ABSTRACT
The purpose of the study was to examine the extent to which teacher motivational factors influence academic performance in secondary schools especially non USE secondary schools in Kabale Municipality, Kabale District- Uganda. This study was conducted with the following objectives; to investigate whether increased remuneration and other money allowances (extrinsic factor) influence academic performance; to analyse whether recognition(intrinsic factor) of teachers influence academic performance as well as exploring other motivational factors that influence academic performance in the non USE schools in Kabale Municipality. The researcher employed a cross sectional research design because it requires the use of specific forms of data collection. The survey questionnaires and documentary analysis of secondary data were the main research instruments. From the findings, the first five motivational factors were ranked in order of their importance as they influence academic performance as follows; good salary, recognition, job security, promotion and communication. Although salary has been identified as the most important factor, non the less my general conclusion regarding salary is that, good salaries should not be regarded as purely a basic need factor, but a factor that can lead to motivation and may have the potential to demotivate teachers. Put differently money can perform a dual role on motivating employees /teachers. On documentary analysis of UCE UNEB results, the researcher concluded that indeed the above five motivational factors have influence on academic performance in non USE secondary schools. The researcher based his recommendations on the research questions. The researcher therefore gave recommendations on staff remunerations and other money allowances, recognition and other motivational factors mostly identified by the respondents i.e. promotion and job security. Recommendation to the head teachers and stakeholders is also given.