

THE IMPACT OF EXTRINSIC AND MOTIVATOR FACTORS ON TEACHERS' PERFORMANCE IN PRIMARY SCHOOLS IN MUKONO MUNICIPALITY

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DECLARATION

I, Kijje Robert, declare that this dissertation is my original work and has never been presented to any University or Institution of higher learning for any academic award. I also gratefully acknowledge all the authors whose works I have utilized.

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APPROVAL

This dissertation entitled “*Factors affecting teacher performance in primary schools in Mukono municipality*” has been prepared under my supervision and is ready to be submitted for marking.

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Table of Contents

DECLARATION	i
APPROVAL	ii
ACKNOWLEDGMENT	ii
LIST OF TABLES	vii
LIST OF FIGURES.....	viii
ABSTRACT	ix
CHAPTER ONE: INTRODUCTION	1
1.0 Introduction	1
1.1 Background to the study	1
1.1.1 Historical Perspective	1
1.1.2 Conceptual Perspective	4
1.1.3 Contextual Background	6
1.1.4 Theoretical Perspective	7
1.2 Statement of the problem	8
1.3 The purpose of the study.....	9
1.4 Objectives of the Study	9
1.5 Research Hypotheses	9
1.6 Scope of the study	10
1.6.1 Geographical scope.....	10
1.6.2 Content scope	10
1.6.3 Time scope.....	10
1.7 Significance of the study	10
1.8 Justification of the study	11
1.9 Theoretical Framework	11
1.10 Conceptual Framework	13
CHAPTER TWO: LITERATURE REVIEW	15
2.0 Introduction	15
2.1 Review of Related Literature	15
2.1.1 Teacher Performance	15
2.1.2 Extrinsic (Hygiene) factors and Teacher performance.....	17
2.1.3 Intrinsic (Motivator) Factors and Teacher Performance	18
CHAPTER THREE: METHODOLOGY	19
3.1 Introduction	20
3.2 Research Design	20
3.3 Sources of information.....	20

3.4 Study Population	21
3.5 Sample Size Determination	21
3.6 Sampling method	23
3.6.1 Simple Random Sampling	23
3.6.2 Purposive sampling	23
3.7 Data Management and Analysis	23
3.8 Data collection methods	24
3.8.1 Questionnaire survey	24
3.8.2 In-depth interviews	25
3.9 Data Collection Instruments	25
3.9.1 Questionnaire.....	25
3.9.2 Interview guide.....	25
3.10 Quality Control:	25
3.10.1 Validity	25
3.10.2 Reliability.....	26
3.11 Data collection procedure	27
3.12 Strategy for data processing and analysis	27
3.12.1 Quantitative data analysis	27
3.12.2 Qualitative data analysis	28
3.13 Ethical considerations	28
3.13.1 Authorisation	28
3.13.2 Privacy and Anonymity	29
3.14 Study Limitations	29
CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS	30
4.1 Introduction	30
4.2 Response Rate	30
4.3 Demographic Characteristics of Respondents	31
4.4 Descriptive Statistics for the Study Variables	32
4.4.1 Descriptive Statistics of Teacher Performance in Primary Schools in Mukono.....	32
4.4.2 Descriptive Statistics of Extrinsic Factors among Primary School Teachers	33
4.4.3 Relationship between Extrinsic Factors and Teacher Performance	35
4.4.4 Descriptive statistics of Motivator factors among Primary School teachers.....	36
4.4.5 Relationship between Motivator factors and Teacher performance.....	39
4.4.6 Combined Effect of Extrinsic Factors and Motivator Factors on Teacher Performance	41
4.4.7 Multiple Regression Results and Hypotheses Testing	45

CHAPTER FIVE: DISCUSSION OF FINDINGS.....	40
5.1 Introduction	41
5.2 The effect of Extrinsic Factors on Teacher Performance	41
5.3 The effect of Motivator Factors on Teacher Performance	42
5.4 Combined effect of Extrinsic factors and Motivators on Teacher Performance	43
5.5 Summary of findings	44
CHAPTER SIX: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	45
6.1 Summary of findings	45
6.2 Conclusions	46
6.3 Recommendations	46
6.4 Overall Remark	48
REFERENCES	49
APPENDICES	55
Appendix I: Consent form.....	55
Appendix II Questionnaire for teachers.....	56
Appendix II: Interview Guide for Head Teachers	58
Appendix iii: Work Plan	70
Appendix iv. Budget	72

LIST OF TABLES

Table 3.1: Primary schools within Mukono Municipality.....	21
Table 3.2: For quantitative sampling.....	22
Table 3.3: For qualitative sampling.....	22
Table 4.1 Response Rate.....	30
Table 4.2: Demographic characteristics of Respondents.....	31
Table 4.3: Descriptive Statistics of Teacher performance.....	33
Table 4.4 Descriptive Statistics of Extrinsic factors among primary school teachers.....	34
Table 4.5: Correlation Results between Extrinsic factors and Teacher performance.....	35
Table 4.6: Descriptive Statistics of Motivator Factors among primary school teachers	36
Table 4.7: Correlation Analysis between Motivator factors and Teacher performance.....	37
Table 4.8: Relative Importance of Extrinsic factors and Motivator factors.....	38
Table 4.9: Multiple Regression Results	39

LIST OF FIGURES

Figure 1.1: Conceptual Framework Showing the Relationship between the Work Environment Factors and Teacher Performance.....	13
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ABSTRACT

This study examined the impact of extrinsic and motivator factors on teacher performance in primary schools in Mukono, guided by two objectives: (i) To examine the effect of extrinsic factors on teacher performance; and (ii) To examine the effect of motivator factors on teacher performance. Using a cross-sectional survey design and mixed-methods approach. Data were collected from 292 quantitative respondents and 20 qualitative participants through questionnaires and interviews, then analyzed using descriptive statistics, inferential statistics, and content analysis. Findings revealed that extrinsic factors did not significantly influence teacher performance, while motivator factors had a significant effect. However, their combined influence was weak but statistically significant, suggesting that other factors also affect teacher performance. The study recommends that schools improve teacher performance through a balanced approach involving better remuneration, professional development, recognition, career growth, and continuous teacher support.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Education is widely recognized as a fundamental tool for social and economic development, and teachers play a crucial role in imparting knowledge and skills to students (Olanya & Okongo, 2025). In the context of primary schools in Mukono Municipality, Uganda, the work environment factors have been identified as significant influencers of teacher performance. This overview aims to provide a comprehensive understanding of the evolution of the work environment factors and their impact on teacher performance in these schools. By examining the historical context, policy changes, and research findings, this overview seeks to shed light on the factors that have shaped the work environment and its influence on teacher performance.

1.1 Background to the study

1.1.1 Historical Perspective

Globally, the work environment has long been recognized as a critical determinant of teacher performance and educational quality. Studies across different countries indicate that supportive leadership, teacher collaboration, recognition, adequate remuneration, and positive teacher-student relationships contribute significantly to teacher motivation, job satisfaction, and effectiveness (Thuku et al., 2018; Diagne, 2023). Conversely, poor working conditions, excessive workloads, inadequate administrative support, and limited opportunities for professional development negatively affect teacher morale and performance (Nkirete, 2012; Tiwari & Tiwari, 2020). Empirical evidence further suggests that highly motivated and satisfied teachers are more likely to demonstrate commitment, effective classroom management, and improved instructional delivery, which ultimately enhances student learning outcomes and overall educational quality (Hoque et al., 2023). Despite the extensive global literature on work environment and employee performance, much of the research has been conducted in developed countries with relatively stable educational systems, leaving limited context-specific evidence from developing countries such as Uganda (Lwanga et al., 2023).

At the continental level, African countries have continued to experience persistent challenges related to teachers' work environments, particularly in public primary schools. Studies conducted in countries such as Kenya, Tanzania, Nigeria, Ethiopia, and Ghana reveal that inadequate infrastructure, limited teaching materials, low salaries, heavy workloads, weak supervision, and overcrowded classrooms negatively influence teacher performance and learner outcomes (Orodho et al., 2019; Adula Bekele Hunde et al., 2025; Bolarinwa, 2021). In many Sub-Saharan African countries, rapid growth in school enrolment following the introduction of free primary education policies placed enormous pressure on existing educational resources, thereby worsening teachers' working conditions. Although governments and development partners have introduced reforms such as teacher professional development programmes, curriculum reforms, and salary enhancements, many schools across the continent still experience shortages of instructional materials, inadequate staff accommodation, and limited opportunities for career advancement, all of which continue to affect teacher motivation and effectiveness (UNESCO, 2021).

Regionally, East African countries have implemented several education reforms aimed at improving access to education and strengthening teacher performance. In Kenya, the introduction of Free Primary Education in 2003 significantly increased school enrolment, but also resulted in overcrowded classrooms and increased teacher workload, which negatively affected instructional effectiveness and teacher morale (Wanjala & Rarieya, 2014). In Tanzania, studies indicate that inadequate teaching resources, delayed salaries, poor school infrastructure, and insufficient professional support remain major barriers to teacher effectiveness in public primary schools (Mkumbo, 2012). Similarly, research conducted in Rwanda and South Sudan shows that teacher performance is constrained by poor remuneration, limited instructional facilities, and inadequate administrative support, especially in rural schools (Nkurunziza, 2019; Deng, 2020). While these regional studies provide important insights into the relationship between the work environment and teacher performance, most focused largely on remuneration and infrastructure, paying limited attention to the

combined influence of motivational and environmental factors on teacher effectiveness in specific local contexts such as Mukono Municipality.

In Uganda, efforts to improve education and teacher performance can be traced back to the period following independence from British colonial rule in 1962. Since then, the government has implemented several reforms aimed at expanding access to education and improving the quality of teaching and learning (Asad, 2021; Kamya, 2019). However, rapid population growth, limited financial resources, and competing national priorities have continued to constrain the education sector, thereby affecting teacher performance and the quality of education in many primary schools.

A significant milestone in Uganda's education sector was the introduction of Universal Primary Education (UPE) in 1997, which aimed at providing free primary education for all children. Although the policy greatly improved access to education and increased school enrolment, the expansion in learner numbers was not matched with adequate infrastructure, instructional materials, or teacher recruitment. Consequently, many primary schools experienced overcrowded classrooms, heavy teacher workloads, and inadequate teaching facilities, conditions that negatively affected teachers' work environments and performance.

To address these challenges, the government introduced several reforms aimed at improving teachers' working conditions and educational quality. The Education Sector Strategic Plan (ESSP) 2017-2020 emphasized teacher professional development, infrastructure improvement, and enhancement of school working conditions. Similarly, the National Teacher Policy (2019) sought to strengthen teacher management through improved recruitment, deployment, professionalization, motivation, and welfare. More recently, the Continuous Professional Development (CPD) Framework was rolled out to improve teachers' pedagogical competencies and professional growth.

At the national and local levels, several studies have examined factors affecting teacher performance in different parts of Uganda. In Kampala District, research by Nakabugo et al. (2015) established that overcrowded classrooms and inadequate instructional materials negatively affected teachers' classroom effectiveness and learner

management. In Wakiso District, studies revealed that poor remuneration, limited promotion opportunities, and inadequate administrative support contributed to low teacher morale and reduced job commitment among primary school teachers (Kyaligonza, 2017).

Similarly, research conducted in Gulu District found that inadequate school facilities, heavy workloads, and poor accommodation negatively influenced teacher attendance and instructional delivery (Ocitti, 2018). In Mbarara and Bushenyi districts, studies showed that insufficient professional development opportunities and weak school leadership affected teachers' motivation and performance (Twinomugisha, 2020). In eastern Uganda, particularly in Mbale and Tororo districts, researchers identified poor infrastructure, lack of teaching materials, and limited stakeholder support as major constraints to teacher effectiveness in UPE schools (Namusisi, 2021).

Although these studies provide valuable insights into teacher performance in Uganda, several gaps remain. Many focused primarily on single factors such as salary, leadership, or infrastructure without examining the broader interaction between work environment and motivational factors in influencing teacher performance. In addition, most studies were conducted in rural districts or concentrated on secondary schools, leaving limited evidence from urban and peri-urban primary schools such as those in Mukono Municipality. Furthermore, changes in education policies, increased enrolment, and evolving teacher professional demands necessitate more recent and context-specific investigations into the conditions affecting teacher performance. Therefore, this study sought to bridge these gaps by examining how work environment and motivational factors influence teacher performance in primary schools in Mukono Municipality.

1.1.2 Conceptual Perspective

The study focuses on the work environment factors as the Independent Variable (IV) and teacher performance as the Dependent Variable (DV). In this context, the work environment refers to the physical, social, and organizational aspects of the workplace that can influence an individual's ability to perform their job effectively (Raziq & Maulabakhsh, 2015). Teacher performance, on the other hand, encompasses the

effectiveness, efficiency, and overall quality of teaching provided by educators in primary schools (Hanushek & Rivkin, 2010).

For this study, the work environment in primary schools within Mukono municipality is examined through three key dimensions: physical environment, social environment, and organizational environment. The physical environment includes the quality of infrastructure, availability of teaching materials, and classroom conditions. The social environment encompasses the relationships among colleagues, the support from the school administration, and the level of collaboration and communication within the school. The organizational environment refers to the policies, administrative support, and professional development opportunities provided to teachers.

Drawing from the conceptual model of workplace factors influencing employee performance (Herzberg, 1968), the study categorizes the work environment into motivators and extrinsic factors, referred to as hygiene factors by Herzberg. Motivators, such as recognition, professional growth opportunities, and a sense of accomplishment, are linked to higher teacher performance. Extrinsic factors, including adequate physical facilities, supportive administration, and a positive social climate, are essential to prevent dissatisfaction and maintain a baseline level of performance.

Teacher performance in this study is measured by several indicators: Instructional Effectiveness, Assessment and Feedback, Student Engagement and Motivation, Involvement in Co-curricular Activities, and Professional Development and Continuous Learning. The effectiveness of teachers is assessed through these indicators, reflecting their ability to foster student learning, their dedication to the profession, the quality of instruction provided, and their participation in ongoing professional development activities.

This conceptual perspective aims to explore how different aspects of the work environment influence teacher performance in primary schools in Mukono municipality. By understanding these dynamics, the study seeks to identify key areas for intervention to enhance teacher effectiveness and improve educational outcomes.

1.1.3 Contextual Background

The education sector in Uganda, particularly at the primary school level, plays a critical role in shaping the country's future workforce and socio-economic development. Primary schools, which constitute a significant portion of the education system in Mukono municipality, are tasked with delivering quality education to a diverse learner population. However, the performance of teachers in these schools has been a growing concern, attributed in part to the work environment in which they operate (MoES, 2022).

The Ministry of Education and Sports (MoES) has made several strategic efforts to enhance the quality of education in primary schools, as outlined in the Uganda Education Sector Strategic Plan (2017-2025). Key initiatives include infrastructure improvements, provision of teaching and learning materials, and teacher professional development programs (MoES, 2017). Despite these efforts, challenges such as inadequate facilities, overcrowded classrooms, and insufficient support systems continue to hinder optimal teacher performance (Nsubuga, 2018).

In Mukono municipality, primary schools face unique challenges due to rapid urbanization and population growth, which have worsened issues related to resource allocation and school infrastructure. Many schools struggle with outdated buildings, limited access to modern teaching aids, and inadequate sanitary facilities, impacting both teacher and learner morale (Mukono District Education Office, 2021). Furthermore, the social environment within schools, including relationships among staff, administrative support, and community involvement, plays a crucial role in shaping the work experiences of teachers (Okunia, 2019).

Empirical studies have shown that supportive work environments positively impact teachers' job satisfaction, workplace buoyancy, and organizational commitment (Zhang & Zheng, 2020). However, there is a noticeable gap in the literature regarding the specific factors within the work environment that most significantly impact teacher performance in the context of Mukono municipality. This study aims to fill this gap by examining the physical, social, and organizational dimensions of the work environment and their influence on teacher performance in primary schools.

1.1.4 Theoretical Perspective

The study on the impact of the work environment on teacher performance in primary schools in Mukono municipality, Uganda, is grounded in Herzberg's Two-Factor Theory (1968). This model posits that teacher performance is influenced by two distinct sets of factors: motivators and hygiene factors.

Motivators, also known as intrinsic factors, are related to the nature of the work itself and the individual's experience of it. They include elements such as recognition, achievement, responsibility, and opportunities for personal growth and advancement. According to Herzberg, these factors lead to higher levels of job satisfaction and motivation, thereby enhancing overall performance. In the context of this study, motivators in the work environment of teachers may include professional development opportunities, acknowledgment of teaching excellence, and career advancement prospects.

Hygiene factors, or extrinsic factors, encompass aspects of the work environment that, while not necessarily motivating, are essential to prevent dissatisfaction. These include salary, work conditions, administrative policies, interpersonal relationships, and job security. Herzberg suggests that the absence of adequate extrinsic factors can lead to job dissatisfaction, but their presence alone does not necessarily increase job satisfaction or performance. In this study, extrinsic factors are represented by the physical and social aspects of the work environment, such as the quality of school infrastructure, availability of teaching materials, administrative support, and collegial relationships.

The application of Herzberg's model to the study allows for a nuanced examination of the work environment's impact on teacher performance. By categorizing the elements of the work environment into motivators and extrinsic factors, the study seeks to identify which aspects most significantly influence teacher effectiveness and satisfaction in primary schools. The theoretical framework provides a basis for understanding how both the presence of motivating elements and the adequacy of extrinsic factors contribute to enhancing or impeding teacher performance.

This theoretical background sets the stage for investigating the specific conditions within primary schools in Mukono municipality that impact teacher performance. It

offers a dual lens through which to explore the complexities of the work environment and its effects on educators, thus providing a comprehensive understanding of the factors that contribute to or detract from effective teaching.

1.1 Statement of the problem

The establishment of a conducive work environment is widely recognized as a key factor in enhancing teacher performance, which in turn influences learner outcomes and overall educational quality (Kholis et al., 2024; Baharuddin, 2021; Keguruan & Limpo, 2021; Akinyi et al., 2021). Despite this recognition, evidence from the Initiative for Social and Economic Rights (ISER, 2018) indicates persistent challenges in government-aided primary schools under the Universal Primary Education (UPE) program, including inadequate funding, resource constraints, and staffing shortages compared to private schools.

In Uganda, learner achievement trends, as reflected in reports by the Uganda National Examinations Board (UNEB, 2021-2023), suggest persistently low performance in many government-aided primary schools, including those in Mukono Municipality. Such performance challenges may reflect underlying weaknesses in school work environments that affect teacher effectiveness.

In response, the Government of Uganda has implemented several policy interventions, through the National Teacher Policy (Ministry of Education and Sports, 2019), the CPD Framework (MoES, 2019), and the Education Sector Strategic Plan 2017-2020 (MoES, 2017).

However, despite these interventions, challenges related to teacher performance and school outcomes continue to be reported, suggesting that critical work environment factors may still be insufficiently addressed. Existing studies have largely focused on general teacher motivation or overall school performance, with limited empirical attention given to the combined influence of extrinsic and motivator factors on teacher performance in government-aided primary schools, particularly within the context of Mukono Municipality. This creates a contextual and conceptual gap that this study seeks to address.

Therefore, the study examined how extrinsic and motivator factors influence teacher performance in primary schools in Mukono Municipality, with the aim of generating context-specific evidence to inform policies and strategies for improving teacher effectiveness and educational quality. Failure to address this problem may undermine efforts toward achieving Sustainable Development Goal 4, which emphasizes inclusive and equitable quality education for all.

1.3 The purpose of the study

The purpose of the study was to examine how extrinsic and motivator factors affect teacher performance in primary schools in Mukono Municipality in order to generate context-specific evidence for informing policies and strategies aimed at improving teacher effectiveness and educational quality.

1.4 Objectives of the Study

The objectives of the study were to;

- i. Examine the effect of the extrinsic factors on teacher performance in primary schools in Mukono Municipality.
- ii. Examine the effect of motivator factors on teacher performance in primary schools in Mukono Municipality.

1.5 Research Hypotheses

The study had the following hypotheses;

On Extrinsic factors;

H_{01} : Extrinsic factors have no significant effect on teacher performance.

H_{11} : Extrinsic factors have a significant effect on teacher performance.

On Motivator factors;

H_{02} : Motivator factors have no significant effect on teacher performance.

H_{12} : Motivator factors have a significant effect on teacher performance.

1.6 Scope of the study

1.6.1 Geographical scope

The study was conducted among primary schools in Mukono municipality. This area was specifically chosen due to reported challenges in the performance of these schools, particularly in terms of student outcomes on standardized assessments such as the Primary Leaving Examinations (PLE). Mukono Municipality, with its mix of urban and peri-urban settings, offers a unique opportunity to investigate the factors contributing to these performance issues, including the work environment of teachers.

1.6.2 Content scope

The study concentrated on examining the impact of work environment on teacher performance in primary schools in Mukono municipality. Teacher performance was the dependent variable while the work environment was the independent variable. The choice to focus on the work environment as the independent variable and teacher performance as the dependent variable was driven by a critical need to understand the dynamics affecting educational quality in primary schools. The work environment encompasses a wide range of factors, including physical infrastructure, availability of resources, administrative support, interpersonal relationships, and professional development opportunities. These elements are fundamental in shaping teachers' job satisfaction, motivation, and overall effectiveness.

1.6.3 Time scope

The study concentrated on the period between 2019 - 2024, which marks the early implementation period of the National Teacher Policy that aims at improving teacher performance.

1.7 Significance of the study

The findings of this study may be of importance to the Ministry of Education and Sports (MOES) as well as the parliamentary committee on education in their efforts to come up with policy measures to ensure teacher effectiveness and improve their work environment as well.

Additionally, it is hoped that the findings of the study will be helpful in informing school teachers, head teachers and other administrators on the best management practices to adopt in order to create a supportive work environment that can improve the performance of teachers in executing their teaching role.

It is also anticipated that the findings of this study may be of great importance to fellow scholars, as they seek to conduct more studies in a related area. Thus, the finding shall be helpful in terms of suggested area for further studies and/or provide adopt findings as literature in their further studies related to this research.

1.8 Justification of the study

Although studies have established a strong relationship between work environment and teacher performance (Anwar et al., 2022; Ker et al., 2022; Greatbatch & Tate, 2019), much of this evidence comes from developed countries, particularly the United States, limiting its relevance to contexts like Uganda where schools face different resource and administrative challenges. In Uganda, most research has focused on secondary and higher education, with limited attention to primary schools, despite their critical role in the education system and their unique working conditions. Additionally, there is limited context-specific evidence on factors influencing teacher performance in primary schools in Mukono Municipality.

This study addresses this gap by examining the influence of extrinsic and motivator factors on teacher performance in primary schools in Mukono Municipality. Both government-aided and private schools were included to ensure adequate representation of school contexts, not for comparison purposes. The findings are expected to provide context-specific evidence to inform school management and policy decisions aimed at improving teacher performance and the quality of primary education, thereby contributing to national education goals and Sustainable Development Goal 4 on inclusive and equitable quality education

1.9 Theoretical Framework

Herzberg's Two-Factor Theory

The researcher applied Herzberg's Two-Factor Theory in the study. This theory was advanced by Frederick Herzberg, an American psychologist, in 1959.

The two-factor theory states that there are two sets of factors in the workplace: the hygiene factors and the motivators, that influence employee motivation and satisfaction, all of which act independently of each other.

Frederick Herzberg's Two-Factor theory, also referred to as the motivation-hygiene theory assumes that extrinsic factors, which he refers to as hygiene factors, such as work conditions, salary, and organizational policies among others; and motivator factors like recognition, achievement, and personal growth, play vital roles in influencing job satisfaction and motivation in various settings.

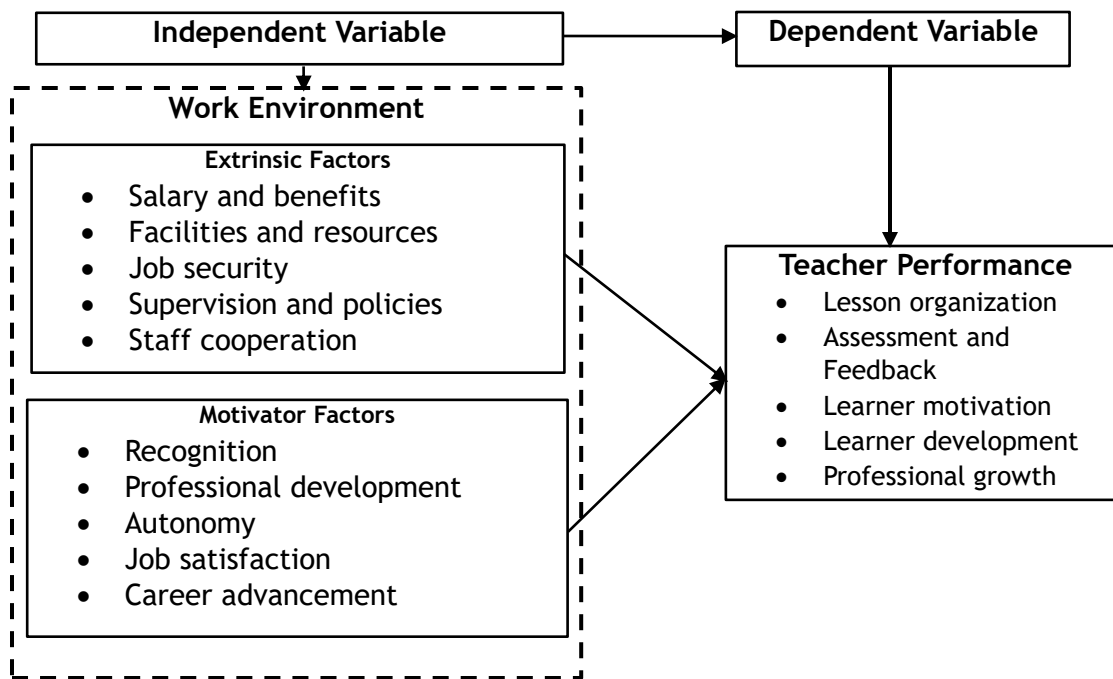
The theory suggests that while external factors can prevent dissatisfaction, motivator factors are essential for employee satisfaction and motivation. Based on the assumptions of the theory, the researcher applied this theory in the study to explore the extent to which each set of factors, that is, the extrinsic factors and the motivators, influence the performance of teachers in primary schools in Mukono municipality.

Research studies underscore the significance of the work environment in influencing teacher performance. The theory suggests factors that contribute to motivating teachers and hence improving their performance. Almost all such studies emphasize the relevance of a conducive work environment to address such factors, hence proving to effectively align with the Two-Factor theory. The researcher therefore applied this theory to further explore the influence of extrinsic factors, motivator factors, and the combined effect of both sets of factors on teacher performance in the primary school in Mukono municipality

1.10 Conceptual Framework

The conceptual framework is a graphical representation of the interrelationship between concepts and constructs. In reference to this study, the Independent Variable (IV), which is the Work Environment will be conceptualized as Extrinsic Factors and Motivator factors), whereas the Dependent Variable (DV), Teacher Performance, will be conceptualized as Lesson organization, Assessment and Feedback, Learner motivation, Learner development, and Professional growth.

Conceptual Framework



Source: Adopted from Herzberg's (1959) Two Factor Theory and Lester's (1987) TJSQ and improved by the researcher

Figure 1. 1: Conceptual Framework Showing the Relationship between the Work Environment and Teacher Performance

The above conceptual framework proposes the influence of the work environment on teacher performance. It is assumed that the Work Environment (IV) has a significant influence on Teacher Performance (DV). The study hypothesizes that the independent variable, the Work Environment, with its components: extrinsic factors which include salary and benefits, working conditions, job security, administrative support, interpersonal relations, and motivator factors such as recognition and achievement, professional growth and development, responsibility, work, and advancement, significantly influence teacher performance. Comparative assessment constituted teacher satisfaction, teacher retention rates, performance metrics, job motivation and the impact on student outcome. The independent variable is assumed to have an effect on the dependent variable, teacher performance. Under teacher performance, the

constructs included instructional effectiveness, assessment and feedback, student engagement and motivation, involvement in co-curricular activities, professional development and continuous learning and student outcomes.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Teacher performance is one of the key drivers of education quality and student outcomes. In primary school, particularly in Mukono Municipality, teacher performance drivers play a critical role in influencing strong policy and intervention design. Under Herzberg's Two-Factor Theory, this study explores the extrinsic drivers (for example compensation, work environment, and job security) and motivator drivers (for example recognition, professional development, and accomplishment) to teacher performance. Whereas extrinsic variables address basic job satisfaction, motivators stimulate teachers to higher levels of involvement and work effort.

This literature review addresses existing research on these variables under three broad purposes. First, it discusses the role of extrinsic variables towards shaping teacher performance, in terms of how they relate to job satisfaction and resistance. Second, it discusses the role of motivator variables towards stimulating intrinsic motivation and career commitment. Finally, it evaluates the relative importance of extrinsic factors and the motivators in improving teacher performance. By synthesizing pertinent studies, this review attempts to arrive at an all-encompassing conclusion of how these factors are connected and related to Mukono Municipality education management.

Review of Related Literature

2.1 Teacher Performance

Teacher performance is a multidimensional construct reflected in lesson organisation, assessment and feedback, learner motivation, learner development, and professional growth. It is influenced by both intrinsic and extrinsic factors within the school environment, including leadership, resources, and professional support systems.

Lesson Organisation

Lesson organisation is a critical dimension of teacher performance because it determines the effectiveness of instructional delivery, classroom management, and

learner engagement. Well-organised lessons enhance clarity, participation, and achievement outcomes (Brandmiller et al., 2023).

Research shows that teachers who effectively structure instructional activities and manage classroom interactions achieve higher learner engagement and improved academic outcomes (Deng, 2020). Similarly, structured instructional planning and delivery are strongly linked to effective teaching performance in school systems (Greatbatch & Tate, 2019).

In addition, teacher motivation has been shown to influence instructional organisation, with motivated teachers more likely to adopt effective teaching strategies (Richardson & Watt, 2006). However, limited evidence exists regarding lesson organisation practices among primary school teachers in Uganda, particularly in Mukono Municipality.

Assessment and Feedback

Assessment and feedback are essential components of effective teaching because they allow teachers to monitor learner progress and improve instructional practices. Formative assessment, in particular, plays a significant role in enhancing student learning outcomes (Trujillo et al., 2025).

Studies indicate that feedback improves learner understanding and supports continuous improvement in teaching quality (Hunde et al., 2025). Constructive feedback also enhances teacher reflection and instructional effectiveness (Hunter & Springer, 2022).

However, much of the existing literature focuses on developed education systems, with limited contextual evidence on how assessment and feedback influence teacher performance in Ugandan primary schools.

Learner Motivation

Learner motivation is a key indicator of effective teaching, as motivated learners show higher engagement and academic achievement. Self-Determination Theory explains that autonomy-supportive teaching enhances learner motivation and engagement (Ryan & Deci, 2020).

Teachers play a central role in shaping learner motivation through classroom environment, instructional practices, and interpersonal relationships (Wentzel, 2022).

Additionally, teacher behaviour and engagement significantly influence learner participation and motivation (Brandmiller et al., 2023).

Despite this, limited research has examined learner motivation in primary school contexts in Uganda, creating a contextual gap.

Learner Development

Learner development refers to academic, social, emotional, and behavioural growth. It is widely regarded as a key indicator of teacher effectiveness (Eccles & Roeser, 2020). Positive teacher-learner interactions contribute significantly to learner development and long-term educational outcomes (Pianta et al., 2021). Similarly, supportive classroom environments enhance learners' confidence, participation, and academic progress (Nakabugo et al., 2021).

However, most studies focus on general educational systems, with limited attention to primary schools in Uganda.

Professional Growth

Professional growth is essential for improving teacher performance because it enhances pedagogical skills, instructional competence, and adaptability to educational change (Darling-Hammond et al., 2020).

Continuous professional development and collaborative learning improve teacher effectiveness and instructional quality (Zhang et al., 2021; Toropova et al., 2021). In addition, teacher professional engagement is strengthened through motivation and structured learning opportunities (Nguyen & Deci, 2022).

Studies also show that professional development improves assessment practices and classroom effectiveness (Hunde et al., 2025; Lozada-Urbano et al., 2025). However, there is limited evidence on professional growth as a distinct construct of teacher performance in Ugandan primary schools.

2.2 Extrinsic (Hygiene) Factors and Teacher Performance

Extrinsic factors such as organizational policies, working conditions, supervision, salary, interpersonal relations, and job security significantly influence teacher performance.

Supportive organizational policies improve job satisfaction and performance by promoting work-life balance (Campo et al., 2021). Working conditions, including infrastructure and workload, also affect teacher effectiveness (Evans & Yuan, 2018).

Supervision quality is another critical factor influencing teacher performance, as supportive leadership enhances motivation and effectiveness (McBrayer et al., 2020; Kirabo et al., 2023).

In addition, remuneration is a key determinant of teacher performance, with low salaries negatively affecting motivation and output (Kiyundo et al., 2021). Positive interpersonal relationships within schools also enhance collaboration and teaching effectiveness (Stephanou & Doukeridou, 2020).

Job security contributes to teacher commitment and motivation, while insecurity reduces engagement and performance (Domfeh & Hunsaker, 2020).

2.3 Intrinsic (Motivator) Factors and Teacher Performance

Intrinsic motivators such as achievement, recognition, responsibility, advancement, and growth opportunities strongly influence teacher performance.

Achievement motivation enhances teachers' effectiveness and commitment to teaching tasks (Padalia & Nurochmah, 2022). Recognition improves job satisfaction and encourages continued effort (Smerek & Peterson, 2007).

Responsibility and autonomy increase teacher motivation and performance (Johari, 2018). Advancement opportunities and professional development contribute to improved teaching practices and effectiveness (Ngabirano et al., 2023).

Growth opportunities, including training and continuous learning, are also essential for maintaining teacher motivation and performance (Zhang, 2021).

Research Gap

Although existing studies highlight the importance of work environment and motivational factors in influencing teacher performance, most research has been conducted in secondary schools or non-Ugandan contexts. There is limited empirical evidence focusing on primary school teachers in Uganda, particularly in Mukono

Municipality. Furthermore, many scholars have studied teacher motivation broadly without distinctly examining how specific motivator factors such as achievement, recognition, the work itself, responsibility, advancement, and growth opportunities individually influence teacher performance.

This study therefore addresses this gap by examining the relationship between work environment and teacher performance among primary school teachers in Mukono Municipality, Uganda.

Summary of the Literature

The reviewed literature indicates that teacher performance is influenced by both extrinsic and intrinsic motivational factors. Teacher performance is reflected through lesson organisation, assessment and feedback, learner motivation, learner development, and professional growth. Studies show that effective instructional practices, supportive classroom environments, and continuous professional development improve teacher effectiveness and learner outcomes (Brandmiller et al., 2023; Darling-Hammond et al., 2020; Trujillo et al., 2025).

The literature further reveals that extrinsic factors such as organizational policies, working conditions, supervision, salary, interpersonal relations, and job security significantly influence teachers' motivation, commitment, and job performance (Campo et al., 2021; McBrayer et al., 2020; Kiyundo et al., 2021). Similarly, intrinsic motivator factors including achievement, recognition, responsibility, advancement, and growth opportunities positively affect teacher commitment and effectiveness (Padalia & Nurochmah, 2022; Ngabirano et al., 2023; Zhang, 2021).

However, most existing studies were conducted outside Uganda or focused on secondary schools, leaving limited context-specific evidence on how work environment and motivator factors influence teacher performance among primary school teachers in Mukono Municipality. This study therefore seeks to address this contextual and empirical gap.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the research design, study population, sample size, sampling techniques, data collection methods, data collection instruments, validity and reliability, data collection procedures, data management and analysis.

3.2 Research Design

The study adopted a cross-sectional survey, utilising a mixed method research approach. This is because the research design enabled the researcher to collect both quantitative and qualitative data at a single point in time (Creswell,2019).

A cross-sectional design was also found to be cheaper as opposed to a longitudinal research survey since all data was collected by the researcher at a single point which was economical for the researcher. This comprehensive approach offered a fuller, better understanding of the research question, which might not have been possible with either method alone.

3.3 Sources of information

The study used primary data as a source of information to be used in analysis. Primary data is always original data and provides first-hand information that has not been interpreted or analysed by any individuals or organization/company (Brayman,2015). According to Creswell (2019), primary data provided the most current information available, which is particularly important in rapidly changing fields. Therefore, the study relied on primary data that was collected from targeted respondents using hard copies of questionnaires for quantitative data and interview guides for qualitative data. Findings from the collected and analysed data were interpreted in relation to literature review conducted, theoretical and conceptual foundation.

Secondary data was also used by the study to triangulate findings and to facilitate literature review, and the discussion of study findings in chapter five.

3.4 Study Population

The target population for the study were teachers and headteachers from primary schools in Mukono Municipality. The Municipality has 33 government aided primary schools, and 35 registered private primary schools, making a total of 68 registered primary schools. Thus, the study targeted 576 teachers from the government-aided primary schools, and 500 teachers from the registered private primary schools, making a total of 1,076 respondents altogether.

Guided by Yamane's formula of sample size determination, a sample of 292 teachers was obtained for collection of quantitative data, as computed below, and proportionately distributed between the two primary school categories for the study as indicated in table 3.1.

Government primary schools; $n = (576/1076) \times 292 = 156$

Private primary schools; $n = (500/1076) \times 292 = 136$

Table 3. 1: Primary schools within Mukono Municipality

Category	Number of primary schools	Number of teachers	Sample size
Government-aided	33	576	156
Private (Registered)	35	500	136
Total	68	1,076	292

3.5 Sample Size Determination

The study focused on a study population of 1,076 members, from which a sample of 292 respondents was calculated, basing on Yamane (1967)'s formula of sample Size determination: $n = \frac{N}{1+N(e)^2}$

where by

n = Sample size

N = Study population

e = Error term

1 = As scientifically given

Therefore, taking Yamane (1967)'s formula, and a confidence interval (CI) of 95%:

$$n = \frac{N}{1 + N(e)^2}$$
$$n = \frac{1,076}{1 + 1,076(0.05)^2}$$
$$n = \frac{1,076}{1 + 1,076(0.0025)}$$
$$n = \frac{1,076}{1 + 2.69}$$
$$n = \frac{1,076}{3.69}$$
$$n = 291.599$$
$$n = 292$$

292 teachers were evenly distributed among the existing 68 schools thereby arriving at approximately four teachers for every school that was included in the study.

The study considered 4-5 teachers (respondents) for each of the 68 primary schools in Mukono municipality. 4-5 teachers for every school are considered representative of the study population to generate the needed data for analysis. Four teachers were selected from every school using random sampling.

Samples of respondents were selected proportionately from both government-aided primary schools and private primary schools as reflected in table 3.2.

Table 3.2: For quantitative sampling

Category	Population of study	Sample population	Sampling method
Number of teachers in government schools in Mukono municipality	576	156	Simple random sampling
Number of teachers in private primary schools in Mukono municipality	500	136	Simple random sampling
Total	1,076	292	

Source: Researcher's compilation, February 2025

3.6 Sampling method

3.6.1 Simple Random Sampling

The study used simple random sampling to arrive at the 292 respondents. This was considered representative of the study population of primary school teachers.

3.6.2 Purposive sampling

Key informants were selected using purposive sampling for the qualitative component of the study. Purposive sampling is a scientific sampling technique that involves the selection of cases with a bias to particular criteria (Creswell, 2017). In this study, consideration was put to representing the key persons expected to be more knowledgeable and experienced in the impact of the work environment of teacher performance among primary schools in Mukono municipality. Such participants were head teachers who participated actively in supervising teachers and attested to the experiences of teachers in the school work environment. This is also because the headteachers phenomenologically experience the work environment.

Table 3. 3: For qualitative sampling

Category	Study population	Target population	Sampling method
Headteachers of government primary schools in Mukono municipality	33	10	Purposive sampling
Headteachers of private primary schools in Mukono municipality	35	10	Purposive
Total	68	20	

The study considered 10 participants (head teachers) from the government primary schools and 10 from the private primary schools in Mukono municipality, making a total of 20 head teachers altogether.

3.7 Data Management and Analysis

The data collected was prepared, processed, and later analysed. Data preparation involved sorting while data processing involved data coding and entry into the computer. Frequency tables were generated especially for the background variables. Data was then edited of some errors made during coding and entry. The data was analysed using descriptive and inferential analysis.

Descriptive data analysis involved computing frequencies, percentages, and measures of central tendency. Strongly agree and agree were combined to indicate agree while strongly disagree and disagree were combined to indicate disagree. This involved the computation of relative frequencies and descriptive statistics such as means and standard deviation on the numerical variables. At this stage, analyses were univariate; that is analysing one variable at a time. Predictive data analysis using simple Linear regression analysis (using ANOVA statistics of adjusted R^2 values, beta, t values, and significance values) was used to assess the impact of work environment on teacher performance in primary schools within Mukono municipality to determine the magnitude of the influence of the independent variables on the dependent variable (Kothari, 2009). For the qualitative data, collected data was transcribed and analysed using content analysis.

3.8 Data Collection Methods

3.8.1 Questionnaire Survey

The study employed a questionnaire survey to collect quantitative data from the main respondents within the shortest time possible (Bougie & Roger, 2019). The questionnaire survey was considered appropriate because it enabled the collection of standardized quantitative data on extrinsic and motivator factors, which could be analyzed using quantitative techniques to test and validate the study hypotheses. In addition, the method enhanced uniformity in data collection and facilitated the gathering of responses from a relatively large number of participants. The questionnaires were administered by the researcher to ensure accuracy, completeness, and quality of the data collected.

3.8.2 In-Depth Interviews

For collection of qualitative data, the study employed in-depth interviews conducted with the support of Research Assistants. Interviews were selected because they enabled the collection of detailed and rich information, thereby providing a comprehensive understanding of the study phenomenon (Maxwell, 2013). The method further allowed the researcher to probe respondents for clarification and deeper insights regarding the influence of the work environment on teacher performance in primary schools within

Mukono Municipality. Head teachers were purposively selected to participate in the interviews because of their administrative roles and knowledge regarding teacher performance and school working conditions.

3.9 Data Collection Instruments

3.9.1 Questionnaire

A questionnaire is an inquiry to individuals seeking to obtain statistically useful information about a given phenomenon (Roopa & Rani, 2017). The questionnaire was structured with close-ended questions in line with the study variables of the work environment and teacher performance (Appendix 1). The reason behind the use of the questionnaire was to collect primary data that was to be used to test the hypothesis (Leech, 2010). Questionnaires were in hard copy form, and the respondents took about 30-35 minutes each, to complete the given questionnaire.

3.9.2 Interview guide

The interview guide was used to collect qualitative data from the purposively selected key informants. The guide was designed with open-ended questions which according to Creswell (2018) are to provide in-depth information. The interview guide (Appendix 2) was structured with few guiding questions to open into discussions on the three aspects of the study. The interview guide had questions testing teacher performance in primary schools within Mukono municipality; and each interview lasted approximately 40-45 minutes.

3.10 Quality Control

Data quality control was ensured through use of validity and reliability control measures. These two instruments are essential components in evaluating study instruments for a scientific research study.

3.10.1 Validity

Content validity was applied to test whether the questionnaire measured what it was intended to measure as recommended by Creswell (2017). The subject matter specialists who also checked for ambiguity, clarity, and how relevant the questions were

for the study rated the questionnaire. In this aspect, Content Validity Ratio (CVR) was used to test for content validity. The following formula was used. $CVR = (ne - N/2) / (N/2)$ where ne = number of raters who consider the questions as relevant while N = total number of subject matter panellists. The CVI was compared with the benchmark of 0.6 recommended by Nunnally (1967). If the CVI is above the 0.6, the instrument will be considered valid implying that subject matter experts considered the questions as essential and therefore valid for measuring the effect of the work environment on teacher performance.

3.10.2 Reliability

This refers to the degree to which data-capturing instruments can accurately calculate a phenomenon and understand the same effect. A test-retest method recommended by Creswell (2020) was used to test whether the questions in the questionnaire measured what was intended to be measured consistently. A sample of seven (7) respondents was administered a questionnaire. The seven respondents were used for the pilot study because pilot reliability testing does not require the full minimum sample of 30 respondents for the main quantitative study. Methodological scholars recommend that a sample of 5-10 respondents is adequate for testing reliability using Cronbach alpha (Mugenda and Mugenda, 2003)

After one week, the same respondents were administered the questionnaire again. The data from the first test and the re-test were entered in SPSS and a Cronbach's alpha statistic estimated. The Cronbach alpha index was above 0.7 and less than 0.9 which indicated that the tool was reliable and acceptable to be used in the study (Creswell, 2017). In other words, the questionnaire is relatively free from measurement errors.

Qualitative data was tested for interpretive validity hence enhancing the trustfulness of the data with interpretations reflecting the perspectives of the participants and not the researcher. This also adhered to the criteria set by Lincoln and Guba (1985), which emphasizes trustworthiness, confirmability and credibility. This was realized through exposing the analysed data to the expert reviewer who was knowledgeable about the subject matter and context. The trustfulness of the data and findings were enhanced by safeguarding "a clear and precise presentation" of the approaches with sufficient

justifications. Biasness among participants that would potentially hinder the trustfulness in the study.

Furthermore, the interviews were conducted within the participant's offices in order to give them comfort convenience and a good ambiance.

3.11 Data collection procedure

A letter for data collection was obtained from UCU following a successful proposal defence. The letter was introduced to the Municipal Inspector of Schools (MIS) seeking authorization to conduct the study in primary schools in Mukono Municipality. After authorization, a list of respondents from the target population was compiled with guidance of officials in the respective schools who were familiar with the categories of the targeted respondents. The research assistants were recruited and trained to distribute the questionnaires. Before administering the questionnaire, a respondent was introduced to the study and consent sought. The Researcher arranged with the respondent on when to collect the filled questionnaire and when to conduct the interview.

3.12 Strategy for data processing and analysis

In line with the gathering of both quantitative and qualitative data, and by the mixed methods approach, the process of data analysis was similarly done using both quantitative and qualitative approaches.

3.12.1 Quantitative Data Analysis

Quantitative data analysis commenced with the use of descriptive statistics to summarize and describe the study variables. Frequencies and percentages were computed to illustrate the distribution of respondents' views across the different response categories, while means and standard deviations were calculated to determine the central tendency and variability of responses for each study variable. For purposes of interpretation, the response categories "strongly agree" and "agree" were merged to represent agreement, whereas "strongly disagree" and "disagree" were combined to represent disagreement. This facilitated clearer interpretation of

the response patterns and provided a basis for determining the suitability of subsequent inferential statistical techniques.

Pearson correlation analysis was conducted to examine the relationship between each individual construct under the extrinsic and motivator factors and teacher performance. Thereafter, regression analysis was performed to determine the predictive effect of the independent variables on the dependent variable. The choice of regression analysis was based on its ability to estimate both the significance and magnitude of the effect of the independent variables on teacher performance, as emphasized by John W. Creswell (Creswell, 2020).

3.12.2 Qualitative data analysis

For qualitative data, interviews were recorded, transcribed and notes were entered in NVIVO qualitative data software. content analysis applied to analyse the transcribed notes using NVIVO software. The data was coded for both the themes and the categories. Verbatim patterns were generated in line with the study objectives based on the major themes and expressions in the contents and were sufficiently used to develop arguments. Notably, this process was iterative and reflective as the emerging issues paved way for further collection and analysis of data. This procedure derives from works of Creswell (2017).

3.13 Ethical considerations

Because the study involved human subjects, ethical concerns were addressed, as well as participant protection. The issues included potential invasion of privacy and potential harm from exposure of personal information about individual responders, which could be critical and judgemental. The study adhered to the Nuremberg code of 1947, Helsinki protocol of 1964, and the Belmont Report of 1979, which all guide on the conduct of research involving human beings and how human rights should be observed. The study sought consent from the respondents before conducting the study.

3.13.1 Authorization

This research was carried out after attaining authorization from the supervisor and the University Research Board to set out to the field to collect data. A letter from UCU was

given to the researcher to present to the respective schools headteachers and authorities for consent to collect data from the sampled employees.

3.13.2 Privacy and Anonymity

Questionnaires had no provision for identity exposure in terms of participants' names to ensure confidence on privacy of the respondents (Malunda & Atwebembeire, 2021). The interview guide also had no names of interviewees, but instead the researcher devised means of giving symbols to the participants. Collected data was put/ to safe custody of the researcher and as required, the supervisor was given access to confirm that the researcher went to the field.

3.14 Study Limitations

Study limitations refer to potential constraints or shortcomings that may affect the validity, reliability, or generalizability of research findings. Such limitations may arise from factors including sample size, data collection procedures, or biases inherent in the research design. Acknowledging these limitations is essential for accurate interpretation of findings and for guiding future research.

One limitation of the study was the possibility of subjectivity in data collection, based on the assumption that some teachers could provide socially desirable responses, particularly when discussing their own performance or self-evaluation. To address this challenge, qualitative data were also collected from head teachers. The information obtained was used to triangulate the findings, thereby minimizing bias and enhancing the credibility of the study.

The study was also constrained by limited time, as most teachers and head teachers had demanding work schedules, which affected their availability during data collection. This challenge was addressed by making prior appointments with the respondents to ensure successful administration of the research instruments.

In addition, the demanding nature of the researcher's administrative responsibilities at the workplace, coupled with a major surgical operation during the course of the study, significantly affected the timely completion of the research. Consequently, the study could not be completed by May 2025 as initially indicated in the work plan (Appendix iii). Nevertheless, every possible effort was made to ensure the successful completion of the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter focuses on the analysis, presentation, and interpretation of data collected during the study. It includes findings on the response rate, demographic characteristics, descriptive statistics of the variables, and inferential statistics, such as correlation and regression analyses related to the study objectives.

4.2 Response Rate

A total of 292 questionnaires were issued and all the 292 were returned as shown in table 4.1 in relation to the different categories.

Table 4.1: Response Rate

Category	Questionnaires issued	Questionnaires returned	Response rate (%)
Teachers in government schools in Mukono municipality	156	156	100.0
Teachers in private primary schools in Mukono municipality	136	136	100.0
Total	292	292	100.0
Overall response rate			100.0

Source: Primary data

Table 4.1 shows an overall response rate of 100% which strongly implies that the survey results were representative of the survey of the sample in the survey population. Amin (2005) contends that a response rate of 50% is representative enough and acceptable for a correlation survey. The response rate reflects how well the sample represents the population of interest (Wu et al., 2022). This study targeted 156 teachers from government-aided primary schools, and 136 teachers from private primary schools, making a total of 292 teachers from both government and private primary schools in Mukono Municipality. The study successfully interviewed all 292 teachers from government and private primary schools, achieving a response rate of 100%. In addition,

20 out of 20 headteachers participated in the KIIs resulting in a response rate of 100%. The response rates achieved in this study are highly commendable reflecting the effectiveness of the data collection process and the strong engagement of the participants (Brtnikova et al., 2018).

4.3 Demographic Characteristics of Respondents

This section presents findings on the respondents' background information including their gender, age group, level of education, and length of service at the school. The findings are presented in Table 4.2.

Table 4.2: Demographic Characteristics of Respondents

Variable	Category	Frequency (n=292)	Percentage (%)
Sex	Male	104	35.6
	Female	188	64.4
Age group	Between 18-25	14	4.8
	Between 26-30	38	13.0
	Between 31-40	149	51.0
	Between 41-45	49	16.8
	46 and above	42	14.4
Education Level	Bachelor's Degree	33	11.3
	Diploma	101	34.6
	Certificate	153	52.4
	Masters	5	1.7
Nature of School	Government school	156	53.4
	Private school	136	46.6
Period of Service	Less than a year	5	1.7
	1-3 years	79	27.1
	4-6 years	70	24.0
	7 years and above	138	47.3

Source: Primary Data (2025)

The findings in Table 4.2 reveal that 188 (64.4%) of the respondents were female, compared to 104 (35.6%) who were male. Implying a fair inclusivity of respondents in the study across gender. The findings also show that 149 (51%) of the respondents were within the age bracket of 31 to 40 years while a small proportion of 14 respondents (4.8%) were aged between 18 and 25 years. This suggests that the study population was decisive and well experienced to positively respond to the study tools and hence inform the study.

The findings indicate that the majority, 153 respondents (52.4%) held certificates, followed by 101 (34.6%) respondents who held diplomas. The bachelor's degree holders

were 33, constituting 11.6% while only 5 (1.7%) respondents held a Master's degree. The findings indicate a qualified workforce that if well motivated, their performance may greatly improve.

The study found that majority of the respondents, 156 of them (53.4%) were employed in government-aided primary schools while the remaining 136 (46.6%) were employed in private primary schools. This indicates a fair representation of views to better inform the study findings as it draws from both the private and public segmentations of the education sector.

The findings further indicate that majority of the respondents, 138 teachers in the surveyed primary schools in Mukono Municipality had served for 7 years or more, constituting (47.3%), followed by 79 teachers (27.1%) with 1 to 3 years of service. The smallest proportion comprised 5 teachers (1.7%) who had worked for less than a year. The findings imply a relatively experienced teaching workforce in the surveyed primary schools. This level of experience may positively influence teaching quality and classroom management as longer tenure is often associated with greater expertise and familiarity with the educational environment.

4.4 Descriptive statistics of the study Variables

4.4.1 Descriptive statistics of the Dependent Variable: Teacher Performance

The dependent variable, Teacher Performance, was conceptualized as level of teacher performance. It comprised 6 quantitative items. These were measured using a five-point Likert scale ranging from 1 - 5. Where (1) = strongly disagree, (2) = disagree, (3) = not sure (4) = agree and (5) = strongly agree as shown in Table 4.3.

Table 4.3: Descriptive Statistics of Teacher Performance

Teacher Performance	Agree f (%)		Neutra l f (%)	Disagree f (%)		$\bar{x}$	Σ
	SA	A		DA	SD		
1. I successfully organize and present lessons in accordance with curriculum standards.	18 (6.2)	187 (64.0)	37 (12.7)	45 (15.4)	5 (1.7)	3.58	0.884
2. I give students timely and constructive feedback.	61 (20.9)	156 (53.4)	44 (15.1)	31 (10.6)	0 (0.0)	3.85	0.804
3. I motivate and involve learners during lessons.	71 (24.3)	126 (43.2)	41 (14.0)	54 (18.5)	0 (0.0)	3.73	1.027
4. I contribute positively to learners' academic progress and holistic development.	97 (33.2)	110 (37.7)	37 (13.0)	41 (14.0)	7 (2.4)	3.85	0.805
5. I actively engage in professional growth opportunities (workshops, in-service training, further studies).	100 (34.2)	113 (38.7)	33 (11.3)	42 (14.4)	4 (1.4)	3.90	0.702

Source: Primary Data (2025)

Table 4.3 presents the descriptive statistics of teacher performance. The findings indicate that teachers generally demonstrate strong performance across all measured indicators. In particular, teachers reported that they effectively organize and present lessons in line with curriculum standards (Mean = 3.58; SD = 0.884). They also provide timely and constructive feedback to students (Mean = 3.84; SD = 0.804), which supports improved learning outcomes.

Furthermore, teachers showed a high level of effectiveness in motivating and engaging learners during lessons (Mean = 3.73; SD = 1.027). They also contribute positively to learners' academic progress and holistic development (Mean = 3.85; SD = 0.805).

The highest-rated aspect of performance was participation in professional growth activities such as workshops and in-service training (Mean = 3.90; SD = 0.702), indicating strong commitment to continuous improvement.

Overall, the relatively high mean scores across all items suggest that teacher performance is generally good. The moderate to low standard deviations further indicate a reasonable level of agreement among respondents.

4.4.2 Extrinsic factors among teachers in primary schools in Mukono Municipality

The first objective of the study was to assess the impact of the extrinsic factors on teacher performance in primary schools in Mukono Municipality. Extrinsic factors dimension was measured using 6 items scored on a five-point Likert scale ranging from

5= Strongly Agreed, 4= Agree, 3 = Not Sure, 2=Disagree, 1 = Strongly Disagree, and the findings are presented in Table 4.4.

Table 4.4: Descriptive Statistics of Extrinsic Factors among Primary School Teachers in primary schools in Mukono Municipality

Extrinsic Factors	Agree f (%)		Neutr al (%)	Disagree f (%)		$\bar{x}$	SD
	SA	A		DA	S/D		
1. My salary and benefits are adequate relative to my workload.	11 (3.8)	60 (20.5)	42 (14.4)	169 (57.9)	10 (3.4)	2.43	1.18
2. Instructional facilities and teaching resources are sufficient.	19 (6.5)	83 (28.4)	16 (5.5)	138 (47.3)	36 (12.3)	2.60	1.16
3. I feel secure in my employment at this school.	18 (6.2)	65 (22.3)	13 (4.5)	160 (54.8)	36 (12.3)	2.55	1.15
4. The school administration provides supportive supervision and fair policies.	19 (6.5)	83 (28.4)	11 (3.8)	138 (47.3)	41 (14.0)	2.66	1.18
5. There is cooperation and collegiality among staff members.	27 (9.2)	95 (32.2)	10 (3.4)	151 (51.7)	9 (3.1)	2.93	1.17

Source: Primary Data (2025)

Table 4.4 presents descriptive statistics on extrinsic factors influencing teacher performance in primary schools in Mukono Municipality. The findings indicate that all items recorded mean scores below 3.0, suggesting that respondents generally disagreed with the positive statements regarding extrinsic conditions in their schools.

Specifically, cooperation and collegiality among staff members registered the highest mean score ($M = 2.93$, $SD = 1.17$), although it remained slightly below the neutral point of 3.0. This suggests that positive staff relationships were moderately present but not strongly established. Similarly, perceptions regarding administrative support and fair policies were relatively low ($M = 2.66$, $SD = 1.18$), implying that teachers perceived school leadership and supervision as inadequate.

The adequacy of instructional facilities and teaching resources ($M = 2.60$, $SD = 1.16$) and job security ($M = 2.55$, $SD = 1.15$) were also rated poorly, reflecting concerns about the working environment and employment stability. Salary and benefits recorded the lowest mean score ($M = 2.43$, $SD = 1.18$), indicating widespread dissatisfaction with compensation relative to workload.

The standard deviations, ranging from 1.15 to 1.18, indicate a moderate variation in responses across all items. This implies that although the general trend reflected dissatisfaction with extrinsic factors, respondents differed slightly in their perceptions.

Overall, the findings suggest that extrinsic conditions in the surveyed schools were generally inadequate and could negatively affect teacher performance.

Regarding salary and benefits, Headteacher A stated during the interview:

“When the government increases teachers’ salaries or provides incentives such as housing allowances or transport facilitation, teachers feel valued and become more committed to their work.”

4.4.3 Relationship between Extrinsic Factors and Teacher Performance

The first objective of the study sought to examine the relationship between extrinsic factors and teacher performance in primary schools in Mukono Municipality. Extrinsic factors were conceptualized to include salary and benefits, instructional facilities and teaching resources, job security, administrative support and supervision, and staff cooperation and collegiality. To establish the direction and strength of the relationship between extrinsic factors and teacher performance, Pearson’s Product Moment Correlation analysis was conducted. The analysis further examined the association between the indicators of extrinsic factors and the indicators of teacher performance. The results are presented in Table 4.5.

Table 4.5: Bivariate Correlation Matrix for Extrinsic Factors and Teacher Performance

Variables	1	2
1. Teacher Performance	1	
Lesson organization	.824**	
Feedback to learners	.801**	
Learner motivation	.779**	
Learner development	.847**	
Professional growth	.793**	
2. Extrinsic Factors	.112	1
Salary and benefits	.286**	.821**
Facilities and teaching resources	.314**	.786**
Job security	.243**	.764**
Administrative support and supervision	.352**	.841**
Staff cooperation and collegiality	.418**	.799**

N = 292

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

The results indicate that the indicators of teacher performance were strongly and positively associated with the overall teacher performance construct, with correlation coefficients ranging from $r = .779$ to $r = .847$. Learner development exhibited the strongest association with teacher performance ($r = .847$, $p < .01$), while learner motivation showed the weakest, though still strong, relationship ($r = .779$, $p < .01$). This confirms that all five indicators were appropriate measures of teacher performance.

The findings further reveal a weak positive relationship between extrinsic factors and teacher performance ($r = .112$). However, this correlation was not statistically significant at the 0.01 level ($p > .01$), indicating that the relationship is weak and not strong enough at the bivariate level to confirm a statistically reliable association. This suggests that improvements in salary and benefits, instructional resources, job security, administrative support, and staff collegiality may only be associated with slight variations in teacher performance when considered independently. Among the extrinsic factor indicators, staff cooperation and collegiality exhibited the strongest association with teacher performance ($r = .418$, $p < .01$), followed by administrative support and supervision ($r = .352$, $p < .01$). Facilities and teaching resources ($r = .314$, $p < .01$), salary and benefits ($r = .286$, $p < .01$), and job security ($r = .243$, $p < .01$) also demonstrated positive relationships with teacher performance. These findings suggest that interpersonal and organizational support mechanisms may exert a relatively greater influence on teacher performance than purely financial or contractual considerations.

From a practical perspective, the results imply that although extrinsic factors contribute to teacher performance, their bivariate influence is relatively limited when considered independently. However, this does not rule out their predictive importance when combined with other variables in a multivariate model. This finding partially supports Herzberg's Two-Factor Theory, which argues that hygiene factors such as salary, supervision, and working conditions primarily prevent dissatisfaction.

4.4.4 Descriptive Statistics of Motivator Factors among Primary School Teachers

The second objective of the study was to assess the impact of motivator factors on teacher performance in primary schools in Mukono Municipality. The motivator factors

dimension was measured using five items scored on a five-point Likert scale ranging from 5 = Strongly Agree, 4 = Agree, 3 = Not Sure, 2 = Disagree, and 1 = Strongly Disagree. The findings are presented in Table 4.6.

Table 4.6: Descriptive Statistics of Motivator Factors among Primary School Teachers

Motivator Factors	SA f (%)	A f (%)	N f (%)	D f (%)	SD f (%)	Mean (M)	SD
My achievements and good performance are recognized and appreciated.	4 (1.4)	71 (24.3)	22 (7.5)	121 (41.4)	74 (25.3)	2.35	1.14
I have access to meaningful professional development opportunities.	30 (10.3)	123 (42.1)	8 (2.7)	123 (42.1)	8 (2.7)	3.15	1.16
I have sufficient autonomy in planning and delivering my lessons.	25 (8.6)	89 (30.5)	14 (4.8)	137 (46.9)	27 (9.2)	2.82	1.21
Teaching is personally rewarding and fulfilling for me.	8 (2.7)	36 (12.3)	8 (2.7)	166 (56.8)	74 (25.3)	2.10	1.01
I have clear opportunities for career advancement within the system.	11 (3.8)	54 (18.5)	42 (14.4)	138 (47.3)	47 (16.1)	2.47	1.08

Source: Primary Data (2025)

Table 4.6 shows that motivator factors generally received mixed to low ratings among teachers, with most mean scores falling below or close to the neutral point ($M = 3.0$). This suggests a tendency toward dissatisfaction or ambivalence regarding intrinsic motivational conditions.

Recognition and appreciation of performance were rated low ($M = 2.35$, $SD = 1.14$), indicating that a substantial proportion of teachers felt that their efforts were not adequately acknowledged. Similarly, the item measuring whether teaching was

personally rewarding and fulfilling recorded the lowest mean score ($M = 2.10$, $SD = 1.01$), reinforcing concerns about limited intrinsic job satisfaction among teachers.

In contrast, access to professional development opportunities recorded a slightly above-neutral mean score ($M = 3.15$, $SD = 1.16$), suggesting relatively favourable perceptions in this area. However, the comparatively high standard deviation indicates variation in teachers' experiences regarding access to professional development opportunities.

Autonomy in lesson planning and delivery ($M = 2.82$, $SD = 1.21$) remained close to the neutral point, reflecting mixed perceptions among respondents, while opportunities for career advancement were rated below neutral ($M = 2.47$, $SD = 1.08$), pointing to perceived limitations in professional progression within the education system.

Overall, the pattern of responses indicates that although some aspects, such as professional development opportunities, demonstrate moderate strength, key motivator factors—particularly recognition, intrinsic job satisfaction, and career advancement opportunities—remain inadequately addressed. The relatively high standard deviations across the items further suggest moderate variability in teachers' experiences and perceptions regarding motivational support within schools.

During the interviews, the headteachers emphasized the importance of recognition and professional development in enhancing teacher motivation and performance. Headteacher B noted that:

“Acknowledging teachers' hard work and achievements, no matter how small, can have a profound impact on their motivation and dedication to their students.”

Similarly, Headteacher C observed that:

“When teachers feel recognized and appreciated, it not only boosts their morale but also enhances the overall learning environment for students.”

These views suggest that recognition contributes not only to teachers' personal motivation but also to improved classroom environments and learner outcomes.

The respondents also stressed the significance of continuous professional development in improving teacher effectiveness. Headteacher D stated that:

“Providing teachers with ongoing professional development is not only essential for their personal growth but also for improving the overall teaching quality in our schools.”

In support of this view, Headteacher E added that:

“When teachers are given the tools and resources to enhance their skills, it directly translates into better learning outcomes for students, and that’s the ultimate goal.”

The qualitative findings further revealed that schools provide various professional development opportunities aimed at strengthening teachers’ competencies and instructional practices. For example, Headteacher F explained that:

“We offer a variety of professional development opportunities such as in-service training and workshops that allow teachers to continuously improve their teaching methods.”

Likewise, Headteacher G pointed out that:

“Teachers also have free internet access, which gives them the flexibility to learn new techniques and stay updated on the latest trends in education.”

These findings suggest that although schools are making efforts to support teacher growth through training and access to learning resources, gaps still exist in adequately addressing broader motivator factors such as recognition, career advancement, and intrinsic job satisfaction.

4.4.5 Relationship between Motivator factors and Teacher performance

The second objective of the study sought to examine the relationship between motivator factors and teacher performance in primary schools in Mukono Municipality. Motivator factors were conceptualized to include recognition and appreciation, professional development opportunities, autonomy in teaching, meaningful and

rewarding work, and career advancement opportunities. To establish the direction and strength of the relationship between motivator factors and teacher performance, Pearson's Product Moment Correlation analysis was conducted. The analysis further examined the association between the indicators of motivator factors and the indicators of teacher performance. The results are presented in Table 4.7.

Table 4.7: Bivariate Correlation Matrix for Motivator Factors and Teacher Performance

Variables	1	2
1. Teacher Performance	1	
Lesson organization	.824**	
Feedback to learners	.801**	
Learner motivation	.779**	
Learner development	.847**	
Professional growth	.793**	
2. Motivator Factors	.139	1
Recognition and appreciation	.331**	.847**
Professional development opportunities	.379**	.865**
Autonomy in teaching	.287**	.798**
Meaningful and rewarding work	.342**	.822**
Career advancement opportunities	.265**	.786**

N = 292

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

The results reveal that all indicators of teacher performance were strongly and positively associated with the overall teacher performance construct. The correlations ranged from $r = .779$ to $r = .847$, with learner development exhibiting the strongest relationship with teacher performance ($r = .847$, $p < .01$) and learner motivation showing the weakest, though still substantial, relationship ($r = .779$, $p < .01$). These findings confirm that the selected indicators adequately represented the construct of teacher performance within the study.

The findings further indicate a weak positive relationship between motivator factors and teacher performance ($r = .139$). However, this relationship was not statistically significant at the 0.01 level ($p > .01$), indicating that motivator factors alone do not

show a strong bivariate association with teacher performance. Although the relationship is positive, its magnitude suggests a weak independent influence.

Among the motivator factor indicators, professional development opportunities demonstrated the strongest relationship with teacher performance ($r = .379$, $p < .01$), followed by meaningful and rewarding work ($r = .342$, $p < .01$) and recognition and appreciation ($r = .331$, $p < .01$). Autonomy in teaching ($r = .287$, $p < .01$) and career advancement opportunities ($r = .265$, $p < .01$) also exhibited positive relationships with teacher performance, although their associations were comparatively weaker.

These findings suggest that professional learning, meaningful engagement, and recognition are more strongly associated with teacher performance than autonomy or career advancement opportunities.

However, the weak overall correlation does not eliminate the possibility of a stronger combined or conditional effect, which is examined in the regression analysis.

The results are consistent with Herzberg's Two-Factor Theory, which identifies recognition, achievement, responsibility, advancement, and personal growth as intrinsic motivators that enhance job satisfaction.

4.4.6 Combined Effect of Extrinsic and Motivator Factors on Teacher Performance

To provide a preliminary understanding of the relationships among the study variables, Pearson's Product Moment Correlation analysis was conducted. The correlation matrix was used to establish the direction and strength of the associations among teacher performance, extrinsic factors, and motivator factors, as well as to determine whether the variables were sufficiently related to justify further analysis. The results are presented in Table 4.8.

Table 4.8: Bivariate Correlation Matrix for Extrinsic Factors, Motivator Factors, and Teacher Performance

Variables	1	2	3
1. Teacher Performance	1		
Lesson organization	.824**		
Feedback to learners	.801**		
Learner motivation	.779**		
Learner development	.847**		
Professional growth	.793**		
2. Extrinsic Factors	.112	1	
Salary and benefits	.286**	.821**	
Facilities and teaching resources	.314**	.786**	
Job security	.243**	.764**	
Administrative support and supervision	.352**	.841**	
Staff cooperation and collegiality	.418**	.799**	
3. Motivator Factors	.139	.431**	1
Recognition and appreciation	.331**	.304**	.847**
Professional development opportunities	.379**	.291**	.865**
Autonomy in teaching	.287**	.249**	.798**
Meaningful and rewarding work	.342**	.218**	.822**
Career advancement opportunities	.265**	.337**	.786**

N = 292

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

The results reveal strong positive correlations between the teacher performance construct and its respective indicators. Correlation coefficients ranged from $r = .779$ to $r = .847$, indicating that lesson organization, feedback provision, learner motivation, learner development, and professional growth were reliable measures of teacher performance. Among these indicators, learner development exhibited the strongest association with teacher performance ($r = .847$, $p < .01$).

The findings further indicate a weak positive relationship between extrinsic factors and teacher performance ($r = .112$), which was not statistically significant at the 0.01 level ($p > .01$). This implies that improvements in salaries, teaching resources, job security, supervision, and collegial relationships may only be associated with slight improvements in teacher performance. Among the extrinsic indicators, staff cooperation and collegiality ($r = .418$, $p < .01$) and administrative support and supervision ($r = .352$, $p < .01$) demonstrated relatively stronger relationships with teacher performance than salary and benefits or job security.

Similarly, motivator factors exhibited a weak positive relationship with teacher performance ($r = .139$), which was also not statistically significant at the 0.01 level ($p > .01$). Among the motivator indicators, professional development opportunities ($r = .379$, $p < .01$), meaningful and rewarding work ($r = .342$, $p < .01$), and recognition and appreciation ($r = .331$, $p < .01$) demonstrated stronger relationships with teacher performance than autonomy and career advancement opportunities.

The matrix also reveals a moderate positive relationship between extrinsic and motivator factors ($r = .431$, $p < .01$). This suggests that schools characterized by better salaries, resources, supervision, and collegial relationships are also likely to provide greater recognition, professional development opportunities, autonomy, and opportunities for advancement. This moderate interrelationship justifies the use of multiple regression analysis to determine the combined predictive power of the two variables.

Overall, the correlation analysis suggests that while bivariate relationships are weak, the combined explanatory effect may be more substantial when variables are analysed simultaneously.

However, the moderate relationship between the two dimensions provides preliminary evidence that their combined influence may be more substantial than their independent effects. This finding provides justification for conducting the multiple regression analysis presented subsequently in order to establish the joint contribution of extrinsic and motivator factors to teacher performance.

The correlation analysis further established that both extrinsic factors and motivator factors were positively associated with teacher performance, albeit weakly. It also demonstrated a moderate relationship between the two dimensions of the work environment. Consequently, a multiple regression analysis was conducted to determine the combined effect of extrinsic and motivator factors on teacher performance and to establish the extent to which these variables jointly explain variations in teacher performance in primary schools in Mukono Municipality.

4.4.7 Multiple Regression Analysis of Extrinsic and Motivator Factors on Teacher Performance

While the correlation analysis provided preliminary evidence regarding the relationships among teacher performance, extrinsic factors, and motivator factors, it was insufficient for establishing the combined influence of the two dimensions of the work environment on teacher performance. To determine the extent to which extrinsic and motivator factors jointly predict teacher performance, a multiple regression analysis was conducted. The analysis sought to establish the overall explanatory power of the model and the contribution of each predictor variable to teacher performance. The results are presented in Table 4.9.

Table 4.9: Multiple Regression Results for Extrinsic and Motivator Factors on Teacher Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.287	.082	.076	.51742

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	6.321	2	3.160	11.811	.000
Residual	71.079	266	.267		
Total	77.400	268			

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
(Constant)	2.114	.298			7.099	.000
Extrinsic Factors	.116	.058	.148		2.000	.046
Motivator Factors	.143	.061	.173		2.344	.020

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Extrinsic Factors, Motivator Factors

Source: Primary Data (2025)

The results of the multiple regression analysis indicate that the combined model comprising extrinsic factors and motivator factors significantly predicts teacher performance, $F(2, 266) = 11.811$, $p < .001$. The model explains approximately 8.2% of the variation in teacher performance ($R^2 = .082$), suggesting that although other factors not included in the study may also influence teacher performance, the work

environment contributes meaningfully to explaining differences in teacher performance among teachers in selected primary schools in Mukono Municipality.

The regression coefficients reveal that both extrinsic factors and motivator factors positively and significantly influence teacher performance. Extrinsic factors recorded an unstandardized coefficient of $B = .116$ and a standardized coefficient of $\beta = .148$. This implies that, holding other factors constant, a one-unit improvement in extrinsic factors is associated with a .116-unit increase in teacher performance. The effect was statistically significant ($t = 2.000$, $p = .046$), indicating that improvements in salaries, instructional resources, job security, supervision, and collegial relationships contribute positively to teacher performance.

Similarly, motivator factors recorded an unstandardized coefficient of $B = .143$ and a standardized coefficient of $\beta = .173$. This indicates that a one-unit increase in motivator factors is associated with a .143-unit increase in teacher performance, controlling for the influence of extrinsic factors. The effect was statistically significant ($t = 2.344$, $p = .020$), suggesting that recognition, professional development opportunities, autonomy in teaching, meaningful work, and opportunities for advancement contribute significantly to improved teacher performance.

A comparison of the standardized coefficients further reveals that motivator factors ($\beta = .173$) exerted a slightly stronger influence on teacher performance than extrinsic factors ($\beta = .148$). This suggests that while both variables are statistically significant predictors, intrinsic motivational factors play a relatively stronger role in explaining teacher performance in Mukono Municipality.

Overall, the findings demonstrate that teacher performance is influenced by both extrinsic and motivator factors, but motivator factors are stronger. The significant contribution of each predictor, together with the significant overall model, provides empirical support for Herzberg's Two-Factor Theory, which argues that employee performance is enhanced when adequate hygiene factors are complemented by motivator factors. Consequently, the study concludes that improving teacher performance requires a holistic approach that simultaneously addresses both the material conditions of work and the intrinsic motivational needs of teachers.

4.5 Hypothesis Testing

The study hypothesized that extrinsic and motivator factors do not have a significant combined effect on teacher performance in primary schools in Mukono Municipality. The regression results showed that the overall model was statistically significant ($F(2, 266) = 11.811, p < .05$), while both extrinsic factors ($p = .046$) and motivator factors ($p = .020$) significantly predicted teacher performance. Therefore, the null hypothesis was rejected, and the alternative hypothesis was accepted. It was concluded that extrinsic and motivator factors have a statistically significant combined effect on teacher performance in primary schools in Mukono Municipality.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter discusses the findings of the study on the impact of the work environment in shaping teacher performance in primary schools in Mukono Municipality. The discussion is guided by the study objectives and corresponding hypotheses, namely: examining the effect of extrinsic factors on teacher performance and examining the effect of motivator factors on teacher performance. The findings are interpreted in light of Herzberg's Two-Factor Theory (1959) and compared with empirical evidence from previous studies.

The discussion specifically addresses the following hypotheses:

- H01: Extrinsic factors have no significant effect on teacher performance in primary schools in Mukono Municipality.
- H11: Extrinsic factors have a significant effect on teacher performance in primary schools in Mukono Municipality.
- H02: Motivator factors have no significant effect on teacher performance in primary schools in Mukono Municipality.
- H12: Motivator factors have a significant effect on teacher performance in primary schools in Mukono Municipality.

5.2 Effect of Extrinsic Factors on Teacher Performance

This section discusses findings based on the objective: To examine the effect of extrinsic factors on teacher performance in primary schools in Mukono Municipality.

The regression results in Chapter Four revealed that extrinsic factors had a positive and statistically significant effect on teacher performance ($B = .116$, $B = .148$, $t = 2.000$, $p = .046$). This implies that a unit improvement in extrinsic factors leads to a corresponding increase in teacher performance, although the effect is relatively modest. Therefore, the null hypothesis (H01) was rejected and the alternative hypothesis (H11) accepted.

These findings are consistent with the earlier correlation results which indicated a weak positive relationship between extrinsic factors and teacher performance. The consistency between correlation ($r = .112$) and regression ($B = .148$) confirms that extrinsic factors contribute to teacher performance even when controlling for motivator factors.

Qualitative findings highlighted that improvements in salaries, instructional resources, job security, and administrative support encouraged better performance, though inconsistently applied.

These findings support Herzberg's (1959) argument that extrinsic or hygiene factors reduce dissatisfaction but may also contribute to performance when adequately provided. Inadequate salaries and poor facilities created discontent, while improvements enhanced basic functioning and commitment.

This aligns with Ssesanga and Garrett (2005), who found that remuneration significantly influences staff performance in Ugandan institutions. Similarly, Ololube (2006) found that adequate pay and instructional resources improve teacher effectiveness in Nigeria.

Therefore, extrinsic factors in Mukono Municipality are not only hygiene factors but also statistically significant predictors of teacher performance, though their influence remains relatively weaker compared to motivator factors.

5.3 Effect of Motivator Factors on Teacher Performance

This section discusses findings based on the objective: To examine the effect of motivator factors on teacher performance in primary schools in Mukono Municipality.

The regression results in Chapter Four showed that motivator factors had a positive and statistically significant effect on teacher performance ($B = .143$, $B = .173$, $t = 2.344$, $p = .020$). This indicates that motivator factors exert a stronger influence on teacher performance compared to extrinsic factors. Therefore, the null hypothesis ($H02$) was rejected and the alternative hypothesis ($H12$) accepted.

This regression finding differs from the earlier bivariate correlation result ($r = .139$, $p = .052$), which suggested a weak and non-significant relationship. However, the

regression analysis demonstrates that when controlling for extrinsic factors, motivator factors become statistically significant predictors of teacher performance.

Motivator factors such as recognition, professional development, autonomy, meaningful work, and advancement opportunities were moderately present in schools.

These findings align with Herzberg's (1959) theory, which emphasizes that motivators drive higher levels of performance once basic conditions are in place. The results also support Skaalvik and Skaalvik (2010), who found that intrinsic motivators strongly influence teacher engagement and performance.

Thus, the findings confirm that motivator factors play a statistically significant role in improving teacher performance in Mukono Municipality, especially when considered alongside extrinsic conditions.

5.4 Combined Effect of Extrinsic and Motivator Factors on Teacher Performance

Regression analysis in Chapter Four demonstrated that extrinsic and motivator factors jointly have a statistically significant effect on teacher performance, $F(2, 266) = 11.811$, $p < .001$, explaining 8.2% of the variance in teacher performance ($R^2 = .082$, Adjusted $R^2 = .076$).

This indicates that although other external variables also influence teacher performance, the work environment significantly contributes to performance outcomes.

The model results further show that motivator factors ($\beta = .173$) exert a stronger influence than extrinsic factors ($\beta = .148$), confirming that intrinsic aspects of motivation are slightly more influential in predicting teacher performance.

Qualitative findings reinforced this, indicating that teacher performance improves most when adequate salaries and resources are combined with recognition, autonomy, and professional growth opportunities.

These findings strongly support Herzberg's Two-Factor Theory, which emphasizes the interaction between hygiene and motivator factors in shaping employee performance.

Therefore, the combined model confirms that teacher performance is best explained through a dual-factor approach, where both extrinsic and intrinsic factors interact to produce meaningful improvements in performance.

5.5 Summary of Findings

The study revealed three key insights. First, extrinsic factors have a positive and statistically significant effect on teacher performance ($\beta = .148$, $p = .046$), though the effect is relatively modest. Second, motivator factors also have a positive and statistically significant effect on teacher performance ($\beta = .173$, $p = .020$), and exert a slightly stronger influence than extrinsic factors. Third, the combined model is statistically significant ($F = 11.811$, $p < .001$) and explains 8.2% of the variation in teacher performance, confirming that both sets of factors jointly influence teacher performance.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Summary of Findings

The study examined the influence of extrinsic and motivator factors on teacher performance in primary schools in Mukono Municipality.

The findings revealed that extrinsic factors such as salaries, instructional materials, job security, and administrative support have a positive and statistically significant effect on teacher performance ($\beta = .148$, $p = .046$). However, their influence is relatively weaker compared to motivator factors.

Motivator factors such as recognition, autonomy, professional development, and advancement opportunities also have a positive and statistically significant effect on teacher performance ($\beta = .173$, $p = .020$), indicating a stronger predictive influence.

The combined regression model was statistically significant ($F(2, 266) = 11.811$, $p < .001$) and explained 8.2% of the variation in teacher performance, confirming that both extrinsic and motivator factors jointly contribute to teacher performance.

6.2 Conclusions

Based on the findings, the study concludes that:

1. Extrinsic factors significantly influence teacher performance, although their effect is relatively weaker compared to motivator factors.
2. Motivator factors have a stronger and statistically significant effect on teacher performance, making them more influential in driving performance outcomes.
3. Teacher performance is best explained through a combination of both extrinsic and motivator factors, confirming Herzberg's Two-Factor Theory in the context of Mukono Municipality.

6.3 Recommendations

Based on the findings, the study recommends that:

1. Government and school administrators should improve extrinsic conditions such as salaries, teaching materials, and working environments to sustain baseline teacher performance.
2. School leadership should strengthen motivator factors by enhancing teacher recognition, providing professional development opportunities, and increasing autonomy in classroom decision-making.
3. A balanced motivational strategy should be adopted, integrating both extrinsic and intrinsic incentives to maximize teacher performance outcomes.

6.4 Overall Remark

The findings converge on a central insight: both extrinsic and motivator factors have a statistically significant influence on teacher performance, although motivator factors exert a stronger effect than extrinsic factors. Motivator factors significantly influence teacher performance, while extrinsic factors also make a meaningful but comparatively weaker contribution. However, it is the combination of both sets of factors, that is, extrinsic and motivator factors, that matters most in explaining variations in teacher performance.

Policy and practice in Mukono Municipality should therefore shift away from piecemeal solutions and adopt integrated approaches that address both the material and psychological needs of teachers. While the study has highlighted this dual requirement, its methodological limitations, particularly its reliance on self-reported measures and its modest explanatory power ($R^2 = .082$), indicate the need for complementary studies that employ mixed methods and larger samples to refine and strengthen the evidence base.

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APPENDICES

Appendix I: Consent form

Dear respondent, my name is Kijje Robert. I am carrying out a study to examine the impact of the work environment on teacher performance in primary schools in Mukono Municipality in partial fulfilment of the requirements for the ward of the degree of Master of Education Administration and Management of Uganda Christian University. Your knowledge regarding the issue is the basis for your selection to participate in this study as a respondent. Kindly provide the most appropriate information as indicated in the questionnaire based on your experiences. The information provided shall be used for academic purposes only and will be treated with utmost confidentiality.

If you agree please tick the box ☐ and proceed to section I.

If you decline, do nothing and kindly return the questionnaire to the researcher.

Thank you in advance.

Yours truly,

Signed
KIJJE Robert (Researcher)

Appendix II: Questionnaire for Teachers

Section I: Background Information (Circle what is appropriate).

SN	Item	Details	Score
01	My Sex	Male Female	1 2
02	My age in years	Between 18-25 Between 26-30 Between 31-40 Between 41-45 46 and above	1 2 3 4 5
03	Level of Education	Certificate Diploma Bachelor's Degree Master's Degree PhD	1 2 3 4 5
04	Which type of school do you teach?	Government Private	1 2
05	Period of Service in the school	Less than a year 1 - 3 years 4 - 6 years 7 years and above	1 2 3 4

Section II: Teacher Performance (circle as appropriate)

Indicate the extent to which you agree with the following observations on the level of teacher performance within your school on a scale of (1) = strongly disagree, (2) = disagree, (3) = not sure (4) = agree (5) = strongly agree

Teacher Performance	Scale				
1. I successfully organize and present lessons in accordance with curriculum standards.	5	4	3	2	1
2. I give students timely and constructive feedback.	5	4	3	2	1
3. I motivate and involve learners during lessons.	5	4	3	2	1
4. I contribute positively to learners' academic progress and holistic development.	5	4	3	2	1
5. I actively engage in professional growth opportunities (workshops, in-service training, further studies).	5	4	3	2	1

Section III: Extrinsic factors (circle as appropriate)

Indicate the extent to which you agree with the following observations on extrinsic factors and teacher Performance in your school on a scale of (1) = strongly disagree, (2) = disagree, (3) = not sure (4) = agree (5) = strongly agree.

Extrinsic factors	Scale				
1. My salary and benefits are adequate relative to my workload.	5	4	3	2	1
2. Instructional facilities and teaching resources are sufficient.	5	4	3	2	1
3. I feel secure in my employment at this school.	5	4	3	2	1
4. The school administration provides supportive supervision and fair policies.	5	4	3	2	1
5. There is cooperation and collegiality among staff members.	5	4	3	2	1

Section IV: Motivator factors (circle as Appropriate)

Indicate the extent to which you agree with the following observations on Motivator factors and teacher Performance in your school on a scale of (1) = strongly disagree, (2) = disagree, (3) = not sure (4) = agree (5) = strongly agree

Motivator factors	Scale				
1. My achievements and good performance are recognized and appreciated.	5	4	3	2	1
2. I have access to meaningful professional development opportunities.	5	4	3	2	1
3. I have sufficient autonomy in planning and delivering my lessons.	5	4	3	2	1
4. Teaching is personally rewarding and fulfilling for me.	5	4	3	2	1
5. I have clear opportunities for career advancement within the system.	5	4	3	2	1

Section V: Relative importance of extrinsic factors and motivators (circle as appropriate)

Indicate the extent to which you agree with the following observations on relative importance of extrinsic factors and motivators on teacher performance in your school on a scale of (1) = strongly disagree, (2) = disagree, (3) = not sure (4) = agree (5) = strongly agree

Relative importance of extrinsic factors and motivators	Scale				
1. I am generally satisfied with my teaching job and the atmosphere I work in at this school	5	4	3	2	1
2. I intend to stay at this school for an extended period of time.	5	4	3	2	1
3. I am effective in delivering lessons and managing my classroom.	5	4	3	2	1
4. I am motivated by the work environment and my teaching responsibilities	5	4	3	2	1
5. My teaching positively impacts student engagement and learning outcomes	5	4	3	2	1

Thank you

Appendix III: Interview Guide for Head Teachers in Primary Schools in Mukono Municipality

Introduction

Thank you for agreeing to participate in this interview. The purpose of this study is to examine the relationship between the work environment and teacher performance in primary schools in Mukono Municipality, Uganda. Your views and experiences as a head teacher are important in helping us understand how different aspects of the school work environment influence teacher effectiveness and overall school performance.

The information you provide will be treated with confidentiality and used strictly for academic purposes. There are no right or wrong answers; therefore, you are encouraged to respond honestly and freely.

Section A: Background Information

1. Please introduce yourself by stating:
 - a. Your position in the school
 - b. Number of years served as a head teacher
 - c. Number of years worked in primary education
 - d. Type of school (government-aided/private)
2. Briefly describe the staffing situation and general working conditions in your school.

Section B: Extrinsic Factors and Teacher Performance

a) Working Conditions

1. How would you describe the physical working environment in your school?
 - Probe: classrooms, staff rooms, sanitation facilities, furniture, lighting, ventilation, safety, and cleanliness.
2. In your opinion, how adequate are the teaching and learning resources available to teachers?
 - Probe: textbooks, instructional materials, ICT facilities, teaching aids, and classroom space.
3. How do the available facilities and resources influence teachers' lesson preparation, classroom management, and teaching effectiveness?
4. What major challenges related to the physical work environment affect teachers in your school?

5. How do these challenges affect teacher performance and learner outcomes?

b) Salary and Benefits

1. In your view, how does teachers' salary affect their motivation and commitment to work?
2. How adequate do you think teachers' salaries and benefits are in meeting their professional and personal needs?
3. What benefits or incentives are available to teachers in your school?
 - Probe: medical care, accommodation, meals, transport, allowances, recognition, and welfare support.
4. How do salary delays, inadequate pay, or limited benefits affect teacher morale and performance?
5. What long-term effects can poor remuneration have on teacher retention and effectiveness in schools?

c) Administrative and Interpersonal Support

1. How would you describe the relationship between the school administration and teachers?
2. In what ways does the administration support teachers in performing their duties?
 - Probe: supervision, guidance, communication, counselling, conflict resolution, provision of materials.
3. How do school policies and leadership practices influence teacher performance?
4. How would you describe collaboration and interpersonal relationships among teachers in your school?
5. In your experience, how does teamwork among teachers contribute to teacher effectiveness and school performance?
6. What challenges exist in administrative support or staff relationships, and how do they affect teacher performance?

d) Job Security and Teacher Performance

1. To what extent do teachers in your school feel secure in their jobs?
2. How does job security or insecurity influence teachers' motivation, attendance, and commitment to work?

3. Are there differences in performance between permanent and temporary teachers? Please explain.
4. How does teacher turnover affect the performance of the school and learners?

Section C: Motivator Factors and Teacher Performance

a) Teacher Job Satisfaction, Motivation, and Retention

1. What factors do you think motivate teachers most in your school?
2. How are teachers recognized or rewarded for good performance?
 - Probe: appreciation, promotion, awards, verbal recognition, responsibilities.
3. What opportunities are available for teachers' professional development?
 - Probe: workshops, seminars, mentoring, further studies, in-service training.
4. How do professional development opportunities influence teacher performance and effectiveness?
5. To what extent are teachers involved in decision-making processes within the school?
6. How does teacher autonomy in classroom management and instructional methods affect performance?
7. In your opinion, what factors contribute most to teacher retention or turnover in your school?
8. How likely are teachers to remain in the school if the current work environment remains unchanged? Why?

b) Impact of the Work Environment on Student Outcomes

1. In your opinion, how does the teachers' work environment affect pupils' academic performance?
2. How do teachers' motivation and job satisfaction influence learner discipline, attendance, and behaviour?
3. What relationship have you observed between teacher performance and learner achievement in your school?
4. How does teacher retention or turnover affect learners' academic progress and the overall school environment?

Section D: Recommendations and Conclusion

1. What improvements would you recommend to enhance the work environment for teachers in your school?
2. What measures should school administrators and education authorities take to improve teacher performance?
3. What additional support do teachers need in order to perform effectively?
4. Is there anything else you would like to add regarding the relationship between the work environment and teacher performance in primary schools?

Thank you very much for your time and valuable contributions. The information you have provided will greatly support this study in understanding how the work environment influences teacher performance in primary schools in Mukono Municipality.

Appendix IV: Student's Permission Seeking Letter for Data Collection from UCU



**UGANDA CHRISTIAN
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

Thursday, 29 August 2024

Town Clerk
Mukono Municipal Council
P. O. Box 201
Mukono, Uganda



Dear Sir,

RE: Introduction of Kijje Robert - RS22M06/003 for Data Collection Permission

I am writing to introduce Mr. Kijje Robert, a Master of Education Administration and Management student at Uganda Christian University. Robert is currently in the advanced stage of his academic journey and is conducting a dissertation on "The work Environment and Teacher Performance in Primary Schools in Mukono Municipality."

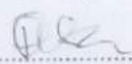
As part of his research, Robert is seeking permission from your office to collect relevant data and information. His study aims to identify areas of improvement and proposing evidence-based recommendations for enhanced service delivery.

I assure you that Robert will adhere to all ethical guidelines and treat any data collected with the utmost confidentiality. He is a responsible student dedicated to conducting a thorough and rigorous study.

We kindly request your support in granting Robert access to relevant data and personnel within the Education department as well as any personnel with objective knowledge regarding his topic. Your valuable insights will significantly contribute to the success and quality of his research.

Thank you for considering his request. Should you require any additional information, please do not hesitate to contact me on the address provided here below.

Sincerely,


Faith Mbabazi Musinguzi (Ph.D.)
Head of undergraduate Studies
School of Education
Uganda Christian University



A Centre of Excellence in the Heart of Africa

Appendix V: Authorisation Letter for Data Collection from Mukono Municipal Council

LANDLINE: 0414 290203/4
Email: townclerk@mukonomunicipal
council.go.ug
info@mukonomunicipalcouncil.go.ug
**FOR ANY CORRESPONDENCE ON THIS
SUBJECT, PLEASE QUOTE: MMC/HM/36**



THE REPUBLIC OF UGANDA

MUKONO MUNICIPAL COUNCIL
OFFICE OF THE TOWN CLERK
P. O. BOX 201
MUKONO - UGANDA

Date: 2nd September 2024

Head-teachers of Primary Schools
Mukono Municipal Council

PERMISSION TO COLLECT DATA FROM THE MUNICIPAL PRIMARY SCHOOLS (EDUCATION DEPARTMENT)

Kijje Robert is a Master of Education Administration and Management student at Uganda Christian University. He is conducting a dissertation on the topic "*The work environment and teacher performance in Primary Schools within Mukono Municipality*".

This serves to introduce the student to you for permission to collect the required data regarding his topic and by copy of this letter, the Principal Education Officer is hereby notified.

Yours,

Byabagambi Francis
Town Clerk – Mukono Municipal Council



- Cc. The Mayor – Mukono Municipality
Cc. The Principal Education Officer – Mukono Municipal Council
Cc. Mr. Kijje Robert – UCU

Appendix VI: Work Plan

Research Timeline	February-March 2024	April-June 2024	July-September 2024	April 2025	May 2025
Concept Writing					
Proposal Writing					
Proposal Defense					
Clearance from UMI Research Ethics Committee					
Data collection					
Data analysis					
Dissertation writing					
Submission for external examination					
Dissertation Defense					