

Relationship between Salary Structure and Motivation: A Study on Government Primary School Teachers in Pirganj Upazila of Rangpur District

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Abstract

Education plays a vital role in sustainable economic development, and primary education lays the foundation for it. Bangladesh runs one of the biggest primary education systems in the world. This study focuses on motivation of Government primary school teachers. In this perspective, researchers have tried to unfold the relation between salary structure and motivation of those teachers. The study purposively selected Pirganj Upazila of Rangpur district as study area with 120 samples drawn from 24 schools through a simple random sampling technique. The study uses seven hypotheses using the components of salary structure named basic salary, bonus payment, house allowance, medical allowance, tiffin allowance, rest and recreation allowance, and children education allowance against motivation to achieve the main objective of the study using the chi-square test. All the hypotheses tests clearly show a significant relation between all the components of salary structure except tiffin allowance. The study finds teachers' salary structure is still inadequate. Respondents are not satisfied with all the components of the salary structure except tiffin allowance. The study reveals that in most of the cases, their pay is not adequate to meet the minimum basic needs like food, housing, clothing, education, and transport. The current levels of motivation have resulted in increased teacher absenteeism, teacher turnover, and professional misconduct, which have affected performance and threatened to affect the achievement of quality education in the study area. The study opines that the concerned authority may keep more

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attention on not only salary structure but also other motivational factors as well to boost up morale of the primary school teachers to have desired quality in education.

Prelude

The prosperity of a nation depends on the education system of the nation that produces well-informed citizens as well as a dynamic workforce capable of competing globally. The Government of Bangladesh recognizes education as a means of reducing poverty and improving the quality of life for people (Quality Primary Education in Bangladesh, 2009). Education is a process of behavioral changes and development. Teachers are the core employees of an educational institution who play an important role in the institution's success and in creating and promoting its goodwill among students and academia (Doyal and Forsyth, 1973). Therefore teachers' motivation is an imperative and inevitable objective of the management in any educational institution. Teachers' motivation is an important player in the success and performance of an educational system. Teachers' motivation is one of the biggest contributors to maximizing teachers' performance (Filak and Sheldon, 2003).

Recently Muhammad Imran Rasheed et al. (2016) has conducted research based on the "Factors affecting teachers' motivation." They found that Compensation packages, job design, and working environment, performance management system, and training and development on teachers' motivation in public sector HEIs (higher educational institutions) have a significant positive influence on teachers' motivation in Pakistan. They identified that compensation packages are the most effective variable and suggest that compensation packages need to be systematically designed in public sector HEIs (higher educational institutions) to maintain their motivated teaching workforce.

Financial Rewards have positive effects on Employee Performance (Gungor, 2011). The salary increase is often considered to be the greatest motivational tool of them all. Shamima Tasnim (2006) found salary as the topmost factor, which causes dissatisfaction to both male and female teachers. But it has been conducted in Bangladesh long ago. Salary and other factors have changed thereafter. Moreover, Bonner et al. (2002) revealed some empirical evidence that monetary rewards have widely varying effects and often do not improve performance. So, there is an ample opportunity to conduct researches with salary structure and motivation.

Objectives of the Study

The primary purpose of the study is to measure the degree of relationship between salary structure and motivation of govt. primary school teachers in Bangladesh. Specific objectives of the study are given as follows:

1. To highlight the present scenario of the salary structure of govt. primary school teachers in Bangladesh;
2. To examine the relationship between salary structure and motivation;
3. To identify the effects of salary structure on motivation.

As researchers want to examine the degree of relationship between salary structure and motivation of govt. primary school teachers in Bangladesh, a number of hypotheses deserve to be drawn and tested to attain the main purpose. Hypotheses are:

H₀₁: There is no relationship between the present basic salary and motivation of the Teacher.

H₀₂: There is no relationship between the present bonus payment and the motivation of the Teacher.

H₀₃: There is no relationship between the present house allowance and the motivation of the Teacher.

H₀₄: There is no relationship between the present medical allowance and the motivation of the Teacher.

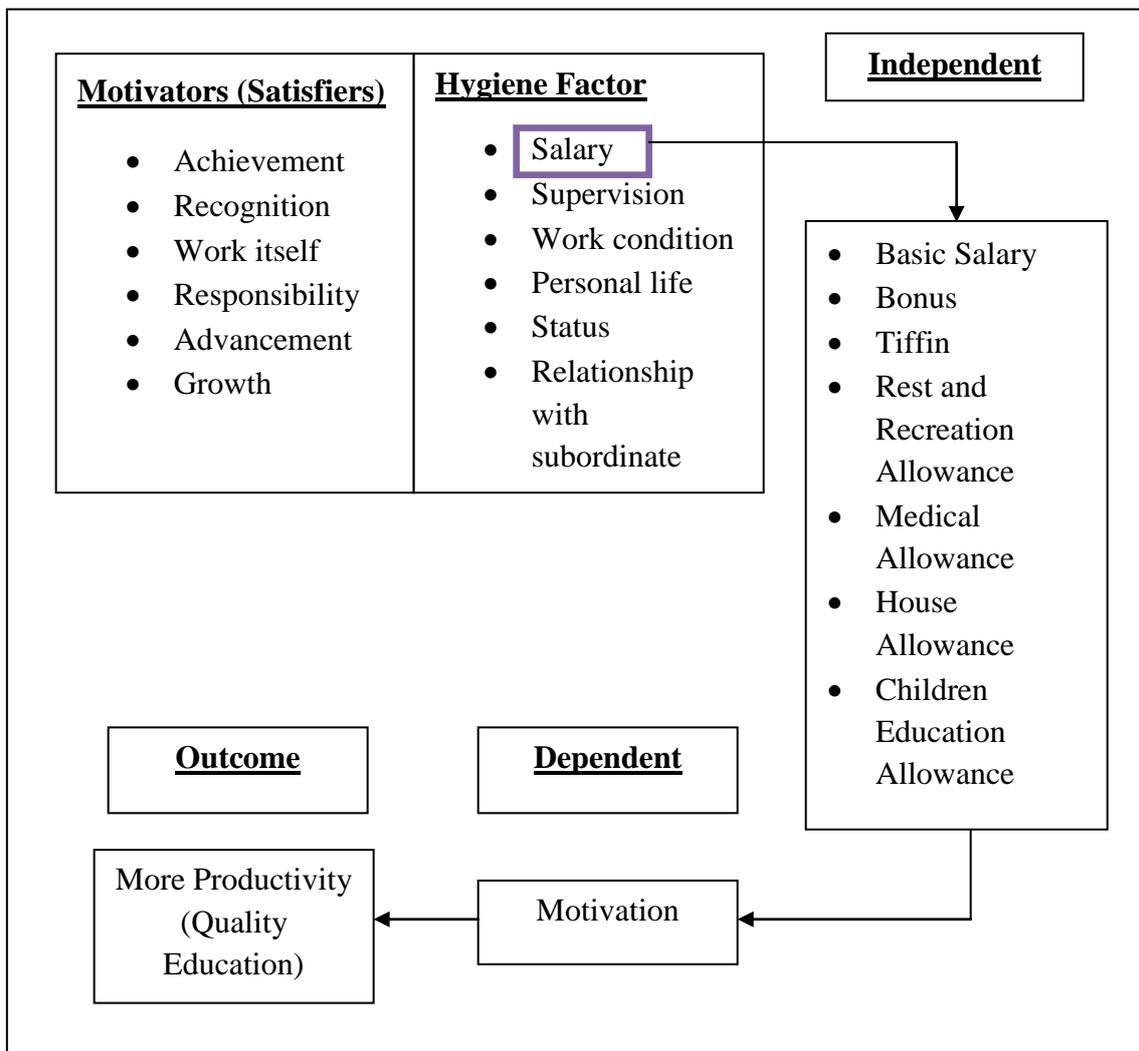
H₀₅: There is no relationship between present tiffin allowance and motivation of the Teacher.

H₀₆: There is no relationship between the present rest and recreation allowance and motivation of the Teacher.

H₀₇: There is no relationship between the present children's education allowance and the motivation of the Teacher.

Theoretical Framework of the Study

Motivation is a theoretical construct used to explain behavior. Depending on objectives and literature reviews, a conceptual framework has been developed.



Source: Herzberg's two factor theory (Modified by researchers).

Primary Education in Bangladesh

Bangladesh has a strong national commitment to education. The policymakers in the government are convinced that the objective of better living for everybody could be realized through the attainment of basic education for all. Primary education is provided through a diverse structure of eleven categories. There is a total of 97347 primary schools in Bangladesh. Of them, 63601 are Government Primary School (Directorate of Primary Education, 2019). The study only considered government Primary Schools as they dominate in numbers and mainstream of primary education.

Govt. Primary School Teachers' Salary Structure in Bangladesh

A pay scale (also known as a salary structure) is a system that determines how much an employee is to be paid as a wage or salary, based on one or more factors such as the employee's level, rank, or status within the employer's organization, the length of time that the employee has been employed, and the difficulty of the specific work performed. It includes

Basic Salary, House Rent Allowance, Bonus, Provident Fund, Special Allowances, Maternity Allowance, Tiffin Allowance, and Medical Allowance.

The following table show changes inteacher remuneration for primary school teachers over the last 3 National Pay Scales:

Table 1: Primary Teacher Salaries since 2005

	6th National Pay Scale, Effective from 1st January 2005 (Taka)	7th National Pay Scale, Effective from 1st July 2009(Taka)	8th National Pay Scale, Effective from 1st July 2015(Taka)
Head Teacher (Trained)	Scale No.-15 Basic: 3150-6380 Tiffin: 100 Medical: 400 H/R: 50% of B/S	Scale No.-15 Basic: 4900-10450 Tiffin: 150 Medical: 700 H/R: 50% of B/S	Scale No.-15 Basic: 9700-23490 Tiffin:200 Medical: 1500 H/R: 50% of B/S
Head Teacher (Un-trained)	Scale No.-7 Basic: 2850-5410 Tiffin: 100 Medical: 400 H/R: 45% of Basic	Scale No.-17 Basic: 4500-9095 Tiffin: 150 Medical: 700 H/R:50% of B/S	Scale No.-17 Basic: 9000-21800 Tiffin: 200 Medical: 1500 H/R: 50% of B/S
Assistant Teacher (Trained)	Scale No.-16 Basic: 3000-5920 Tiffin: 100 Medical: 400 H/R: 45% of Basic	Scale No.-16 Basic: 4700-9745 Tiffin: 150 Medical: 700 H/R: 50% of B/S	Scale No.-16 Basic: 9300-22490 Tiffin: 200 Medical: 1500 H/R: 50% of B/S
Assistant Teacher (Un-trained)	Scale No.-18 Basic: 2600-4870 Tiffin: 100 Medical: 400 H/R: 45% of Basic	Scale No.-18 Basic: 4400-8580 Tiffin: 150 Medical: 700 H/R: 50% of B/S	Scale No.-18 Basic: 8800-21310 Tiffin: 200 Medical: 1500 H/R: 50% of B/S

*H/R = House Rent Allowance (do not consider the metropolitan area).

Methodology

The primary education system is spread all over the country. The study area was Pirganj upazila, in Rangpur district. The study area was considered appropriate due to the high concentration of primary schools and ease of collecting data. There is 233 govt. primary schools in Pirganj upazila, 218 head teachers, and 973 assistant teachers divided among 9 clusters (UEO, 2018). Among them, 24 (10% of total school) schools

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have been selected from the 9 clusters. Now, the population size becomes 1191 (218 Head Teachers and 973 Assistant Teachers) in numbers. Researchers have selected 10% of the population as a sample. So, the size of the sample is 120 (22 Head Teachers and 98 Assistant Teachers).

In the light of the objectives of the study, a structured questionnaire (close-ended, 5 points Likert scale) was designed to collect primary data using a random sampling technique.

The secondary data were collected from the previous related studies done in the area and also from different documentary sources like school records, publications in the form of books, journals, documents, reports, theses/dissertations, and rules concerning the present research study.

The data were coded and analyzed with the quantitative aspect. For hypothesis testing, the researcher used a chi-square test to evaluate the association between variables expressed in the hypotheses.

Field Survey Result

The age group of respondents: Researchers have divided the respondent's age group into five classes. Among them, most of the respondents age limit is 30-40 years, and the percentage is 41.67. The second highest percentage is 33.33, who are between 40-50 years. In the age group between 23-30 years and 50-60 years, frequency is the same, and the percentage is 12.50.

Sex of the Respondent: Most of the respondents are female, and their number is 69, and percentage is 57.50%. The number of male respondents is 51 (42.50%).

Educational Qualification of the Respondent: We can see that from 120 respondents, 61 (50.83%) respondents' educational qualifications are graduates who work as a teacher in govt. primary school. The second-highest number of respondents is 34 (28.33%) who are postgraduates. The number of respondents who have the educational qualification at a minimum HSC level is 25 (20.83%). From our field study, we observed that there is no male respondent whose minimum educational qualification is HSC.

The pattern of Family of the Respondent: 78 (65%) of our respondents lived in a nuclear family, and 42 (35%) of the respondents lived in a joint family.

Information about Acquiring PTI/BEd/DPEd Training: 69 (57.50%) respondents have PTI training. 26 (21.67%) respondents have attained the B.Ed. training who are mostly the Head Teachers. 11 (9.16%) respondents have acquired DPEd training. The duration of work as a teacher without any training is below 2 years.

Opinion Regarding the Year of Experience of the Respondents Serving as a Primary School Teacher: 33 (27.50%) respondents out of 120, are working as primary school teachers for above 20 years. The number of frequency and percentage who is working in this sector below 5 years, 5-10 years and 10-15 years is the same and that frequency is 22 (18.33%). The lower number of the respondents is 21 (17.50%) who serving the nation for 15-20 years.

Opinion Regarding Respondents' Current Payment Sufficient to cover their Family's Daily Expenses: Most of the govt. primary school teachers (90.83%) cannot cover their family daily expenses with their current payment.

Opinion about the Way to Cover Respondents' Family's Daily Expenses: Most teachers cannot cover their daily family expenses with their current payment from their job. To meet the daily need of their families, most of the respondents' other family members (66.05%) are engaged in income-generating activities. 31 (28.45%) respondents cultivate land to cover their family expenses. 6 (5.50%) respondents provide paid tutoring after class.

Opinion Regarding the Importance of Salary in Determining their Performance: 112 (93.33%) respondents think salary is important in determining their performance. Only 8 (6.67%) respondents think that salary is not important in determining their performance.

Opinion Regarding Increase Basic Salary will Result in Better Motivation to the Respondents: 118 (98.33%) respondents believe that if their basic salary increases, they will be more motivated to work in the govt. primary school. And only 2 (1.67%) respondents think an increased basic salary will not result in their motivation.

Opinion Regarding the Reason to Keep Up the Job: 64 (53.33%) respondents stay in this job because of the security of employment. 36 (30%) respondents work as a government primary school teacher because they need a government job. 17 (14.17%) respondents enjoy this job, and only 3 (2.50%) respondents feel that they can contribute to society through this profession.

The opinion of the Respondent Regarding the Backing of Paternity Leave in the Policy: 118 (98.33%) respondents, out of 120, support paternity leave, and they want paternity leave in the policy. Only 2 (1.67%) respondents think that there is no need for paternity leave in the policy.

The opinion of the Respondent Regarding the Duration of Paternity Leave: Out of 118 respondents, who support paternity leave in the policy, 57 (48.31%) respondents think that the duration should be 3 weeks. 37

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(31.35%) respondents think that the duration should be at least 4 weeks. 23 (19.49%) respondents are in favor of 2 weeks of duration, and only 1 (0.85%) respondent think that the duration should be at least 1 week.

Opinion Regarding the Importance of Basic Salary to the Respondent: 119 (99.17%) respondents give salary high importance, and 1 (0.83%) respondent feel basic salary is an important factor to him.

Opinion Regarding the Importance of Bonusto the Respondent: 118 (98.83%) respondents think that bonus is highly important to them. 2 (1.67%) respondents think that bonus is important to them.

Opinion Regarding the Importance of City Compensatory Allowanceto the Respondent: 2 (1.67%) respondents do not pay any importance to the compensatory city allowance. 107 (89.17%) respondents are neutral with the statement. 3 (2.50%) respondents pay little importance, and 8 (6.66%) respondents pay high importance to the compensatory city allowance.

Opinion Regarding the Importance of Medical Allowanceto the Respondent: 1 (0.83%) respondent isneutral with the importance of medical allowance. 2 (21.67%) respondents pay little importance and 117 (97.50%) respondents pay high importance to medical allowance to them.

Opinion Regarding the Importance of house Rent Allowanceto the Respondent: 110 (91.67%) respondents believe that house rent allowance is highlyimportantto them. 7 (5.83%) respondents believe that house rent allowance is important to them. 1 respondent is neutral, and 2 respondents do not consider house rent allowance important.

Opinion Regarding the Importance of Housing Loanto the Respondent: Majority (94.17%) of the respondents pay high importance tohousing loans, and the rest (5.83%) give importance to the housing loan.

Opinion Regarding the Importance of Special Allowanceto the Respondent: 73 (60.83%) respondents believe that special allowance is highly important to them. 42 (35%) respondents give importance to the special allowance.The rest are neutral about the importance of special allowance to them.

Opinion Regarding the Importance of Uniform Allowanceto the Respondent: The analysis of the importance of uniform allowance to the respondents shows that there is a mixed outlook about the uniform allowance. The majority, that is 39 respondents in number are neutral about this. 33 respondents pay importance, and 21 respondents pay high importance to the uniform allowance. 20 respondents think that it is not important, and 7 respondents think that it is highly not important to them.

Opinion Regarding the Importance of Rest and Recreation Allowance to the Respondent: majority (71.67%) of the respondents give more importance to housing loans, and the rest (5.83%) give importance to the housing loan. It should be mentioned that there is no such kind of loan facilities provided to the teachers by the government.

Opinion Regarding the Importance of Travelling allowance to the Respondent: The result shows that 66 (55%) respondents pay high importance to travel allowance. 34 (28.33%) respondents pay importance, and 20 (16.67%) respondents are neutral about the traveling allowance to the respondent.

Opinion Regarding the Importance of Dearness Allowance to the Respondent: The analysis of the importance of dearness allowance to the respondents Shows that the majority, that is 47 respondents in number, are neutral about this. 35 respondents pay importance, and 20 respondents pay high importance to the dearness allowance. 15 respondents do not pay any importance, and 3 respondents pay highly not importance about the dearness allowance to them.

Opinion Regarding the Importance of Car/Bike Allowance to the Respondent: We see that majority (74.16%) of the respondents pay high importance to car/bike allowance. 14 respondents pay importance, 14 respondents are neutral, and 3 respondents do not pay any importance to the car/bike allowance. It must be mentioned that the respondents who pay importance to car/bike allowance are male.

Opinion Regarding the Importance of Provident Fund Governments' Contribution to the Respondent: 66 (55%) respondents think that govt. contribution to the provident fund is highly important to them. 43 (35.83%) respondents think that it is important, and 11 (9.17%) respondents are neutral about the importance of governments' contribution to provident fund.

Opinion Regarding the Importance of Maternity/Paternity Allowance to the Respondent: 82(68.33%) respondents believe that maternity/paternity allowance is highly important to them. 25 (20.84%) respondents pay importance to the maternity/paternity allowance. The rest are neutral about the importance of maternity/paternity allowance to them.

Opinion Regarding the Importance of Children Education Allowance to the Respondent: The result shows that 113 (94.16%) respondents pay high importance to children education allowance to them. 5 (4.17%) respondents pay importance, and 2 (1.67%) respondents are neutral about the children's education allowance.

Opinion Regarding Respondents' Present Basic Salary: Maximum number of teachers (53.33%) is dissatisfied with the present basic salary payment to them; 24 respondents (20%) are highly dissatisfied with their present basic salary. 22 respondents (18.33%) are satisfied, and 7 respondents (5.83%) are highly satisfied with their present basic salary. Although the salary increased in recent years, it has been observed that if the basic salary is increased more, the teachers will be more motivated in their jobs.

Result of Hypothesis 1

The table value of χ^2 for 4 *df* at 5% level of significance is 9.488. The calculated value of χ^2 is 22.86, which is greater than the table value. Hence, it is concluded that there is a significant relationship between the present basic salary and the motivation of the teacher.

Opinion Regarding Respondents' Present Bonus: Researchers see that most teachers (50%) are dissatisfied with the present bonus payment to them, but the second-highest number of respondents (21.67%) are satisfied with their bonus payment. 25 respondents (20.83%) are highly dissatisfied, and 5 respondents (4.17%) are highly satisfied with their present bonuses. And 4 respondents are neutral about the bonus payment.

Result of Hypothesis 2

The table value of χ^2 for 4 *df* at 5% level of significance is 9.488. The calculated value of χ^2 is 11.80, which is greater than the table value. So, there is a significant relationship between the present bonus payment and the motivation of the teacher.

Opinion Regarding Respondents' Present House Rent Allowance:

The highest number of respondents (50.83%) are dissatisfied with the present house allowance paid to them. The second-highest numbers of respondents (20.83%) are highly dissatisfied with their present house allowance. 21 respondents (17.50%) are satisfied with the percentage of basic salary they get in terms of house allowance. 7 respondents are highly satisfied, and 6 respondents are neutral about the opinion regarding the present house allowance paid to them.

Result of Hypothesis 3

The table value of χ^2 for 4 *df* at 5% level of significance is 9.488. The calculated value of χ^2 is 12.161, which is greater than the table value. Hence, the conclusion is that there is a significant relationship between present house rent allowance and motivation of the teacher.

Opinion Regarding Respondents' Present Medical Allowance: According to the field survey, the maximum number of teachers (44.17%) is dissatisfied with the present medical allowance payment to

them. 42 respondents (35%) are highly dissatisfied with their present medical allowance. One of the main reasons behind this is the increase in the visiting charge of the doctors. 16 respondents (13.33%) are satisfied, and 8 respondents (6.67%) are highly satisfied with their present medical allowance. Only one respondent is neutral about the statement.

Result of Hypothesis 4

The table value of χ^2 for 4 *df* at 5% level of significance is 9.488. The calculated value of χ^2 is 23.69, which is greater than the table value. So, there is a significant relationship between the present medical allowance and the motivation of the teacher.

Opinion Regarding Respondents' Present Tiffin Allowance: The majority of the respondents (88.34%) are highly dissatisfied with the present tiffin allowance payment. Besides this, 7 respondents (5.83%) are dissatisfied, and 7 respondents (5.83%) are highly satisfied with the tiffin allowance. None is neutral and satisfied with the statement. The amount provided to the teachers in terms of tiffin allowance is negligible considering present situation.

Result of Hypothesis 5

The table value of χ^2 for 4 *df* at 5% level of significance is 9.488. The calculated value of χ^2 is 1.804, which is less than the table value. Hence, it is concluded that there is no relationship between present tiffin allowance and motivation of the teacher.

Opinion Regarding Respondents' Present Rest and Recreation Allowance: Maximum number of teachers (35%) is dissatisfied with the present rest and recreation allowance payment. 32 respondents (26.67%) are highly dissatisfied with their present rest and recreation allowance. One of the main reasons behind this is the lack of continuity in providing this allowance. 31 respondents (25.83%) are satisfied, and 7 respondents (5.83%) are highly satisfied with their present rest and recreation allowance. 8 respondents (6.67%) are neutral about it.

Result of Hypothesis 6

The table value of χ^2 for 4 *df* at 5% level of significance is 9.488. The calculated value of χ^2 is 20.53, which is greater than the table value. So, there is a significant relationship between the present rest and recreation allowance and motivation of the teacher.

Opinion Regarding Respondents' Present Children Education Allowance: The majority of the respondents (59.17%) are highly dissatisfied with the present children education allowance. 29 respondents (24.17%) are dissatisfied with the present children education allowance.

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10 respondents (8.33%) are neutral about the opinion regarding present children education allowance. 4 respondents (3.33%) are satisfied, and 6 respondents (5%) are highly satisfied with the present children education allowance.

Result of Hypothesis 7

The table value of χ^2 for 4 *df* at 5% level of significance is 9.488. The calculated value of χ^2 is 14.77, which is greater than the table value. Hence, we conclude that there is a significant relationship between present children's education allowance and the motivation of the teacher.

Key Findings

The study focused mainly on the role of salary structure in motivating the government primary school teacher. Major findings are given below:

- a. Most of the govt. primary school teacher cannot cover their family's daily expenses with their current payment. To cover their family expenses, other family members of 66.05% of the respondents also work, 31 (28.45%) respondents cultivate land to cover their family expenses, and 6 (5.50%) respondents tutoring after class.
- b. 93.33% of the respondents think that salary is important in determining their performance.
- c. 98.33% of the respondents believe that if their basic salary increases, they will be more motivated to work in the govt. primary school.
- d. Most of our respondents (53.33%) stay in this job because of the security of employment. Only 2.50% of respondents feel that they can contribute to society through this profession.
- e. Paternity leave does not exist in the policy. Most of our respondents (98.33%), both male and female, want Paternity leave in the policy, and they think that the duration should be 1 to 4 weeks.
- f. 99.17% of the respondents consider salary highly important to them.
- g. 98.83% of the respondents think that the bonus is highly important to them.
- h. The majority (89.17%) of the respondents are neutral about the compensatory city allowance.
- i. 97.50% of the respondents pay high importance to medical allowance.
- j. The majority (91.67%) of the respondents believe that house rent allowance is highly important to them.
- k. The majority (94.17%) of the respondents pay high importance of housing loans to them.

- l. 60.83% of the respondents believe that a special allowance is highly important to them.
- m. In the case of the importance of uniform allowance to the respondents, there is a mixed outlook. The majority (32.50%) of the respondents are neutral about this. 27.50% of the respondents pay importance, and 17.50% of the respondents give high importance to the uniform allowance. 16.67% of the respondents think that it is not important, and 5.83% of the respondents think that it is highly not important to them.
- n. It is observed that the majority (71.67%) of the respondents give more importance to housing loans.
- o. Most of the respondents (55%) pay high importance to travel allowance.
- p. The study shows that most of the respondents (39.17%) are neutral about the importance of dearness allowance to them. 29.17% of the respondents pay importance, and 16.67% of the respondents pay high importance to the dearness allowance. 12.50% of the respondents do not pay any importance, and 2.50% of the respondents consider it highly not important.
- q. The majority (74.16%) of the respondents give high importance to car/bike allowance to them.
- r. 55% of the respondents think that govt. contribution to the provident fund is highly important to them.
- s. 68.33% of the respondents believe that maternity/paternity allowance is highly important to them.
- t. 94.16% of the respondents pay high importance to children's education allowance.

Recommendation

On the basis of the study, the following recommendations are made:

- a. Teachers' performance should be recognized by both government and the communities where teachers work. Awards can be instituted for better performance. Areas such as school and pupil discipline, teacher performance, pupil attendance, and achievement and community and parent participation in school activities should be rewarded to serve as motivation.
- b. The teachers must be interested in what they teach and in the children when they are teaching. If they are not interested in the work themselves, they can never motivate the class to learn. Special attention may be given to increasing teacher's salaries because the majority of the teachers are dissatisfied with the inadequacy of their salary to meet their needs. Increasing teacher's salaries will increase their morale to teach.

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- c. Fringe benefits in the form of allowance may be enhanced to meet the physiological needs of teachers. The government may provide them with special increment considering their academic qualification, academic result, and academic discipline.
- d. As the government primary school teachers are dissatisfied with their current “rest and recreation allowance,” the concerned authority may ensure this allowance on time.
- e. The “children education allowance” provided to the teachers, is not sufficient. The concerned authority should increase the amount of money provided to the teachers under children's education allowance.
- f. In the present social structure, the husbands have to care for the mother and the newborn during the time of childbirth and after—the authority can add paternity leave in the policy with a duration of a minimum of 3 weeks.
- g. The teachers do not enjoy any kind of loan facility from the government. The authority should allow direct loan facilities to the teachers. Housing loan facility can make the teachers more motivated.
- h. The pay scale grade is one of the important factors in teachers' motivation. The authority should remove the hindrance behind this. The pay scale grade must be easily understandable to the concerned party.
- i. The ‘medical allowance’ provided to the teachers is not sufficient. The concerned authority should increase the amount of money provided to the teachers under the medical allowance.

Conclusion

This study examined the role of salary structure in motivating government primary school teachers in Pirganj upazila, Rangpur district. A total of 120 teachers from 24 primary schools participated in the study. The study has identified serious motivational problems affecting teachers in Pirganj upazila. Teacher motivation is strongly determined by their payment system, such as basic salary, medical allowance, house rent allowance, etc., provided to them.

The career path for teachers is too narrow and restrictive, with very few opportunities for advancement. Graduate secondary teachers leave for better-paying jobs in the private sector or join other government departments where promotion prospects are perceived to be better. Primary school teachers do not have as many options available to them, and as a result, they have increasingly become a stressed and dispirited force. Consequently, some of the study findings agree with the

conceptual framework that was developed to guide the study, while others do not. In all, however, the study finds that motivation is necessary for high performance of teachers, although in most cases, teachers were poorly motivated.

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