968) argue that money is a weak motivational tool and that more than pay motivates people. Supplementary benefits have an important impact on the staffing process since they may affect the organization's ability to recruit and may have significant bearing on the employees to remain in the system. The contribution of promotions to employee performance in this study has been attributed to Armstrong (2008) who observed that in an organization, promotion of employees appears to be the most important form of pay for performance especially in hierarchical white collar firms. He further says that promotions should provide incentives for lower level employees who value the pay and prestige associated with higher ranks to work hard. Regarding accommodation as a Fringe benefit, UN-HABITANT report, (2015) reported that in many districts in Uganda, several teachers live in squatter settlements or slums without security of tenure and with poor housing related services. Accommodation being one of the most important basic needs of life implies that everyone (teachers inclusive) needs shelter.

Housing is still beyond the reach of most members of the teaching profession and many families cannot afford basic and decent formal housing Dlamini, (1994). We should note that providing a teacher with accommodation makes him or her be at school in time so as

to make duty accomplishment easier as earlier sighted under the dependent variable, it also earns the teacher self-esteem in society. Chandra (2010) points out that encouragement of an employee in form of praise in public satisfy his/her egoistic needs. In a similar study carried out by Zirra and Mambula (2019), they concluded that recognition has a significant impact on employee performance in Nasco group, Jos plateau state, Nigeria and they went further to urge managers of this group to improve employee recognition programs for jobs well done to enable employees in enhancing productivity in the private sector. Harvey-Beavis (2003) observed that rewards and recognition schemes have been used to motivate schools, college, universities and teachers to improve their practice and performance. Hall (2012) reveals that it is now an established fact that if employees feel valued and appreciated by their leaders they are infinitely more likely to go above and beyond for the company and hold themselves accountable for their part in the project this finding is not very far from that of Baron (2002) emphasizes that when employees are recognized in terms of their identification, their working capacity and performance is enhanced. With reference to this study, the role of the Head teacher as a principle leader of the secondary school is to help teachers to feel satisfied from their jobs and to fulfill their needs and objectives in order to realize a given level of output from them. Recognition of teachers for work well done can range from verbal words such as “thank you” to tangible rewards deemed motivational, this is in line with Markham, and Mckee (2002) in their study of principle staff recognition and teacher job satisfaction where they contend that symbolic and verbal forms of recognition for good performance can be very effective other than rewards linked to money. The researcher appreciated the contribution of these authors on the influence of fringe benefits on employee performance, since these studies were carried out side Mbale Municipality, the researcher had to establish whether such Fringe benefits have significant effect on teachers’ job performance in Mbale Municipality as well.

Working Conditions and Employee Performance

People are very desirous to be employed by organizations, but many of them no longer feel comfortable with their workplace as their second home and as a result they are forced to work under unbearable working conditions. In the research carried out by Khaled and Haneen (2017) on Engineering Company in Jordan, it was suggested that employers should take initiatives to motivate employees by improving their work environment. They went further to say that when employees are motivated, their job performance will increase and they will achieve the desired outcome and goals of the job. Baard, Deci and Ryan (2004) contends that support autonomy promote one’s intrinsic value for work. They further revealed that the level of autonomy support provided by managers is associated with numerous adaptive psychological outcomes. These include; job satisfaction, high work performance and persistence. On the contrary, managers of some organizations do not commit themselves towards providing and exposing employees to such fair treatments, by so doing they create unfavorable working environment and in the end cause decline in organizational standard and output (Ericson, 2006). Nduku, Mwenda and Wachira (2015) argue that workers productivity can be increased by conducive work environment. They further contend that work environment consists of office buildings, its furniture and layout as well as the physical conditions under which the workers operate. In one study by Kayizzi (1990) on predictors of job satisfaction in public secondary schools, it was revealed that only 36 out of the 108 graduate secondary teachers

interviewed had taught for more than six years. This was attributed to the fact that secondary schools in Nakifuma County were unable to retain their teachers for a longer time due to failure by administrators and Head teachers of these schools to identify motivational factors that would be used to satisfy teachers' needs. Ergonomic office furniture guarantees that every worker feels well with things around him, like chairs, desks, personal computer arrangement and even environmental factors. Just as conceptualized by Herzberg, good working conditions cause an employee to move from a point of no satisfaction to satisfaction which fosters productivity. Suwati, Minarsih and Gagah (2016) also pointed out that the main goal for someone is not only to get salary, but to reach self-satisfaction. Employees' performance is influenced by a lot of aspects such as motivation, work environment and leadership in the agency as seen in the above studies. It is upon such bearings that this study intends to ascertain if educational institutions in Mbale municipality do possess these motivational practices and the extent to which they seem to influence teachers' job performance in the selected secondary schools.

Maicibi (2005) asserts that when workers worked, rested, ate, and discussed they produced highest, thus explaining the importance of break periods at workplaces, presence of canteens, interactions at work and open office system or televisions in closed offices. Sobe (2013) explains that most head teachers assign experienced teachers to orientate new teachers on school programs, relate them with school community and locating accommodation which breaks isolation of new teachers from the rest of colleagues, enabling them feel part of the school community. Health being one of the fundamental basic needs of life, it is important that teachers as employees are provided with such an incentive in order to realize a given level of output from them. Zirra and Mambula (2019) recommended that there is need for employers to continue with the provision of health protection benefits to their workers since it will help them create a sense of loyalty and encourage their productivity in the company.

Methodology

The study was quantitative in nature and cross sectional survey design was used. The cross sectional study design was used in order to collect data from different groups at the same time in point. From the target population of the study included teachers and head teachers among selected secondary schools in Mbale municipality. The study targeted a population of 1036 teaching staff from the 19 private and government aided secondary schools. A sample of 229 teachers was selected from six schools in the northern and industrial divisions in the municipality where most of the schools are concentrated.

The researcher used census inquiry to select all the three public secondary schools since they are the only ones within the Municipality. Simple random sampling procedure was adopted in selecting three private secondary schools out of the sixteen within the two divisions in the Municipality and for selecting the respondents. This was because the entire elements in the target population-the schools and teachers have an equal probability of being selected. The sample size of this study was calculated using Solvins' formula $n = N / (1 + N e^2)$ hence a sample of 229 was selected for the study. The researcher used self administered questionnaire to collect data.

Interpretation of the Mean Values

The mean values on the factors that influence both the dependent and independent variables were interpreted as in Table 3.3 below;

Table 1.1: Interpretation of the mean values

| Minimum | Maximum | Scale rating | Interpretation |
|---------|---------|-------------------|----------------|
| 4.22 | 5.00 | Strongly agree | Very high |
| 3.42 | 4.21 | Agree | High |
| 2.62 | 3.41 | Not sure | Medium |
| 1.81 | 2.61 | Disagree | Low |
| 1.00 | 1.80 | Strongly disagree | Very low |

Source: Developed By Author (2019)

The validity of the research instrument was ascertained through Content Validity Index which was 0.889. the reliability test yielded a value of 0,889 Cronbach alpha. Data was analyzed using descriptive statistics, Pearson correlation coefficient was used to check for relationship and linear regression was used to ascertain the influence of independent variable on the dependent variable.

For Ethical Considerations the researchers asked the respondents to sign the informed consent form and assured them that the findings will be used for academic purposes only and that their names was to be kept confidential. The researcher also acknowledged the works that had been cited by other authors on similar or related variables under the current study.

Findings

Out of 229 questionnaires distributed, 173 were returned indicating 75.5% which was a good representative sample.

Descriptive statistics on Teachers' job performance.

Seven items were used to measure the extent to which teachers perform their duties within their respective schools and these were rated on a five likert scale.

On a general observation, teachers' job performance was revealed to be high with an Average mean of 3.46. This implied that teachers have tried to do their best even amidst the moderate situation of motivational practices as this is required by their code of conduct, teachers highly acknowledged that they are always punctual at their schools to perform their duties and this item was ranked first with (mean =3.75.SD =1.133).

In accordance to teachers being fully participatory in guiding and counselling students, this was ranked second with (mean =3.68, SD =1.190) interpreted as high. Implied that on top of the major duty of teaching, teachers agree with certainty that they are offering guidance and instilling good morals into their students as a core value.

As a form of evaluating learners, teachers agreed that they mark and submit students' results on time. This item was ranked third with mean = 3.64 and SD = 1.200.

In trying to extend customer care services and in line with evaluation of learners, teachers also agreed that they always monitor and guide their students in their areas of weakness and this item was ranked fourth with mean =3.60, SD = 1.302 in the construct.

On the contrary, teachers expressed a moderate attitude when they were asked whether they did attend staff meetings and assemblies at their schools regularly as this particular item was ranked fifth with a mean = 3.38 and SD = 1.273 interpreted as medium. Furthermore, they also acknowledged that at times finishing the syllabus on time was moderate as this item was ranked second last with mean = 3.13 and SD = 1.323.

In order to get to the bottom of this matter, the study ascertained whether teachers fully participated in co-curricular activities in their schools and this was ranked last with the least mean of 3.03 and a very big SD of 1.340, interpreted as moderate.

Motivational Practices

Motivational practices are the psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal directed. Two aspects were looked at; fringe benefits and working conditions.

Fringe benefits. Five constructs were used in this study to best understand the influence of Fringe benefits on teachers' job performance.

With reference to whether teachers were provided with meals at their schools during day, this was ranked first with (mean = 4.01, SD = 1.213). This implied that teachers in most secondary schools within the municipality Agreed that meals as a form of fringe benefit was provided by most schools. Ranking this item as the first also justifies that meals are seen as an important item in this construct as some head teachers also supplemented that other than PTA, *"Breakfast and lunch is provided to teachers in the school"* While one other head teacher supplemented that: *"end of term hampers are provided with food stuffs for our teachers"*. Regarding to whether teachers are given allowances for additional responsibilities, this was ranked second with (mean = 3.08, SD = 1.452), interpreted as moderate which meant that teachers at this level were not sure of allowances being extended to them for extra responsibilities given to them. This scale of moderate is a sign that there is a problem with motivation in schools within the municipality which needs to be addressed. This is in line with Sohrab and Khurram (2011) who acknowledged that compensation is the major element in influencing lecturers in higher institutions of learning.

Concerning rewarding and recognition of best performing teachers within the schools of the Municipality, this was ranked third with (mean = 3.04, SD = 1.331) interpreted as moderate, implying that teachers within the Municipality felt not well recognized and rewarded for their effort and for this reason they do not agree with certainty about this construct as a means of fringe benefits.

Teachers were then asked to assess whether their administrators took promotion as a major factor or form of fringe benefit in their respective schools, this item was ranked fourth in the construct with (mean = 2.86, SD = 1.331) implying that promotions as much as they may seem to be a form of motivating best performing workers, had not been embraced as such within the secondary schools in the municipality.

Lastly the teachers were asked if they were given some accommodation in their respective schools and this was ranked last with (mean = 2.39, SD = 1.27) interpreted as low, indicating that most teachers disagreed with this item suggesting that

accommodation given its importance of ensuring teachers are in school on time, was inadequately provided to teachers by most schools within the municipality.

In general, fringe benefits as a motivational factor to teachers' job performance was interpreted as Medium due to an Average Mean of 3.08, implying that teachers are not sure of the extent to which fringe benefits have been extended to them in secondary schools within the Municipality a phenomenon that needs to be addressed.

Table 1.2: Relationship between Fringe benefits and Teachers' Job Performance

| | | Performance | Fringe |
|-------------|---------------------|-------------|--------|
| Performance | Pearson Correlation | 1 | .640** |
| | Sig. (2-tailed) | | .000 |
| | N | 173 | 173 |
| Fringe | Pearson Correlation | .640** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 173 | 173 |

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

Source: Primary Data (2019)

The results above indicate a strong positive and significant relationship ($r=0.640$, $P=0.000$) between fringe benefits and teachers' job performance among the selected schools. Hence rejecting the null hypothesis.

Table 1.3: Simple linear regression analysis of fringe benefits and Teachers Job Performance

| | Coefficients | | | | |
|----------|-----------------------------|------------|---------------------------|--------|-------|
| | Unstandardized coefficients | | Standardized coefficients | t-stat | Sig. |
| | B | Std. Error | B | | |
| Constant | 1.66 | 0.171 | | 9.699 | 0.000 |
| FB | 0.584 | 0.054 | 0.409 | 10.890 | 0.000 |

^a Dependent Variable: teachers' job performance

The results in the table 1.3 revealed that the standardized coefficient of fringe benefit is 0.409, t-statistic value = 10.890 and p-value = 0.000 less than 0.05. These findings of the study revealed that fringe benefits accounts for 41% of teachers job performance in the selected schools in Mbale Municipality. This finding was majorly anchored on the fact that most teachers are not provided with accommodation at their school. This finding is related to that of Markham, Dow and Mckee (2002) who contend that symbolic and verbal forms of recognition for good performance can be very effective other than rewards linked to money.

Therefore as a minimum, Head teachers and institutional heads ought to establish non-motivational practices geared at realizing improved level of production from their teachers.

Descriptive Statistics on working conditions

Teachers' responses about how working conditions influences their productivity in job performance. Five items were used in this construct and respondents were asked to rate them on a 5-likert scale. In accordance to working conditions being important in improving on teachers' job performance, this item was ranked number one with (mean = 4.40, SD = 0.826), interpreted as High an indication that teachers within the study area agreed that indeed the presence or absence of favorable working conditions within an institution has got influence on job performance.

When asked whether they felt free to express themselves to the top administrators, this was ranked second in the construct with (mean = 3.13, SD= 1.321), interpreted as Medium, which was similar to whether schools did provide adequate working conditions for all teachers and staff as this was also medium with (mean = 2.76 SD = 1.294). This implies that teachers were moderate about the provision of such working environment.

With reference to whether teachers had a spacious and comfortable staffroom, this was ranked second last with (mean = 2.95, SD = 1.330) interpreted as low, implying that most teachers disagree about schools providing them with specious staff rooms. Finally, teachers were asked whether they were provided with medical services in case of small minor illness, this was ranked last with (mean =2.30, SD = 1.330) interpreted as low.

Table 1.4 Relationship between Working conditions and Teachers' Job Performance

| | | Performance | Working |
|-------------|---------------------|-------------|---------|
| Performance | Pearson Correlation | 1 | .569** |
| | Sig. (2-tailed) | | .000 |
| | N | 173 | 173 |
| Working | Pearson Correlation | .569** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 173 | 173 |

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Primary Data (2019)

The table 4.15 shows that there is positive moderate significant relationship between working conditions and teachers job performance ($r=0.569$ and $P= 0.000$). Hence rejecting the null hypothesis and conclude with the alternative.

Table 1.5 Simple linear regression analysis of Working conditions and Teachers Job Performance

Coefficients

| | Unstandardized coefficients | | Standardized coefficients | t-stat | Sig. |
|----------|-----------------------------|------------|---------------------------|--------|-------|
| | B | Std. Error | B | | |
| Constant | 1.828 | 0.187 | | 9.794 | 0.000 |
| WC | 0.534 | 0.059 | 0.324 | 9.046 | 0.000 |

Dependent Variable: teachers' job performance

Results in table 4.16 revealed the standardized coefficient for working conditions is $\beta = 0.324$, t-statistic value = 9.046, p-value = 0.000. This indicated that working condition explains 32% of teachers' job performance. This moderate level of working conditions among teachers was anchored on the fact that teachers were not provided with spacious and comfortable staffroom and the lack of medical service extension in case of minor illnesses. This significant relation is in line with Mc Coy and Evans (2005) who stated that the elements of working environment need to be put proper so that the employees would not be stressed while getting their jobs done.

Conclusion

The study revealed a strong statistically significant influence of fringe benefits as a motivational practice on teachers' job performance in the selected secondary schools in Mbale municipality. Hence the school head teachers and board of governors should maintain and provide fringe benefits in form of meals, accommodation and most importantly do promotions as a way of recognizing and appreciating best performing teachers. This would ignite and spark off the teachers' potential to productivity.

Working conditions presented a moderate positive and statistically significant influence on teachers' job performance in the selected secondary schools in Mbale municipality. In line with that head teachers and board of governors should provide ideal and desirable working conditions such as cordial interpersonal relationships well-equipped staff rooms as well as equipped sick bays. This would make teachers feel comfortable in schools as their second homes to fulfill their organizational obligations.

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