

**MOTIVATION STRATEGIES AND TEACHERS' PERFORMANCE IN SELECTED
PUBLIC SECONDARY SCHOOLS IN MBALE CITY**

SARAH NANDUDU

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**UGANDA CHRISTIAN
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DECLARATION

I, Nandudu Sarah, hereby declare that this is my original work and has not been submitted any other institution for any award.

Signed.....*Sarah*
Nandudu Sarah

Date: *30TH JULY 2025*

APPROVAL

I certify that this dissertation has been compiled under my supervision and guidance and I confirm that it is ready for submission for further examination.

Dr. Aron Ayeta Mulyaningsih



Date: 25th /September /2025

DEDICATION

Hard work, commitment and dedication were fundamental elements for the completion of my research and was the support of my family, especially my husband REV. Mutto Andrew and the seeds of my womb: Nakami Tabitha, Nakami Tracyln, Nakami Trinity, Binyalika Treasure, Binyalika Thelma, Nsaba Triumph and Nsaba Testimony.

I dedicate them this great milestone because without their input of spiritual and material support, I wouldn't have gotten this far, I love you and may the Lord indiscriminately reward you with long life and quality future.

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ABSTRACT

This study explored the effect of motivation strategies—specifically salary enhancement, promotion, and rewards—on teacher performance in some selected public secondary schools in Mbale City, Uganda. The study utilized a mixed-methods design involving quantitative data collected through standardized questionnaires as well as qualitative findings. Outcomes revealed that while salary enhancement was highly valued by teachers and had a significant impact on motivation and performance, its statistical impact on variation in performance was minimal (1.1%), which must mean that there are other important factors at play. Promotion, as it was statistically significant (25.6% explanation of variance), was marred by perceived injustice, procedural lack of transparency, and weak correlation with professional development. Rewards, and more precisely non-monetary and individual-oriented rewards, were seen to be applied unsystematically with a low mean rating of influence, although they correlated positively with performance by teachers (48.1%). However, multiple regression analysis showed that rewards and promotion had negative correlations with task performance, indicating systemic dissatisfaction and defects in implementation. Strategies for motivation are of utmost significance, yet nonetheless contingent upon a range of matters, including transparency, fairness, punctuality, and integration with broader professional development framework advice. Institutional change in the reward system, frequent salary reviews, condensed promotion requirements, and acceptance of the significance of financial and non-financial motivators will significantly influence the facilitation of an increasingly actively engaged high-performing teaching staff.

CHAPTER ONE
INTRODUCTION

1.0 Introduction

This chapter presents background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, scope of the study, conceptual frame work and significance of the study.

1.1. Background to the Study

1.1.1. Historical Background

Systematic investigation of teacher motivation has its roots in early industrial psychology and pre-classical management theory of the early 20th century. Frederick Taylor's Scientific Management (1911) was concerned with extrinsic incentives—monetary rewards and performance-based appraisals—as prime motivators for worker productivity, including teacher productivity. But Elton Mayo's Hawthorne Studies (1924-1932) began redirecting attention towards social and psychological determinants of motivation, paving the way for more refined insights into teachers' motivation in schools (Mayo, 1933). Subsequent theorists such as Abraham Maslow (1954) argued that individuals are motivated by a need hierarchy, from physiological to self-actualization, and this theory also informed speculation about teachers' intrinsic motivation to pursue their professional vocation. Over time, earlier policy reforms, such as the widespread education movements in Europe and the United States in the 1960s and 1970s, increasingly acknowledged that motivation could not be disentangled from structural conditions like working conditions, professional autonomy, and societal demands (Tyack & Cuban, 1995). This earlier evolution continues to influence today's debates regarding the best way to develop motivation strategies for secondary school teachers in public schools.

Recent decades have witnessed a proliferation of theoretical frameworks that critique and expand upon earlier models of motivation. Ryan and Deci's Self-Determination Theory (2000) foregrounded the importance of autonomy, competence, and relatedness as essential psychological needs that sustain intrinsic

motivation. In public secondary education, this has created hot debate about whether accountability efforts centered on standardized tests and outside incentives inadvertently disempower educators' internal motivation to teach for students' learning (Ryan & Deci, 2020). Contemporary scholars such as Darling-Hammond (2010) and Day & Gu (2014) argue that high-stakes accountability demoralizes teachers, particularly when professional competence is held hostage to bureaucratic controls. Conversely, performance-based pay advocates such as Hanushek & Rivkin (2007) contend that properly constructed incentive plans can improve performance if tied to professional development and fair evaluation. These differing opinions reflect long-existing differences between market-oriented reforms and humanistic views toward motivational strategies within education systems worldwide.

A robust body of literature has condemned the limitations of conventional models of motivation grounded in the application of external rewards. It is objected that pay-for-performance models fail to consider contextual subtleties such as poverty, school climate, and resource disparities that structure teachers' work (Firestone, 1991; Johnson & Papay, 2019). For example, Adams' Equity Theory (1963) suggests that perceived inequities in reward distribution can debase morale and productivity to the level of withdrawal or counterproductive behavior. Furthermore, Ingersoll's (2001) work has shown that over-reliance on external accountability drives attrition as teachers lose professional control and burnout. Latest arguments also highlight the inadequacy of motivation models that do not address cultural aspects: in the majority of non-Western settings, collective competence and common values are equally salient as individual rewards (Chong & Kong, 2012). Consequently, researchers increasingly require contextually appropriate, culturally aware methods that integrate intrinsic, extrinsic, and relational motivators to support teachers in public education.

Innovative research has contributed fresh insights into how motivation strategies can be effectively designed and implemented in public secondary schools. For instance, Leithwood and Jantzi's work (2006) on transformational leadership demonstrates that when school leaders foster shared goals, teacher

empowerment, and professional collaboration, intrinsic motivation flourishes. Recent meta-analyses (Richardson et al., 2018) also suggest that combined strategies—combining recognition, opportunities to master, and fair rewards—will most likely produce the greatest long-term improvements in teacher performance. New technologies have introduced new ways to tailor professional development, mentoring systems, and immediate feedback, further shifting motivation dynamics (Collins & Halverson, 2018). Also, scholars such as Skaalvik and Skaalvik (2017) emphasize the role of trust and emotional support in countering stress and enhancing commitment. Overall, these studies point to a trend toward holistic, multi-dimensional models equally emphasizing accountability, autonomy, and well-being for teacher motivation policy.

Around the world, there is a growing recognition that there is no single solution to motivation. UNESCO Global Education Monitoring Report (2020) emphasizes that borrowing of policy must be proportionately tailored to meet local contexts, acknowledging that socio-cultural values, political ideologies, and resource availability vary considerably globally. For example, in sub-Saharan Africa and parts of South Asia, measures to inspire educators also need to take account of the delays in payment, classroom over-crowding, and a lack of pedagogic materials (Bennell & Akyeampong, 2007). Conversely, the high-income settings may place greater value on professional growth and career advancement pathways (Economic Co-operation and Development, 2019). This subtlety has given rise to calls for participatory policy making, where teachers are co-designers of motivation frameworks rather than recipients (Lieberman & Miller, 2004). Ultimately, the contemporary debate calls on educators, policymakers, and researchers to build contextually situated, evidence-based, and ethically defensible theories of motivation—an agenda paramount to improving teacher performance and education equity worldwide.

1.1.2. Contextual Background

Globally, teacher motivation has emerged as a central driver of education quality, student attainment, and school growth. In high-income contexts, such as Economic Co-operation and Development countries, there has been sustained emphasis on professional autonomy, continuous learning, and performance-based incentives

(Economic Co-operation and Development, 2019). For instance, Leithwood and Jantzi (2006) argue that transformational leadership practices—incarnated in building trust, developing shared vision, and intellectual stimulation—lead to environments in which intrinsic motivation prospers. However, large-scale comparative studies (TALIS, 2018) have shown significant variations in how teachers perceive motivation strategies, reflecting differences in policy cultures and resource allocations. Ryan and Deci's (2020) Self-Determination Theory has been influential in reframing motivation beyond economic incentives to focus on psychological needs such as autonomy, competence, and relatedness. Yet, according to critics like Ball (2003), worldwide reforms of accountability and performance measures risk instrumentalizing teachers' work and leading to stress and professional disillusionment. Such controversy helps to underline the fact that effective motivation policies must be contextually informed and ethically sensitive.

Contemporary global reforms are increasingly blending intrinsic and extrinsic approaches, but with divergent results. For example, in the United States, merit pay initiatives such as the Teacher Incentive Fund have provided inconclusive results on long-term teacher effectiveness effects (Springer et al., 2010). Conversely, in Finland, where extrinsic rewards are minimal and professional trust is strong, teachers report greater satisfaction and engagement (Sahlberg, 2011). Darling-Hammond (2010) asserts that corporate-model management-based punitive accountability systems threaten the moral purpose and personal satisfaction that sustain teachers' commitment. These criticisms have created calls for more holistic, culturally responsive, and participatory approaches that include career development, recognition, and developing leadership. Globally, the literature is progressively acknowledging that a shortsighted focus on monetary rewards with no regard for work conditions and career development is inadequate for long-term motivation and high performance.

In Africa, teacher motivation is closely intertwined with postcolonial legacies, resource constraints, and education systems that are rapidly scaling up. Bennell and Akyeampong's (2007) seminal study for DFID identified longstanding problems:

low and irregular pay, limited career prospects, congested classrooms, and shortages of materials. These structural weaknesses have shaped motivation strategies across the continent, with a bias towards basic needs satisfaction over professional development. Verspoor (2008) noted that while salary rises and allowances have been widespread, they are rarely combined with more profound systemic transformation in teacher management and support. Critics caution that reforms imposed from outside, such as performance contracts, may be poorly sensitive to institutional realities and cultural norms (Chisholm & Leyendecker, 2008). This literature has contributed to our knowledge that improving teacher motivation in Africa involves multi-level interventions at welfare, working conditions, and professional identity levels.

Recent studies in Africa have highlighted both the limits of traditional incentives and the possibilities of context-specific innovations. For example, Klassen et al.'s (2012) study in South Africa highlights the importance of self-efficacy and collective efficacy in motivating teachers in low-resource schools. In Ghana, Duflo, Hanna, and Ryan (2012) found that monitoring combined with modest incentives improved teacher attendance, though longer-term impacts on teaching were less evident. At the same time, research in Nigeria by Akinyemi (2017) highlighted that participatory leadership and professional learning opportunities eclipsed extrinsic rewards as predictors of motivation. Critics contend that much donor-funded activity favors technocratic 'fixes' over empowering teachers as change agents (Tikly, 2004). As such, a consensus is emerging that Africa's education systems need comprehensive solutions that combine material support, professional empowerment, and cultural relevance.

In the East African context, the huge expansion of secondary education has exacerbated problems of teacher motivation and performance. In Kenya, for instance, the introduction of performance appraisal tools and guidelines for career progression were meant to spur improvement (MOE Kenya, 2015). Research by Orodho (2014) and Simiyu (2017), however, indicates that overwhelming workloads, big classes, and delayed promotions have the effect of neutralizing such initiatives. In Tanzania, VSO (2011) found that non-salary incentives—such as housing, appreciation, and career advancement—were highly valued but

implemented patchily. Ugandan studies (Ssekamwa, 2000) also refer to the gap between policy aspirations and daily realities, as teachers deal with resource and support shortages. These reports suggest that East African governments must balance universal performance measures with investment in supportive infrastructures and career development pathways that respect teachers' professional agency.

Uganda presents a stark illustration of the issues of teacher motivation in public secondary schools. As Universal Secondary Education came into effect in 2007, enrollments escalated quickly, straining resources and raising teachers' workloads (MOES Uganda, 2012). Nannyonjo's (2007) and Ssenkaaba's (2014) research indicates that while salary rises and hardship allowances have been used to motivate teachers, late and unequal payment has caused resentment. Muwonge (2016) contends that managerialist reforms based on inspection and performance targets are likely to destroy intrinsic motivation because they encourage compliance rather than professional growth. Critics argue that policies give too little consideration to the psychosocial dimensions of motivation, such as recognition, collegiality, and emotional well-being. Recent efforts to include teacher continuous professional development structures indicate an increasing recognition that comprehensive support is necessary for long-term performance and retention benefits.

Across global, African, and Ugandan settings, recent scholarship has made a strong contribution to a conception of teacher motivation as a complex construct underpinned by intersecting material, psychological, cultural, and institutional influences. Emerging frameworks such as the Capability Approach (Walker & Unterhalter, 2007) have reframed motivation as the ability to endeavor towards valued professional goals in enabling contexts. Encouraging research also highlights the role of distributed leadership, professional learning communities, and digital technologies in contributing to motivation beyond monetary incentives (Lieberman & Miller, 2004; Collins & Halverson, 2018). Pilot interventions in Uganda that link teacher mentorship with reflective practice and peer appreciation are also showing promise (MOES Uganda, 2019). These advances emphasize that effective motivation policies are not policy instruments but complex, evolving systems that

require contextual implementation and moral engagement. The challenge to international research and policy is clear: to build systems that professionalize teachers, cultivate their growth, and value their intrinsic commitment to students' futures.

1.1.3. Theoretical Background

Theoretical foundations of teacher motivation integrate classical and contemporary theories that account for how psychological needs, extrinsic factors, and organizational cultures shape professional practice. Maslow's (1954) Hierarchy of Needs laid the groundwork by contending that individuals are driven by successive satisfaction of physiological, safety, belonging, esteem, and self-actualization needs. Herzberg's Two-Factor Theory (1959) expanded on this idea by differentiating between hygiene factors (i.e., compensation, job security) that prevent dissatisfaction and motivators (i.e., recognition, responsibility) that induce satisfaction and performance. From these ideas, Self-Determination Theory of Deci and Ryan (1985, 2000) continued the argument that intrinsic motivation is achieved when autonomy, competence, and relatedness are met. In school, this has included strategies such as participatory decision-making, professional development, and peer mentoring. These all enhance teachers' sense of purpose and expertise. The shared assumption behind these models is that teachers are not only economic actors responding to extrinsic incentives but also complex professionals whose motivation is shaped by psychological satisfaction and social approval (Ryan & Deci, 2020).

More and more empirical evidence has looked at how these theories play out in different education systems. For example, Leithwood and Jantzi (2006) demonstrated that transformational leadership, emphasizing shared vision, trust, and empowerment, robustly increases teachers' intrinsic motivation and involvement. Performance-based incentives such as merit pay are, on the other hand, contentious. Studies by Hanushek and Rivkin (2007) and Springer et al. (2010) have yielded mixed results: some instructors are positively influenced by monetary rewards, while others perceive them as reducing professional autonomy and collegiality. Opponents like Darling-Hammond (2010) and Firestone (1991) argue that extrinsic incentives rarely deal with systemic inequalities—i.e., resource

disparities and student socioeconomic status—upon which performance levels depend significantly. Further, research across diverse contexts—from Asia (Chong & Kong, 2012), sub-Saharan Africa (Bennell & Akyeampong, 2007), to Europe (Day & Gu, 2014)—stresses cultural and contextual motivational determinants that shape in varied ways. This has fueled controversy over the universality of incentive models and underscored the need for culturally sensitive, integrated strategies.

Recent research has contributed to a more extensive conceptualization of motivation as dynamic, relational, and embedded in broader institutional cultures. Skaalvik and Skaalvik (2017) emphasize that support leadership and collegial relationships shield teachers from burnout and stress, facilitating resilience and long-term commitment. Digital innovations have also transformed motivational strategies: Collins and Halverson (2018) observe that online learning networks and customized professional development platforms can facilitate teachers' autonomy and mastery experiences. Moreover, the Economic Co-operation and Development (2019) and UNESCO (2020) support holistic frameworks integrating equitable remuneration, professional development opportunities, and inclusive decision-making. The changing discussion has generated new evidence on how internal and external motivators intersect, why setting must take place, and how policy formulation must be aligned with teachers' professional selves and values. Ultimately, current research does expand on the case that effective motivation strategies have to find a balance between accountability and trust, standardization and adaptability, and incentives and the intrinsic merits of teaching itself—sophisticated integration required for optimizing teacher performance in multicultural public high schools throughout the world.

1.1.4. Conceptual Background

Motivation refers to the internal forces and outside circumstances that lead, direct, and sustain behavior in the long run. At school, it is responsible for why educators are motivated to work, how diligently they work, and for how long they persevere despite challenges. Ryan and Deci (2000) contrast intrinsic motivation, which arises from intrinsic interest or enjoyment in teaching itself, with extrinsic motivation, which arises from extrinsic rewards or pressures such as pay, prestige,

or performance targets. Effective motivation is multidimensional rather than one-dimensional and depends on satisfying psychological needs for autonomy, competence, and relatedness (Ryan & Deci, 2020).

Motivation strategies are official policies, programs, and practices for recruiting and sustaining teachers' commitment, effort, and satisfaction. These strategies can include money incentives (e.g., bonuses, hardship pay, and salary increments), non-financial incentives (e.g., professional respect and career advancement), supportive leadership conduct, decision influence, and improved working conditions (Economic Co-operation and Development, 2019). Leithwood and Jantzi (2006) emphasize that effective motivation strategies need to be aligned with teachers' professional values and build conditions in which they feel appreciated and empowered to improve their practice.

Teachers' performance refers to the quality and efficiency of their work in educating pupils, management of the classroom, and developing the school community. It requires professional competencies such as lesson planning, instructional delivery, assessment practice, and communication with parents and students (Danielson, 2007). Performance also entails relational and emotional aspects, including the development of trust and the demonstration of care. Day and Gu (2014) highlight that high performance is sustained not only by accountability measures but also by professional development, peer support, and a strong sense of purpose. Public secondary schools are state schools that offer formal education to pupils between 12 and 18 years after primary schooling. They operate under the framework of national policies, uniform curricula, and state accountability systems (UNESCO, 2020). They are responsible for ensuring equal access to education and achieving social integration, while usually having to deal with large class sizes, limited budgets, and resource imbalances (World Bank, 2018). These conditions, in turn, have a direct impact on teacher motivation and performance levels.

1.2. Statement of the Problem

Internationally, the challenge of how best to motivate public secondary school teachers has emerged as a prime obstacle to improved education quality and

fairness. Reforms spanning three decades notwithstanding, there is sufficient evidence that the majority of motivation strategies have been ineffective, with little persistent success in teacher performance or student outcomes (Hanushek & Rivkin, 2007; Economic Co-operation and Development, 2019). For example, the Economic Co-operation and Development's *Education at a Glance (2019)* states that almost 40% of teachers across its member states perceive their work as being undervalued, and fewer than half of them believe that performance-linked incentives enhance teaching quality. Large-scale American and British studies have established that high-stakes accountability and merit pay tend to produce compliance-oriented responses, teaching to the test, and even fraudulent manipulation of scores, instead of genuine professional development (Springer et al., 2010; Ball, 2003). Concurrently, internal motivators like prestige, autonomy, and staff professional development are incommensurately embedded in policy paradigms, especially in low- and middle-income nations where material pressures exacerbate the issue (Bennell & Akyeampong, 2007). Critics argue that policymakers tend to implement transplanted reforms with inadequate accommodation of local education cultures and institutional contexts (Tikly, 2004). Consequently, there is mounting academic consensus that standard incentive schemes are not enough to treat the multidimensional, complicated factors affecting teacher motivation, engagement, and performance. The disparity underscores the urgent need for context-specific, evidence-informed approaches that blend reasonable remuneration with professional respect, positive leadership, and career ladders (Day & Gu, 2014).

Within Uganda, the problem of teacher motivation and performance within government secondary schools is particularly acute, reflecting systemic underinvestment combined with rapidly increasing educational demand. The implementation of Universal Secondary Education in 2007 created an influx of students—161,396 in 2006 to over 954,000 by 2020 (Ministry of Education and Sports Uganda, 2021)—without a similar increase in support or resources to teachers. Studies have documented that secondary school teachers in the public sector face overcrowded classrooms, substandard teaching resources, and continuously delayed wages, all of which compromise their professional dedication (Nannyonjo, 2007; Muwonge, 2016; DIS, 2023). For example, Uganda National

Examinations Board undertook a survey that confirmed more than 50% of the teachers within the public schools felt demotivated due to a lack of recognition and career development opportunities (UNEB, 2020). Efforts to introduce performance-based contracts and raises have been responded to unevenly: some teachers embrace financial rewards but others perceive them as disproportionate or poorly administered, which further undermines morale (Ssenkaaba, 2014). Scholars argue that the majority of reforms have overlooked the importance of intrinsic motivators such as professional autonomy, collegiality, and emotional health (Skaalvik & Skaalvik, 2017). In this, the worth added to new knowledge is in demonstrating that a fundamentally transactional answer—predominantly based on extrinsic rewards—will not fulfill the deeper professional and psychosocial requirements of Ugandan teachers. Instead, research increasingly calls for integrated models based on supportive leadership, recognition of teacher voice, and culturally responsive motivational approaches, offering promising paths to refashioning teacher motivation and, consequently, student learning success in Uganda and elsewhere (MOES, 2021; UNESCO, 2022).

1.3. Main Objective of the Study

The main objective of this study is to examine the contribution of motivation strategies on teachers' performance in selected public secondary schools in Mbale City.

1.4. Specific Objectives of the Study

- i. To examine the effect of salary enhancement on teachers' performance in selected public secondary schools in Mbale City.
- ii. To assess the effect of promotion on teachers' performance in selected public secondary schools in Mbale City.
- iii. To establish the effect of rewards on teachers' performance in selected public secondary schools in Mbale City.

1.4. Research Questions

- i. What is the effect of salary enhancement on teachers' performance in selected public secondary schools in Mbale City?
- ii. What is the effect of promotion on teachers' performance in selected public secondary schools in Mbale City?

- iii. What is the effect of rewards on teachers' performance in selected public secondary schools in Mbale City?

1.5. Scope of the Study

1.5.1. Content Scope

The study discussed effects of motivation strategies on teachers' performance in selected public secondary schools in Mbale City.

1.5.2. Time Scope:

The study considered a period of two academic years (2021 and 2022) given the challenges of COVID-19.

1.5.3. Geographical scope

The study was carried out in Mbale City covering the selected public secondary schools

1.6. Significance of the Study

The study was helpful to the following category:

The research findings are advantageous to education policy makers as they offer evidence-based realities that can be utilized to inform educational policy development, implementation, and review. The research helps in the identification of gaps, strengths, and challenges in the current education system, particularly in relation to the research area. By comprehending these dynamics, policy makers can create better policy plans that can improve education service delivery, resource management, and policy interventions in terms of improved access, equity, and quality of education. The evidence generated could also guide the prioritization of government support and funding to areas needing special attention or reform.

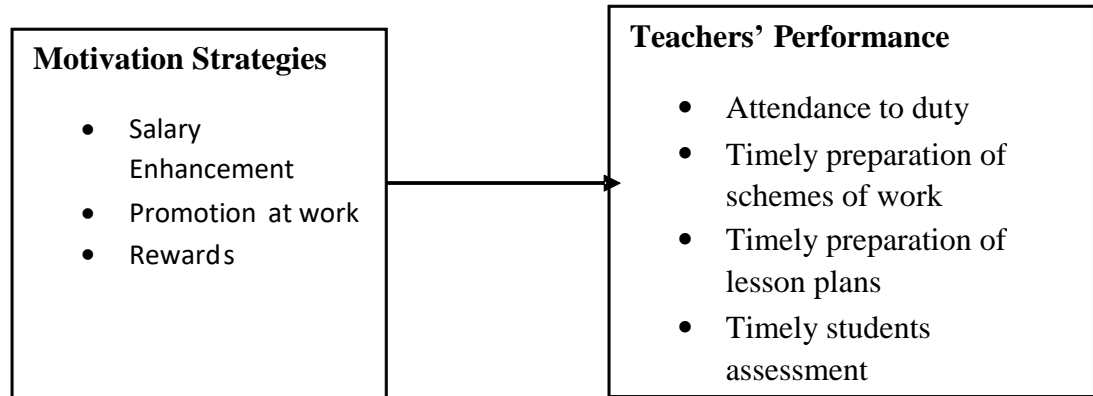
To scholars, the study contributes to the body of knowledge and serves as a valid point of reference to guide future studies. It spotlights some variables, trends, or phenomena that may be worth studying further, hence inspiring further research in such areas. The study may also offer methodology advice or suggest innovative approaches that scholars can adapt or amend in their studies. In addition, the results can help in identifying gaps with inadequate literature, and therefore

researchers could build upon the existing body of knowledge, validate the outcomes in other settings, or replicate the research using alternative methods.

The study also satisfies the essential academic requirement, particularly for the researcher, as it demonstrates their competence in conducting independent, systematic, and scholarly research. It allows the researcher to apply theoretical principles in solving everyday problems, and to prove their research, writing, and analytical skills. Conducting this study not only adds to the academic success of the researcher but also completes half of the degree or diploma qualification requirements. It also adds to the inventory of scholarship in the university that can be used as a reference by students and lecturers in similar fields of study.

1.7 Conceptual Framework

Conceptual frame work showing relationship between IV & DV



Source: Adopted from Analoui (2000) and modified by Researcher, 2022

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter reviewed the available literature on motivation strategies and teachers' performance in selected public secondary schools from the global perspective, African perspective and the local perspective. The literature is presented objective by objective after looking at many documents.

2.1. Theoretical Review

The theoretical underpinnings of teacher motivation are based on several classic and contemporary frameworks explaining how and why motivation programs affect performance. Self-Determination Theory, formulated by Deci and Ryan (1985), posits that teachers are more likely to exhibit long-term commitment and high performance when motivation programs satisfy their innate psychological needs for autonomy, competence, and relatedness. To this perspective, Herzberg's Two-Factor Theory (1959) distinguishes between hygiene factors—e.g., working conditions and salary—and motivators—e.g., achievement and recognition—as dual determinants of job effectiveness and satisfaction. Subsequently, Expectancy Theory (Vroom, 1964) emphasizes that teacher effort depends on the felt likelihood that such effort will be followed by desired outcomes. These theories converge in the assumption that effective motivation strategies must balance extrinsic rewards and intrinsic motivators to achieve sustainable long-term performance improvements. Scholars like Skaalvik and Skaalvik (2017) and Economic Co-operation and Development (2019) argue that policy interventions combining financial incentives, career progression, and professional development can catalyze breakthrough change in student learning results, provided that they are aligned with teachers' ambitions and professional identities.

They have been tested empirically across a variety of different education systems with inconclusive and occasionally contradictory findings fueling debate. In the United States for example, merit pay schemes such as the Teacher Incentive Fund have demonstrated short-term gains in standardised test scores (Springer, 2018), yet are criticized as potentially having the perverse effects of curricular narrowing

and the promotion of "teaching to the test" (Firestone, 2010). In contrast, Finland and Singapore studies emphasize the power of intrinsic motivation and trust among colleagues over transactional rewards alone (Darling-Hammond et al., 2017). African scholars such as Bennell and Akyeampong (2017) and Mulkeen (2010) draw attention to the fact that in resource-scarce environments, non-financial motivational approaches—such as public recognition, compassionate leadership, and professional development—can have a disproportionately positive impact on classroom practice and teacher morale. Yet, there continue to be criticisms that too many studies over-rely on quantitative performance metrics, overlooking the nuanced socio-cultural dimensions of teacher motivation and how systemic constraints—like classroom overcrowding or unpredictable policy implementation—erode the effectiveness of even ingeniously designed interventions (Akyeampong, 2017).

Emergent research is developing understanding about how motivation strategies work in complex educational ecologies, with novel insights on how they engage with institutional culture, teacher identity, and community expectations. For instance, East African research by Nsubuga and Byamugisha (2020) and Byaruhanga and Ntale (2022) demonstrates how culturally embedded recognition practices and peer support systems can sustain motivation even where formal rewards lag behind. Globally, recent research emphasizes hybrid models integrating financial incentives, leadership development, and participatory decision-making as multivariate drivers of teacher motivation (OECD, 2019). Such literature refutes the linear intrinsic-extrinsic divide, rather promoting active, context-sensitive solutions reflecting detailed complexities of diverse education systems. By situating motivation strategies within broader models of professional identity, policy coherence, and systemic equity, contemporary debates are redefining motivation not merely as a set of interventions but as a cornerstone of sustainable education reform (Hanushek & Rivkin, 2010; Darling-Hammond, 2000).

2.2. Salary enhancement and teachers' performance in public secondary schools

Globally, the issue of salary increase and teacher performance has generated interest among scholars as education systems grapple with how best to improve

the quality of teaching (Hanushek & Rivkin, 2010; Podgursky & Springer, 2007). It is generally agreed that competitive and fair remuneration can influence teachers' effort, motivation, and retention (Guarino, Santibañez & Daley, 2006). For instance, Hanushek et al. (2019) note that salary increases, when accompanied by performance bonuses, can enhance the productivity of teachers by linking payment to levels of output. Nevertheless, scholars like Lavy (2009) caution that increases in salaries alone without due accountability and professional development might have a limited impact on classroom achievement. The arguments highlight the complexity of the salary-performance relationship, advocating for a multifaceted approach involving money and non-money incentives.

Theoretical motivation explanations guide much of the research examining salary effects on teacher performance. Herzberg's Two-Factor Theory (1959) separates hygiene factors (pay included) from motivators (e.g., satisfaction from recognition and accomplishment), suggesting that while salary prevents dissatisfaction, it will not necessarily enhance intrinsic motivation. Deci and Ryan's Self-Determination Theory (1985) instead suggests that intrinsic motivation flourishes within an atmosphere of autonomy and competence that cannot be given through pay. Therefore, salary enhancement should be strategically blended with career development and supportive work environments for effective teacher performance enhancement (Dinham & Scott, 2000). Such theoretical accounts place salary in the position of a required but insufficient condition for optimal teacher productivity.

Empirical evidence in developed nations of the Economic Co-operation and Development supports a positive link between salary rates and teacher retention and performance (Economic Co-operation and Development, 2019). For example, Economic Co-operation and Development's discussion of TALIS (Teaching and Learning International Survey) found that motivated teachers who are satisfied with their pay report higher engagement and class creativity (Economic Co-operation and Development, 2019). Critics, however, believe that salary gaps in education systems sometimes fail to match the performance indicator, and thus become a point of concern for meritocracy and equity (Mourshed, Chijioke & Barber, 2010). Also, researchers like Hanushek and Woessmann (2015) note that

structures of pay systems, e.g., merit pay vs. seniority pay, may be able to exert a significant effect, with opposite results in merit pay systems implying that policy design must be condition-specific.

Critics argue against the oversimplification of pay as a magic bullet to teacher performance, highlighting institutional obstacles like inadequate infrastructure, large pupil-to-teacher ratios, and poor leadership (Podgursky & Springer, 2007). In addition, scholars highlight the risk of pay increases resulting in complacency or entitlement unless matched by measures of accountability (Springer, 2011). There is also rising controversy concerning the potential of unintended consequences of pay increases, such as wage inflation and budget constraints that have the potential to divert resources from other vital inputs such as instructional materials and teacher training (Carnoy, 2015). These are the criticisms that require balanced policies to integrate pay with education reform.

In Africa, the linkage of teacher performance and salary increment is of particular significance due to extended underfunding and poor remuneration in public schools (Akyeampong, 2017). Poor remuneration is one of the factors in low morale, absenteeism, and turnover among teachers, as reported by studies, which are detrimental to learner performance (Friedman, 2013). For instance, Oketch et al. (2014) observe that Kenyan pay improvements produced modest gains in teacher commitment but were countered by dangerous working environments and absence of career development opportunities. Similarly, Mulkeen (2007) also emphasizes that pay improvements cannot address the intricate package of challenges facing African teachers but urge a comprehensive approach through capacity building and policy coherence.

The contemporary African controversies revolve around the sustainability and long-term viability of pay increases in settings of resource constraints. Writers like Bennell and Akyeampong (2007) view that although pay is a crucial element, it must be balanced against country budget strengths and social justice. Policy experts have faulted across-the-board pay increases as politically motivated with little impact on enhancing teaching (Kadzamira & Rose, 2003). Apart from that,

more interest is being seen in performance-based salary schemes, but the evidence from Tanzania and Ghana is still scarce, with problems relating to capacity for implementation and corruption (World Bank, 2018). All of these conversations highlight the need for contextualized salary policy developed and tuned based on contextually derived realities.

In East Africa, salary enhancement is frequently referred to as one of the key indicators of teacher motivation and performance in government-owned secondary schools (Mkumbo, 2012). Studies from Tanzania, Uganda, and Kenya indicate that inadequacy in salary compels teachers to engage in secondary employment or desert their posts, thereby compromising the quality of teaching (Komba & Nkumbi, 2008). A research by Kainja and Mkandawire (2020) in Tanzania results in the finding that increases in salary improved teacher satisfaction but had little effect on pedagogical innovation due to the constraints of the system. In Kenya, increased salary scales have helped stabilize teacher retention but disparities exist in between urban and rural schools which lead to debates over equitable salary distribution (Ndiku & Nyamwamu, 2016).

Uganda's public education sector is also facing a significant threat from teacher compensation and performance. The Ministry of Education and Sports (2019) indicates that low salaries have been linked to teacher absenteeism, low levels of morale, and turnover in rural secondary schools. Empirical evidence presented by Ssekamwa and Naidoo (2018) and Basaza (2021) confirms that salary enhancement is positively associated with improved teacher attendance and participation in extracurricular activities, even though effects on pedagogical quality are incoherent. Additionally, internal weaknesses such as protracted payment of salaries and lack of performance appraisal schemes discourage salary increases from occurring (Oketch, 2016). Therefore, Uganda's experience calls for system-wide reforms in concurrence with salary revisions.

Ugandan scholars lament the salary upgrading plans for not being linked to specific performance measures, resulting in low pedagogic motivation (Basaza, 2021). Further, evidence notes the politicization of pay rises, skewing towards urban and experienced teachers, further exacerbating gaps with rural and junior workers

(Mugisha, 2019). Secondly, criticism is drawn about the absence of professional development in perpetuity tied to salary advancements, reducing their motivational impact (Nabwire & Sekiwunga, 2020). These gaps mean that Ugandan salary reform must be combined with accountability, training, and policy frameworks to make meaningful teacher performance gains.

In Mbale, a leading education hub in Eastern Uganda, local research provides quality data about how salary increases influence teacher performance in public secondary schools. Nsubuga and Byamugisha (2020) confirmed that while increased salaries improved the teachers' retention, teachers were frustrated with delayed remunerations and the lack of recognition of their performance. Further, Mbale teachers indicated the insufficiency of salary increases in addressing cost-of-living concerns and the need for other motivational factors such as improved working conditions (Byaruhanga & Ntale, 2022). The results are in line with broader regional trends, calling for context-dependent salary policies.

The Mbale case further contributes new understanding through the linking of salary enhancement to psychosocial dimensions of teacher motivation, i.e., professional identity and dignity (Nsubuga & Byamugisha, 2020). The gendered dimensions are also highlighted, showing that female teachers are disproportionately subject to home duty-related stress induced by salaries (Byaruhanga & Ntale, 2022). This local data enriches the global discourse by identifying the interlocking socio-economic and cultural mediators to salary influences on teacher performance, and suggesting salary policies have to be gender-sensitive and location-specific.

There is growing evidence for combining salary improvement with non-monetary incentives to maximize teacher performance across the globe (Economic Cooperation and Development, 2019; Mulkeen, 2007). Recognition, career growth, employee development, and improved working conditions typically follow salary in teachers' motivation (Dinham & Scott, 2000; Mourshed et al., 2010). employers in East Africa particularly emphasize this comprehensive approach given limited fiscal space (Oketch et al., 2014). This also occurs in Uganda and Mbale studies, which suggest that salary advancement without supportive school management and accountability limiting effectiveness (Basaza, 2021; Nsubuga & Byamugisha, 2020).

More contemporary scholarship uses mixed methods and longitudinal designs to better capture the dynamic effects of salary enhancement on teaching performance (Hanushek et al., 2019; Bennell & Akyeampong, 2007). Qualitative methodological innovations, like ethnographic studies in African classrooms, provide qualitative contextual data about teaching experience (Byaruhanga & Ntale, 2022). These methodological advances enable researchers to untangle the nuanced mechanisms by which salary interacts with motivation, identity, and institutional factors, hence contributing to an enriched conceptualization of teacher performance determinants.

Consensus in the literature is regarding the policy implication that salary enhancement is not only preferable but neither adequate by itself to improve teacher performance. Effective policies entail the combination of competitive compensation with good performance management systems, professional development, and development of school infrastructure (Hanushek & Woessmann, 2015; Economic Co-operation and Development, 2019). Strategic allocation of pay increases to disadvantaged regions and linking compensation to definite measures of performance are given higher priority in constrained-resource settings like East Africa (Akyeampong, 2017; Oketch et al., 2014). Policies in Uganda also impel integrating salary enhancement into master plans for the education sector to achieve long-term advancements (Ministry of Education and Sports, 2019).

Lastly, literature emphasizes salary enhancement as a significant but partial tool for enhancing the performance of teachers in public secondary schools across the globe and throughout the region. The effect of salary is finally shaped by its interaction with intrinsic motivation, accountability measures, and socio-economic setting. Site-specific data from Mbale, Uganda, enriches this debate by highlighting psychosocial and gendered aspects. Interdisciplinary, context-specific research combining financial and non-financial incentivizers must be the subject of future studies to guide high-stakes, effective education policy. Such combined approaches have the capability to advance global knowledge and practice on teacher performance improvement.

2.3. Promotion and teachers' performance in public secondary schools

Globally, teacher promotion policies have been viewed as a great motivator towards professional improvement and development (Economic Co-operation and Development, 2019). Scholars such as Darling-Hammond (2000) and Evans (2011) observe that merit-based and well-defined promotion channels encourage teachers to adopt innovative pedagogies, pursue lifelong learning, and remain committed to institutions. Research of high-achieving systems like Singapore and Finland cites that formal career structures in which promotion is based on demonstration of capability are key to strengthening teachers' effectiveness (Darling-Hammond et al., 2017). However, critics warn that unless well-supported and defined, promotion systems may bring about competition, discontent, and accusations of partiality (Ingvarson & Rowe, 2008).

Promotion-performance association is explained using Expectancy Theory (Vroom, 1964), which says that workers exert effort if they believe it will lead to positive returns in the form of career advancement. Equity Theory (Adams, 1965) asserts that perceived fairness in promotion influences motivation and organizational citizenship behavior. These theories emphasize the consideration that promotions need to be feasible as well as perceived as equitable in order to guarantee improved teacher performance (Skaalvik & Skaalvik, 2017). Thus, open standards, good communication, and frequent assessment are major components in leveraging the motivational aspect of promotion.

Empirical evidence within Economic Co-operation and Development environments suggests that career development opportunities are a dominant factor in teacher motivation and retention (Economic Co-operation and Development, 2019). In England, the evolution of Advanced Skills Teacher roles was a prime example of how career progression routes can inspire pedagogical leadership and mentoring (Cordingley et al., 2015). In the United States, research by Milanowski (2003) and Podgursky and Springer (2007) found that performance-based and skill-development promotion was related to greater classroom effectiveness.

However, other researchers caution that promotion emphasis has the capacity to disenfranchise intrinsic motivation and develop a culture of compliance (Firestone, 2010).

Critics note that even in well-resourced systems, promotion criteria can unintentionally prefer certain teacher profiles—e.g., those teaching in more affluent schools with more resources—over others at the cost of instructors serving under-resourced communities (Ball, 2003). In addition, seniority-driven promotions primarily contingent on time rather than merit can encourage mediocrity (Hanushek & Rivkin, 2007). These concerns have fueled debate about hybrid models that balance experience and quantifiable instructional impact. Such debates are a function of the subtle trade-offs in designing promotion systems that are equitable and performance-oriented.

In sub-Saharan Africa, the linkage between promotion and performance is gaining significance as governments strive to professionalize teaching (Bennell & Akyeampong, 2007). Nevertheless, lingering issues—such as ambiguous promotion processes, political interference, and uneven criteria—have a tendency to diminish their impact (Mulkeen, 2010). For example, Akyeampong (2017) explains that in Malawi and Ghana, promotions typically depend on tenure and academic qualifications rather than observable classroom practice. This misalignment discourages high performance and facilitates perceptions of injustice, that negatively affect teacher commitment and morale.

Researchers like Verspoor (2008) and Mulkeen (2010) suggest reforms founded on promoting alignment to classroom impact and professional growth. Critics caution, however, that under situations of low-resource contexts, promotion based on performance risks compounding injustices since teachers within insufficiently resourced schools are disadvantaged (Komba & Nkumbi, 2008). Recent discussion emphasizes capacity building, coaching, and context-based adaptations that recognize the challenges of under-resourced schools (World Bank, 2018). The discussions are marked by a nuanced reality that promotion systems cannot be readily imported from Economic Co-operation and Development settings without adaptation.

Promotion is a contested and dynamic component of teacher management in East Africa. In Kenya, Otieno and Colclough (2009) found that promotion had been on the basis of seniority, rather than merit, leading to stagnation in innovations in the classroom. Tanzania's Teachers Service Department attempted to link promotion to performance appraisals, but periodic implementation and inadequate training undermined its impact (Mkumbo, 2012). Uganda's policy environment also gives priority to promotion as a motivational factor, but evidence shows general frustration due to delayed and vague criteria for promotion (Ssekamwa & Naidoo, 2018). Altogether, this evidence suggests a persistent gap between policy intentions and realities of action.

In Uganda, the Scheme of Service for Teachers requires incremental progression on the basis of qualification, experience, and performance evaluation (Ministry of Education and Sports, 2019). Empirical research, nonetheless, indicates practice lapses. Nabwire and Sekiwunga (2020) find that the majority of teachers perceive the process as politicized, which erodes trust and inspiration. Ssekamwa (2015) further reports that delays in promotional support cause attrition and moonlighting, with consequences to instructional quality. Despite these challenges, there is evidence that timely and merit-based promotions boost morale and stimulate professional development (Basaza, 2021).

There are some policy gaps criticized by critics in the promotion system in Uganda. Firstly, the criteria are not yet uniformly applied so that some promotions remain based on connection rather than merit (Mugisha, 2019). Secondly, limited funding restricts the number of promotions available, resulting in long waiting times. Third, the disparity between promotion and capacity-building programs reduces the likelihood of promotions being accompanied by improved classroom practice (Nabwire & Sekiwunga, 2020). All these issues show the importance of changing promotion processes to improve trust, equity, and performance linkage.

Promotion issues in Mbale mirror national patterns but also reveal distinct local realities. Nsubuga and Byamugisha (2020) discover that the teachers view promotions as symbolic rather than transformative, citing inadequate role clarity

and minimal shifts in responsibility or support. The focus group discussions uncover that promotions without connections to increased resources and professional development have few impacts on instructional practice (Byaruhanga & Ntale, 2022). Rural school teachers also view themselves as disadvantaged in promotion relative to their urban peers.

Mbale case introduces new information regarding the relational and psychosocial aspects of promotion. Teachers explained that being promoted gives them greater social standing and professional identity, which ultimately enhances motivation (Nsubuga & Byamugisha, 2020). The motivational effect, however, becomes short-lived where it does not receive corresponding sustenance and role clarity. Gendered dimensions also emerged: women teachers enumerated more promotion obstacles, including stereotypes and caretaking (Byaruhanga & Ntale, 2022). These findings suggest a call for more context-specific, inclusive promotion policy.

International literature increasingly recommends blurring boundaries between promotion avenues and professional development and mentoring (Economic Cooperation and Development, 2019; Darling-Hammond et al., 2017). In high-performing systems, promotion is accompanied by induction into a leadership role, routine coaching, and the opportunity for specialization (Mourshed et al., 2010). In Uganda, however, promotions occur regardless of systematic support, reducing their impact on teacher practice (Basaza, 2021). There is a growing consensus that suggests that promotions should be linked both to performance and to professional development routes.

Contemporary studies employ mixed-method designs and longitudinal analysis to capture the multifaceted dynamics of promotion and teaching performance (Hanushek & Rivkin, 2010; Bennell & Akyeampong, 2007). Participatory action research in Africa has illuminated teachers' lived experiences of promotion processes (Akyeampong, 2017). Mbale studies employing qualitative interviews and focus groups focus relational and socio-cultural dimensions often overlooked in quantitative approaches (Byaruhanga & Ntale, 2022). These methodological improvements produce a richer, more nuanced understanding of the impact of promotion.

The findings indicate that promotion can be a useful catalyst to teacher performance if complemented by transparency, fairness, and coherence with professional development (OECD, 2019). For resource-poor contexts such as East Africa, policies must ensure that opportunities for promotion are made available between the rural and urban contexts, that requirements are clearly communicated, and that promotions are followed by necessary assistance in order to perform in the new roles (Komba & Nkumbi, 2008). Ugandan reforms should aim to computerize promotion processes, clear backlogs, and improve accountability for building teacher confidence and motivation.

International and national scholarship shows that promotion does not automatically lead to improved teacher performance. It is worth is in turn mediated by fairness, professional development, and contextual factors such as school resources and leadership support. Mbale evidence adds depth through revealing the psychosocial and gendered dimensions of promotion's impact. For researchers and policymakers, the challenge is to build systems that are open, equitable, and based on capacity building—hence transforming promotions into facilitators of long-term instructional improvement (OECD, 2019).

2.3. The Rewards and teachers' performance in public secondary schools

Across international education systems, incentives are recognized as key drivers of teacher motivation and performance (Economic Co-operation and Development, 2019). Incentives encompass extrinsic reward—financial rewards and public recognition—and intrinsic incentives—professional autonomy and respect (Deci & Ryan, 1985). Scholars like Darling-Hammond (2000) argue that optimally designed reward systems support teacher retention, quality instruction, and student learning gains. Nevertheless, there are still arguments against the equity and sustainability of rewards-based approaches (Hanushek & Rivkin, 2010). More particularly, research shows that narrowly focused monetary rewards alone may only yield short-term achievement (Firestone, 2010).

Theoretical underpinnings of rewards trace their roots to Self-Determination Theory (Deci & Ryan, 1985), which assumes that extrinsic rewards can enhance performance if they enhance autonomy and competence. Expectancy Theory

(Vroom, 1964) hypothesizes that teachers are motivated when they expect effort to lead to wanted rewards. Conversely, Cognitive Evaluation Theory warns that excessive use of extrinsic rewards may derogate intrinsic motivation in the long run (Ryan & Deci, 2000). These theories underscore the importance of aligning reward systems with teachers' psychological needs and professional goals.

Empirical evidence from Economic Co-operation and Development countries show that well-designed reward systems result in greater job satisfaction, lower turnover, and improved student performance (Economic Co-operation and Development, 2019). In England, the introduction of performance-pay bonuses under the School Teachers' Pay and Conditions framework had modest effects on performance but caused intense controversy over equity (Atkinson et al., 2009). In the US, experiments with merit pay in Dallas and Denver cities had mixed outcomes: while some teachers reported enhanced exam scores, others reported that they felt under pressure and cheated on tests (Springer, 2011). The study points to the natural complexity of linking rewards to performance within multicultural school settings.

Critics view rewards schemes as being able to distort professional values and reduce cooperation (Ball, 2003). Others view performance pay programs as favoring numerical goals over broad educational goals (Firestone, 2010). Hanushek and Woessmann (2011) caution that rewards are not enough to sustain high performance without further investment in professional development and supportive leadership. Such criticisms underscore the need for integrated policies that include rewards, capacity building, and institutional strengthening.

For sub-Saharan Africa, where education systems are over-burdened by the system with less than optimal resources, rewards have become a central but under-valued aspect of motivating teachers (Bennell & Akyeampong, 2007). Studies show that in the majority of African countries, non-monetary rewards such as career progression, housing, and respect can be as potent as financial incentives in encouraging teachers (Mulkeen, 2010). Nevertheless, non-compliance with policy, nepotism, and transparency have usually rendered the possibility of rewards nugatory (Verspoor, 2008). Such arguments justify the importance of context-sensitive and fair reward systems in resource-poor environments.

Contemporary African debates revolve around the efficiency of performance-based monetary incentives over broader systemic reforms. Akyeampong (2017) believes while rewards may be employed to attract and keep teachers, their long-term impacts are stifled without improvements in working conditions and professional development. Critics also caution that rewards can exacerbate urban-rural inequalities among teachers unless they are carefully targeted (Komba & Nkumbi, 2008). Such debates demand comprehensive approaches integrating incentives, accountability, and institutional support.

Reward strategies have been implemented in East Africa with uneven results. In Kenya, research by Otieno and Colclough (2009) says that housing allowances and reward schemes of teacher recognition boosted morale but were not distributed as fairly between regions as they might have been. Tanzania's experience of performance bonuses has also been patchy, with some evidence demonstrating low sustainability without expert support (Mkumbo, 2012). Uganda's Education Sector Strategic Plan acknowledges rewards as prime motivators but is pragmatic about ongoing challenges in design and delivery (Ministry of Education and Sports, 2019). These local lessons underpin the requirement for contextual applicability in rewards policy.

Literature from Uganda confirms the precedence of rewards to teacher performance. Ssekamwa and Naidoo (2018) found that recognition and professional development opportunities were the highest ranked rewards. Basaza (2021) finds that teachers who perceived reward systems to be fair and transparent demonstrated higher commitment and teaching innovativeness. However, constant implementation delays and perceived politicization have tempered the motivational impact of rewards (Mugisha, 2019). This implies that, for rewards to be successful, there should be provision of rewards reliably and justly.

Detractors of Uganda's reward schemes pinpoint several recurring loopholes: lack of clearly defined performance indicators, delay in payment of incentives, and limitations on non-cash incentives (Nabwire & Sekiwunga, 2020). In addition, rural

teachers often cite being left out of reward schemes, reinforcing perceptions of injustice (Mugisha, 2019). Such shortcomings mean that awards must be part of holistic plans addressing systemic constraints such as classroom overcrowding, inadequate infrastructure, and inadequate professional development support.

In Mbale, an urban and rural district with schools, experiences of appreciation by teachers provide a more complex account. Nsubuga and Byamugisha (2020) concluded that thanking by head teachers and district administration had a positive impact on morale and effort at work. However, money rewards were well known to be sporadic and politicized. Teachers cited delays in payment and openness as significant barriers to eroding rewards systems trust (Byaruhanga & Ntale, 2022). These findings echo national patterns but also reveal local trends, including variation between peri-urban schools and schools in remote communities. The Mbale case provides new insights into rewards relational and psychosocial dimensions. Teachers reported symbolic rewards—such as certificates or praise—fortifying their professional identity and sense of belonging (Nsubuga & Byamugisha, 2020). Importantly, female teachers emphasized rewards that recognized appreciation for their dual roles in homes and schools, suggesting gender-sensitive rewards would be particularly potent (Byaruhanga & Ntale, 2022). These results enrich world scholarship by highlighting mediating cultural and gendered factors shaping the effect of rewards.

International literature increasingly advocates for combining financial and non-financial incentives to achieve maximum impact (Economic Co-operation and Development, 2019). In high-performing systems like Singapore, career progression opportunities, mentorship positions, and public recognition are complemented by competitive salaries and performance bonuses (Darling-Hammond et al., 2017). Reward systems in Uganda are more likely to be in silos, limiting their motivational impact (Basaza, 2021). A hybrid system that blends material rewards with career development and public appreciation appears to be needed to achieve sustained improvements.

Recent research employs mixed-methods and longitudinal designs to capture the dynamic interactions between rewards and teacher performance (Hanushek & Rivkin, 2010). Participatory action research and ethnographic approaches have provided richer perspectives on teachers' lived experiences in African contexts (Akyeampong, 2017). Mbale studies have been at the leading edge of this methodological development through the use of survey data combined with in-depth interviews, revealing complex interactions between rewards, professional identity, and socio-cultural dynamics (Byaruhanga & Ntale, 2022).

The evidence is indicating the need for transparent, inclusive rewards systems and contextually directed systems. Reward strategies that are sustainable in low-resource contexts might have to prioritize more non-monetary incentives, timely delivery, and recognition-professional development connections (Bennell & Akyeampong, 2007). For Mbale and Uganda, policy has to account for resource constraints in designing reward systems sensitive to teachers' differentiated needs—in gender, rurality, and career phase (Ministry of Education and Sports, 2019). Globally, the challenge lies in balancing performance rewards with protection to preserve intrinsic motivation.

Thus, is that evidence from global, regional, and local literature exists to demonstrate that rewards are a significant—but subtle—determinant of teacher performance. Their performance is guided by perceptions of fairness, integrated professional development, and cultural context. Mbale lessons enrich the argument by underscoring psychosocial and gendered considerations marginalized in policy innovation. Policymakers and researchers are advised to move forward with integrated, context-sensitive reward systems balancing extrinsic incentives with support for teachers' intrinsic motivation to the profession.

2.4. Gaps identified in current literature

While there has been some examination of the intersection of motivation strategies and public secondary school teacher performance in a number of studies, most literature that exists has gravitated towards either financial rewards or conventional motivation models without contextually determining how different

strategies—such as professional development, appreciation, promotion, and supportive leadership—are interactive in shaping performance across different socio-economic and geographical settings. Most notably in low-resource contexts like Uganda and more specifically in districts like Mbale, there continues to be a huge gap in empirical research that clearly disaggregates and measures the relative value of various motivation strategies on targeted performance indicators like the delivery of lessons, engagement of students, and retention of teachers. Furthermore, few studies use the actual words of teachers and real-world practices in designing and testing these approaches, ruling out the development of context-sensitive and sustainable public secondary school motivation models.

CHAPTER THREE

METHODOLOGY

3.0. Introduction

This chapter presents and describes the approaches and techniques the researcher used to collect data and investigate the research problem. They included the research design, study population, sample size, sampling techniques and procedure, procedure for data collection, data collection instruments, data quality control, data processing and analysis and ethical consideration.

3.1. Research Design

The study used a cross sectional survey study design. Quantitative as well as qualitative methods. This study design was most suitable for the research, as it is meant to provide systematic description which is as fact and as real as possible (Amin, 2005). It applied a triangulation approach of both quantitative and qualitative. Quantitative methodology was utilized because it offers numbers, frequency tables, percentages, mean and standard deviations that are easy to comprehend, understand and apparently more convincing.

Quantitative methodology collected information using a coded questionnaire that can statistically be manipulated into number whereas qualitative methodology collected information using interview guides so the information collected was presented in narrative form because it was not easy to manipulate statistically. It is asserted that whenever quantitative and qualitative approaches are triangulated, they help to improve the interpretation of study outcomes.

3.2. Study Population

A study population is all the individuals, organizations, or entities having similarities in features that form the target population from which a researcher intends to choose a sample for carrying out a study. It sets the boundaries and parameters of a research by determining who or what may be included and the outcomes are valid and can be generalized to the intended setting (Kumar, 2019). A well-defined study population helps guide sampling techniques, data collection strategies, and interpretation of results and therefore enhances the credibility, validity, and reliability of the research outcomes. The targeted population under

this study is 197 respondents. Who were picked from 12 selected primary schools out of the total number of 98 Government aided schools in Mbale City. It also included key technical staff of local government. The population includes City Town Clerk, City Education Officer, Principal Education Officer, 4 Inspectors of schools, 2 CCTs, 12 Headteachers and 178 teachers.

3.3. Sample Size Determination

The sample size of 132 will be selected from a study population of 197 using Krejcie and Morgan simple table of sample size determination 1970.

Table 3.1: shows the population, sampling size and sampling techniques

Category of respondents	Population	Sample size	Sampling techniques
City Town Clerk	1	1	Purposive sampling
City Education Officer	1	1	Purposive sampling
Principal Education Officer	1	1	Purposive sampling
District Inspector of School	1	1	Purposive sampling
Headteachers	12	9	Simple random sampling
School Teachers	190	119	Simple random sampling
Total	197	132	

Source: Mbale City Human Resources Report (2022)

3.4. Sampling Techniques

The researcher mainly used purposive sampling and simple random sampling techniques for picking the respondents who participated in the study.

3.4.1. Purposive sampling

The researcher intended to use purposive sampling for selecting, City Town Clerk, City Education Officer, principal Education Officer, Inspectors of schools and Headteachers because they are directly in charge of the school administration and service delivery in education sector.

3.4.2. Simple random sampling

The teachers were randomly selected from the school community in all the twelve sampled schools as they are implementers of education policies at school level.

3.5. Data Collection Methods

Two methods of data collection were employed during the study. These are questionnaire survey and in-depth interview.

3.5.1. In-depth Interview method

This method of data collection was used to collect data from City Town Clerk, City Education Officer, Principal Education Officer, Headteachers and Inspectors of schools because it enables the researcher to establish rapport with these categories of respondents (Amin, 2005). The rapport that was established helped the researcher to gain the cooperation of City Town Clerk, City Education Officer, Principal Education Officer, Headteachers and Inspectors of schools while seeking information related to issues that are to be investigated. The in-depth interview data collection method furthermore allowed the researcher to obtain in depth data through probing and clarification of ambiguous questions (Mugenda & Mugenda, 2009).

3.5.2. Questionnaire survey

Questionnaire survey method is a data collection method used to collect data from particular groups of people using questionnaires that have been standardized (Amin, 2005). Therefore, the questionnaire survey was used to collect data from teachers in a systematic way. The reason for using the questionnaire survey to collect data from head teachers and teachers was that it saved on time for collecting data since their number was big to be interviewed.

3.6. Data Collection Instruments

The research mainly used the questionnaire and interview guides when collecting data from the respondents.

3.6.1. Questionnaire

The researcher developed the close-ended questionnaires which were in line with the study objectives and the respondents were expected to answer the questions as per the guidelines given in the statements. The research used the general

questionnaire for all the respondents suggested in the sample size. The questionnaires were given to head teachers and teachers because they are implementers of education policies at school level. The questionnaires were relevant in the study because they were practical, large amount of information was collected from a large number of people in a short period of time and in relatively cost-effective way. The questionnaire consisted of both closed and open-ended questions drafted using a likert scale which had alternative answers ranging from strongly agree (SA) agree (A) strongly disagree (NS) disagree (D) and not sure (NS). The questionnaire guided the respondents (teachers) to tick one option in each question according to his or her opinion.

3.6.2. Interview Guide

An interview guide is a data collection instrument that contains a list of open-ended structured questions to be responded to by the interviewee (Amin, 2005). The interview guide involves a face-to-face conversation in which the interviewer asks for information based on a certain question from interviewee. Interview guides were used to collect qualitative data from City Town Clerk, City Education Officer, Principal Education Officer, Headteachers and Inspectors of schools. The reason for using the interview guide for this category of respondents was that they were in position to provide in-depth information through probing. Questions were presented to the City Town Clerk, City Education Officer, Principal Education Officer, Headteachers and Inspectors of schools, by the researcher who wrote down their views in a notebook. Data obtained during the interview was used to supplement that obtained through the questionnaire to enrich interpretation of the findings.

3.7. Data Control

This was done as a way of eliminating or reducing errors in the study instruments in order to ensure the quality of research findings. The researcher carried out reliability and validity tests of the research instruments to be used during data collection.

3.7.1 Validity

Before using the research instruments to collect data from the field, a validity test was conducted to determine whether the questions are capable of obtaining

information required to answer the objectives of this study. To achieve this, two research supervisors at Uganda Christian University Education Department who were conversant with this study area were requested to review the questions to see whether they were capable of obtaining information that was required to answer the objectives of this study. After the research supervisor's review and rating questions, the validity of the instruments quantitatively was established using the Content Validity Index (CVI). The experts scored the relevance of the questions in the instrument in relation to the study variables. The instrument yielded a CVI of 0.7 which was with acceptable

3.7.2 Reliability

This is the degree of consistency that the instrument or procedure demonstrates whatever is measured (Bryman 2006). For the purpose of reliability, the test-retest method of reliability was considered appropriate for the study. The instruments (questionnaire and interview guide) were administered for the first time and then one week later, the same instrument was administered again for the same correspondents and the scores from both testing periods were considered.

3.8 Data Analysis and Presentation

This was presented using quantitative and qualitative approaches.

3.8.1. Quantitative data

This study was used descriptive statistics to analyze and present quantitative data collected using the questionnaire in form of opinions expressed on a likert scale of 1-5. i.e. 1= SA, 2 = A, 3 =N, 4 = SD, 5 =D. The data was analyzed using SPSS software for social scientists. Data was analyzed in form of frequencies, percentages, mean and standard deviation. The results were presented in form of tables. The researcher also used inferential statistics to test for effect using simple regression and multiple regression analysis.

3.8.2 Qualitative data analysis.

The researcher used narrative analysis to present results from key respondents collected using interview guide. The study used themes and sub-themes developed from study objectives. Data from interview used to validate quantitative results collected using questionnaires in form of opinions.

3.10 Ethical consideration

To prevent research concepts from being duplicated, the researcher sought the supervisor's clearance at the institution.

The researcher asked the university for the introductory letter. In my instance, it was Mbale College of Uganda Christian University. The City Town Clerk and Headteachers wrote to the appropriate authorities to request authorization to conduct the research.

The consent from the respondents was requested before subjecting them to the study. This was done by having a brief introduction on questionnaire stating the reason for the study. The researcher guided the respondents not to indicate their names on the questionnaires to ensure anonymity and confidentiality in terms of any future prospect. The researcher avoided statements which were potentially harmful because they could lead to arousal of emotions like crying from the respondents. Generalization of the presentation of findings was considered vital to avoid victimization.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0. Introduction

In this chapter the analysis of the findings was made basing on the bio data, the objectives of the study which include to:

4.1. Rate of Return

Rate of Return	Frequency		Percentage
	Expected Number	Actual respondents	
Number of Questionnaires	132	130	98.4
Number of Interviews	10	8	83.3

The rate of return for the rate of return data is also satisfactory for both interviews and questionnaires, and further adds to the validity and reliability of the study. Out of the expected 132 questionnaires, 130 were returned and completed, yielding a response rate of 98.4%, which is excellent and demonstrating high participant interest and low non-response bias. In interviews, 8 out of the 10 scheduled were conducted, giving a response rate of 83.3%, which is also quite desirable under qualitative research. The high response rates show that data collected is credible and representative of the population of concern, thereby strengthening the credibility of the research on motivation strategies and performance of teachers in selected public secondary schools in Mbale City.

4.2. Demographic characteristics of Respondents

4.2.1. Gender of Respondents

Gender of Respondents	Frequency	Percentage
Male	57	56.2
Female	73	43.8
Total	130	100.0

Source: Primary Data, 2023

Out of the 130 respondents, 57 were men, and they made up 56.2% of the sample. This indicates that male teachers slightly dominated the sample of the study in some public secondary schools in Mbale City. Their perceptions and experiences are vital in knowing how motivational strategies affect the performance of male teachers. Given that gender relations have a propensity to influence professional experience and motivational needs, the male teachers' response is most likely to reflect some of the challenges or preferences which are unique to their female counterparts. For instance, the male teachers may respond differently to money, promotions, or rewards, which in return may influence their performance outcomes in unique ways.

A total of 73 female respondents were also interviewed in the study, translating to 43.8% of the sample. Although slightly smaller in proportion, the number is still significant and can be harnessed to uncover extremely graphic information pertaining to how motivational strategies are likely to influence their job satisfaction, commitment, and performance. Female teachers could face different challenges unique to motivational efforts, including work-life balance, gender bias, or lack of representation in leadership roles, and this could have varying impacts on performance. Their responses help reveal if the public secondary schools in Mbale City have inclusive and responsive motivation policies that address the needs of both sexes.

The total sample of 130 respondents represents a broadly even gender distribution, which contributes to the validity of the study findings. The even gender participation ensures that the inferences drawn regarding motivation policies and their impact on teacher performance encompass varied opinions. For Mbale City, where educational issues and labor trends vary by gender, this division allows comparative analysis and more gender-targeted policy recommendations. Information gathered can help school administrators and education policymakers make or improve strategies to encourage male and female teachers in order to enhance the performance of teachers and students' achievements in public secondary schools.

4.2.2. Age of Respondents

Age of Respondents	Frequency	Percentage
20-30	3	2.3
31- 39	47	36.2
40-49	78	60.0
50 years and above	2	1.5
Total	130	100.0

Source: Field Data, 2022

The majority of the respondents were 78 (60.0%), aged between 40-49 years. This indicates that the majority of the teachers in the public secondary schools in Mbale City are experienced professionals who have likely worked in the profession for many decades. This group is ideally suited to share candid views on how motivational approaches have evolved over time and how they enhance long-term performance and job satisfaction. Their views are constructive since they will have experienced effective and ineffectual motivation practices and can give candid comments on what works best in the teaching field. 2 (1.5%) of the respondents were more than 50 years of age, the least represented age group in this study. This could be an indication of a fast-declining population of teachers nearing retirement or even early retirement patterns. Few though they are, their input is also valuable, especially concerning long-term effects of motivation interventions on retention and performance of teachers. They might also provide insight into what changes in the motivation needs as one nears the later stages of their career. The study collected responses from 130 teachers, where most (96.2%) were between the ages of 31 and 49 years, indicating a largely mature and established teaching population in the public secondary schools in Mbale City. The age composition is one of a steady teaching environment made of mid-to-late-career specialists whose input is fundamental in ascertaining the effectiveness of motivation interventions aimed at enhancing the performance of teachers.

4.3. Status of teachers' performance in selected public secondary schools in Mbale City

Table 4.3.1: showing status of teachers' performance in selected public secondary schools in Mbale City

s/n	Statement	SD	D	N	A	SA	Mean	S.D	Comment
1.	Teachers in this school plan schemes and lessons regularly.	4(3.1)	83(63.8)	2(1.5)	38(29.2)	3(2.3)	2.639	1.012	Low
2.	Teachers effectively present lessons in line with the national curriculum.	6(4.6)	88(67.7)	2(1.5)	32(24.6)	2(1.5)	2.508	.966	Low
3.	Teachers mark and examine students' work regularly and on time.	6(4.6)	120(92.3)	00	2(1.5)	2(1.5)	2.031	.497	Low
4.	Teachers use various methods of teaching in an effort to motivate students.	4(3.1)	85(65.4)	00	38(29.2)	3(2.3)	2.623	1.014	Low
5.	Teachers participate in professional development and staff meetings regularly.	39(30.0)	88(67.7)	00	3(2.3)	00	1.746	.575	Low
6.	Teachers behave professionally and are disciplined in their work.	6(4.6)	119(91.5)	00	3(2.3)	2(1.5)	2.046	.526	Low
7.	Teachers relate well with students and colleagues.	2(1.5)	83(63.8)	1(.8)	40(30.8)	4(3.1)	2.700	1.024	Low
8.	Teachers effectively manage classroom behavior and time.	4(3.1)	91(70.0)	1(.8)	30(23.1)	4(3.1)	2.531	.982	Low
9.	Teachers exhibit initiative and school-related activity commitment outside the classroom.	41(31.5)	86(66.2)	00	2(1.5)	1(.8)	1.739	.617	Low
10.	Overall performance of the teachers in this school is satisfactory.	5(3.8)	117(90.0)	00	4(3.1)	4(3.1)	2.115	.655	Low
Overall Mean							2.268	.787	Low

Source: Primary Data, 2023

For purpose of presentation of findings, the responses for strongly agree and agree were added together as they are positive and those of strongly disagree and

disagree are also added together as they are negative. The “not sure” was left as it is. The interpretation of the scale will be used is as below.

Likert Scale	For Mean Values
5. Strongly agree = Very High	0-1.0 Very low
4. Agree = High	1.1-2.0 Low
3. Not Sure =Moderate	2.1-3.0 Moderate
2. Disagree = Low	3.1-4.0 High
1. Strongly disagree = Very Low	4.1-5.0 Very High

In mean values, “very high” means that the disparity in answers is minimal while “very low” meant that many respondents have varying answers.

When the question was asked of the respondents to share their view as to whether teachers in the school prepare schemes and lessons on a regular basis, the findings were a mean of 2.639 with a standard deviation of 1.012, which is classified as low performance. Most (63.8%) disagreed with the statement, implying lesson preparation is not something that is always done, something that could negatively affect instructional delivery and learner achievement.

When the respondents were asked to give their view on whether or not teachers deliver lessons effectively in line with the national curriculum, their findings reflected a mean of 2.508 and standard deviation of 0.966, also indicating low performance. Such high disagreement (67.7%) suggests that there is a gap between curriculum implementation, which may be due to lack of effective planning of lessons, low commitment, or lack of proper training.

Interview Response - Headteacher from one of a public secondary school said that:

"Thank you for the question. Based on my assessment and regular supervisory role, I can confirm that the majority of our teachers cannot deliver lessons diligently according to the national curriculum. Although we have some hardworking staff members who plan well and maintain their teaching in harmony with the syllabus, the majority of them do not meet expectations. Some of them do not submit lesson plans on a regular basis, and some of them over-rely on outdated notes or packed content that is not in line with the learning objectives of the curriculum." I believe this is at least partly a consequence of a lack of training in curriculum interpretation and implementation. Too many teachers were never adequately familiarized with the new curriculum, especially in lower secondary. Teacher dedication is also a big issue. Some lack any competence in the intrinsic motivation to do the extra – they simply teach to 'cover' the topic, not to impart understanding and mastery. In some cases, massive class sizes and very minimal instruction materials also defeat delivery. To me, all these issues resonate very evidently with what your data is revealing. If over two-thirds of the respondents were disagreeing with the response to effective curriculum delivery, I am not surprised. It is a reflection of what we are witnessing on the ground. We need more workshops in capacity building, more frequent monitoring, and transparent systems of accountability for making every teacher make lesson delivery conform to the national priorities" Primary data, 2023.

In another interview with a key informant, said that:

Classroom Teacher

"Sincerely, most of us teachers are doing the best we can in difficult circumstances, but I do think that good delivery of the syllabus is still a problem. As for myself, I do try to adhere to the syllabus, but time always gets the better of us. The times allocated to some subjects are short, and sometimes we are asked to teach subjects we were never adequately trained on. I also see that some of my colleagues do not prepare lessons in advance – they just take the class and do it off the top of their heads or from old notes."

The second issue is that we never receive access to the new curriculum guidelines and teaching materials. For example, the new lower secondary curriculum requires more learner-centred approaches and examinations, but we were never formally trained in how to implement them. So I can truthfully say yes, your observations are correct – many of us are having trouble delivering the curriculum, and it does affect student performance too".

In an interview with the Director of Studies of one a public secondary school said that:

"As DOS, I am in charge of curriculum delivery and planning in all departments. From my records and class observations, only 30-40% of the staff write schemes of work and lesson plans corresponding to the national curriculum on a regular basis. The others delay or pass standard generic plans which are never followed. I have had to request many departmental meetings reminding staff of the imperative to teach within the framework of the curriculum but it is not always honored." In addition, teachers are not applying most of the Ministry-recommended student-centered approaches. Far from promoting critical thinking or discussion, most classes are still memorization oriented. In my opinion, the root issue is not merely one of commitment, but also lack of training, management, and incentives. If we don't address those, it's unlikely the curriculum will be effectively implemented. So in fact, I think your statistics paint a reality that calls for immediate policy and administrative response".

When the participants were asked to respond to a question of whether teachers grade and check students' assignments on time and regularly, the response indicated a mean of 2.031 with a standard deviation of 0.497, rating it low. The vast majority (92.3%) disagreed, which indicates that assessment processes are sporadic and hinder continuous feedback and learning by the students.

When they were questioned on their perception of whether teachers use different methods of teaching to engage learners, the mean that was realized was 2.623 and standard deviation 1.014, once more interpreted as low. This means that teaching methods are still largely traditional or boring, not catering to various needs of the learners or exciting students.

When asked about their opinion on whether teachers participate in professional development and staff meetings on a regular basis, the findings recorded a mean of 1.746 and standard deviation of 0.575, signifying a low attendance rate. Majority (67.7%) disagreed, which indicated little opportunity or inclination for teachers to engage in continuous professional development.

Asking the respondents whether they had an opinion regarding teachers' professional conduct and being disciplined in their work, the mean turned out to be 2.046 and standard deviation 0.526, which is low. The extremely high disagreement (91.5%) points towards a problem with teachers' behavior, possibly issues related to punctuality, ethics, or adherence to the institution's rulebook.

When asked to give their view about teachers getting on with students and colleagues, the mean score was 2.700 and standard deviation was 1.024, still low.

Although 30.8% concurred, a high 63.8% disagreed, the indication of tense interpersonal relationships that would affect team work, class atmosphere, and student-teacher relations.

When the respondents were asked to state their opinion regarding whether classroom behavior and time are controlled by the teachers, the results were a mean of 2.531 and standard deviation of 0.982 and also measured low. This indicates classroom control and time management issues, and these may lead to interruptions in learning and reduced academic production.

When asked to respond to whether teachers have initiative and drive to school activities beyond the classroom, the mean was 1.739 and the standard deviation was 0.617, one of the poorest areas of performance. The majority (66.2%) disagreed, showing little participation in co-curricular or administrative work, possibly due to their lack of motivation or overload of work.

When asked for a response to whether or not the overall performance of teachers at school is good, the mean score was 2.115 and the standard deviation was 0.655, which is low. A whopping 90.0% disagreed, and this is an indicator of overall dissatisfaction with the performance of teachers and a need for urgent administrative and motivational interventions.

When participants were asked to score teachers' general performance status, the overall mean was 2.268 and the standard deviation was 0.787, and this is designated as low. These findings indicate widespread performance challenges in a number of areas—lesson planning, delivery of the curriculum, assessment, classroom management, and professional behavior—and indicate a call for greater motivation processes, supervision, and support mechanisms in Mbale City public secondary schools.

Table 4.3.2: showing effect of teachers' performance in selected public secondary schools in Mbale City

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.612 ^a	.374	.359	.33878	.374	25.104	3	126	.000

a. Predictors: (Constant), teachers' performance

The coefficient (R = 0.612) indicates a moderate positive correlation between teachers' performance and its contribution in selected public secondary schools in Mbale City. This implies that teachers' performance increases as their positive contribution towards school performance also increases.

The determination coefficient ($R^2 = 0.374$) suggests that 37.4% of the change in the dependent variable (for example, school performance or academic achievement) is explained by the performance of teachers. This suggests that the performance of teachers has a major impact on influencing the overall quality of public secondary schools, while other variables may explain the remaining 62.6% variation.

The p-value (Sig. = 0.000) is less than the standard value of 0.05, indicating that teacher performance and its effects are statistically significant. It signifies the results are not coincidental, and teacher performance has a substantive and persistent effect on Mbale City school results.

4.4. The contribution of salary enhancement on teachers' performance in selected public secondary schools in Mbale City.

Table 4.4.1: Showing the contribution of salary enhancement on teachers' performance in selected public secondary schools in Mbale City.

s/n	Indicators	SD	D	N	A	SA	Mean	S.D	Comment
1.	Remuneration increase compels me to work harder and develop my pedagogic practice more precisely.	1(.8)	2(1.5)	1(.8)	14(10.8)	112(86.1)	4.800	.602	High
2.	The present salary that I am receiving is enough to fulfill my individual and family needs.	00	00	1(.8)	78(60.0)	51(39.2)	4.385	.504	High
3.	On-time payment of my salary increases my work satisfaction and productivity.	00	32(24.7)	00	44(33.8)	54(41.5)	3.923	1.185	Moderate
4.	Higher pay discourages absence and guarantees maximum attendance in instructors.	1(.8)	31(23.8)	2(1.5)	12(9.2)	84(64.6)	4.131	1.296	High
5.	Higher pay will attract and retain good teachers for the public high schools.	1(.8)	1(.8)	00	78(60.0)	50(38.4)	4.346	.606	High
6.	Performance-based raises reward hard work and dedication of instructors.	00	1(.8)	00	71(54.6)	58(44.6)	4.431	.542	High
7.	Limited funding prohibits me from joining more extra-curricular activities like clubs or athletics.	00	2(1.5)	00	61(46.9)	67(51.5)	4.485	.587	High
8.	Higher compensation increases my professional self-esteem and pride.	3(2.3)	3(2.3)	3(2.3)	75(57.7)	46(35.4)	4.215	.797	High
9.	Salary increases help me to invest in more training and professional development.	4(3.1)	5(3.8)	2(1.5)	56(43.1)	63(48.5)	4.300	.920	High
10.	Competently paid instructors will make for more comfortable and harmonious learning situations.	00	4(3.1)	00	69(53.1)	57(43.8)	4.377	.650	High
	Overall Mean						4.339	.769	High

Source: Primary Data, 2023

The overall mean score of 4.339 and standard deviation of .769 indicate that the respondents strongly agree that salary increase is a significant factor in boosting the performance of teachers in public secondary schools in Mbale City.

When the respondents were requested to give their perception or opinion of whether remuneration increase makes them work harder and more accurately

develop their pedagogic practice, the majority strongly agreed, with a high mean score of 4.800 and a low standard deviation of .602. This reveals that teachers perceive salary increases as an effective stimulus for improving teaching performance.

In an interview with a Headteacher of public Secondary School said that:

"From my experience in managing this school, I can confidently say that salary is a powerful motivator for teachers. Once salaries are withheld or kept at the same level, you can immediately see a decrease in morale, punctuality, and overall enthusiasm for teaching in the classroom. On the other hand, whenever there is an increase in salary – even a small one – there is a tangible difference for the better in how instructors go about their work. For example, after the recent rise in salaries for science teachers, we observed earlier lesson planning, better attendance at department meetings, and even student improvement in mock examinations. The teachers became more focused and began to spend more time on researching and planning their lessons. They even became more willing to attend professional development workshops. So yes, that high mean score you discovered in your data (4.800) is a true reflection of what I've seen here. Teachers respond well to financial motivation. But let me qualify – salary is important, but it is most effective when combined with praise, supportive supervision, and a positive working environment. Nevertheless, there is no doubt that salary does indeed enhance performance significantly."

When the respondents were compelled to provide their view or perception whether the salary they are currently getting is adequate to satisfy their personal and family requirements, responses indicated a high mean of 4.385 and standard deviation of .504. This reveals that most of the teachers are contented with their salary and consider it enough for their living.

When the respondents were asked to give their view or opinion on whether timely payment of salary increases their job satisfaction and productivity, the mean score was 3.923 with a relatively higher standard deviation of 1.185, showing a moderate level of agreement and varying views among teachers on the impact of timely payment of salaries.

In an interview with City Town Clerk had this to say:

"Regarding timely salary payment, I also concur that it is among the essential determinants of teacher motivation and performance. On our part in the city

government, we are also looking at fast processing and payment of salaries. But due to occasional bouts of bureaucratic delay and financial constraints, payment oftentimes does not reach the teachers right away. Such delay understandably enrages some teachers, lowering job satisfaction and, in some cases, negatively impacting their focus and work productivity. That said, varying opinions exist due to the fact that there are some teachers who adapt more readily and maintain their enthusiasm despite such delays, and others feel de-motivated. In the future, the city is committed to improving salary payment systems in order to minimize delays because we know of the direct connection between timely payment and employee performance”.

City Education Officer had this to say:

“ I am in touch with school headteachers and teachers, and there is always the huge issue of getting salaries on time. Many of the teachers communicate that if they get their salaries on time, they feel safer and more motivated, and this is reflected positively on their dedication towards teaching and work efficiency. But we also realize that late payments are caused by systemic factors like pay-out schedules of funds and congestion in the bureaucracy. This inconsistency gives mixed impressions to teachers – some remain committed in spite of delayed payments, but others get demoralized and unproductive. Teachers are our backbone ultimately, and their welfare, even their timely payment, should be at the top of education management priorities.”

When the respondents were asked to give an opinion or a perspective on whether higher salary discourages absence and guarantees maximum attendance, the average response was 4.131 with a standard deviation of 1.296. This indicates strong agreement but also shows that there are teachers who have varying experiences or varying perceptions on this matter.

When the participants were asked to give their opinion or view on whether higher salary will attract and retain good teachers in public high schools, the mean score was 4.346 with a standard deviation of .606, which signifies a high degree of agreement that salary enhancement is the key to retaining qualified teachers.

When the respondents were asked to give their opinion or perception of whether performance-based salary raises reward hard work and dedication, the mean was 4.431 with a very low standard deviation of .542. This shows high agreement that merit-based salary increases can be a potent motivator for teachers.

When the respondents were requested to supply their perception or opinion on whether limited finances prevent them from attending extra-curricular activities, the average score was 4.485 with a standard deviation of .587, indicating strong

agreement that the insufficient money limits their involvement in non-classroom activities.

When asked for the opinion or perception of whether higher salary enhances their professional pride and self-esteem, the mean response was 4.215 with a standard deviation of .797. This suggests high agreement, though with rather more variation of opinions among teachers regarding the linkage of pay and professional self-worth.

When the respondents were asked to present their perception or opinion on whether increased salaries help them in investing in further training and professional development, a high mean of 4.300 and standard deviation of .920 were observed. This demonstrates that most of the teachers share the perception that higher salaries enable them to develop, though individual investment decisions may vary.

When prompted to give an opinion or viewpoint on whether reasonably paid teachers contribute to a calmer and more peaceful school environment, the mean was 4.377 with a deviation of .650, showing strong agreement that salary has a positive impact on overall school climate.

Table 4.4.2: Showing contribution of salary enhancement on teachers' performance in selected public secondary schools in Mbale City.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.106 ^a	.011	.004	.42245	.011	1.461	1	128	.229

a. Predictors: (Constant), salary enhancement

The regression analysis revealed that salary enhancement is correlated to teachers' performance in selected public secondary schools in Mbale City by 10.6% at $p = .229$ in Mbale City (Table 4.4.1). This implies that a unit improvement in salary enhancement will improve teachers' performance in selected public secondary schools in Mbale City by 10.6%, in terms of effect, salary enhancement accounts for teachers' performance in selected public secondary schools in Mbale City by 1.1% at $p = 0.229$. This shows that salary enhancement is a significant factor

determining teachers' performance in selected public secondary schools in Mbale City. This implies that 98.9% is contributed by other factors other than planning.

4.5. The contribution of promotion on teachers' performance in selected public secondary schools in Mbale City.

Table 4.5.1: showing contribution of promotion on teachers' performance in selected public secondary schools in Mbale City.

s/n	Indicators	SD	D	N	A	SA	Mean	S.D	Comment
1.	I am more motivated to perform at my best if there is a clear chance of promotion.	33(25.4)	48(36.9)	3(2.3)	10(7.7)	36(27.7)	2.754	1.590	Low
2.	Gaps within chances of promotion demotivate my commitment to work.	65(50)	51(39.2)	1(.8)	11(8.5)	2(1.5)	1.723	.957	Low
3.	Promotions are merit and performance-based in my school in a systemized manner.	00	4(3.1)	00	107(82.3)	19(14.6)	4.085	.514	High
4.	Promotion chances motivate me to keep undergoing continuous professional growth.	29(22.3)	43(33.1)	1(0.8)	44(33.8)	13(10.0)	2.761	1.385	Low
5.	I am satisfied with current promotion policies and procedures within my school.	29(22.3)	43(33.1)	3(2.3)	41(31.5)	14(10.8)	2.754	1.387	Low
6.	Promoted teachers act as role models and provide encouragement to others.	36(27.7)	13(10.0)	3(2.3)	75(57.7)	3(2.3)	2.969	1.375	Low
7.	Prompt promotions enhance my job security and career satisfaction.	36(27.7)	12(9.2)	00	38(29.2)	44(33.8)	3.323	1.662	Moderate
8.	The present promotion standards are clearly established and applicable to all instructors.	31(23.8)	35(26.9)	3(2.3)	16(12.3)	45(34.6)	3.369	1.657	Moderate
9.	Promotion encourages teachers to perform more than their minimum job requirements.	30(23.1)	3(2.3)	5(3.8)	87(66.9)	5(3.8)	3.261	1.309	Moderate
10.	Delays or withholding of promotions hurt my work as a teacher.	63(48.5)	5(3.8)	2(1.5)	54(41.5)	6(4.6)	2.500	1.531	Low
	Overall Mean						2.996	1.337	

Source: Primary Data, 2023

When the respondents were queried on their stance or opinion on whether they are more inclined to work at their best level if there is a high chance of promotion, the result indicated a low mean score of 2.754 with a high standard deviation of 1.590. There was most disagreement or strong disagreement that implies most of the teachers do not believe that promotion greatly motivates them to work at their maximum level. That would imply other issues aside from promotion affect their performance.

When asked to provide their opinion or opinion regarding whether gaps in opportunities for advancement demotivate their work commitment, the mean score was 1.723 with a standard deviation of 0.957, which is comparatively very low. It indicates that teachers almost unanimously agreed that limited opportunities for promotion demotivate them. It suggests that although promotion is valued, it itself may not necessarily reduce their work commitment.

When the teachers were requested to provide their opinion or their impression if the promotions in their schools are merit- and performance-based in good order, a high mean of 4.085 with a very low standard deviation of 0.514 were found. This indicates teachers' strong agreement that the promotions are done in good order and on the basis of merit, which itself says a lot about the cleanliness of the school promotion system.

In an interview with City Town Clerk said that:

"On our part, we are firmly committed to the notion that promotion practices in public schools must be transparent and based on merit. We have established appropriate guidelines and monitoring mechanisms so that promotions are awarded on a fair basis, based on performance and merit of the teachers. The level of consensus in the survey findings is reflective of our practice. Merit-based practices are followed in the schools in Mbale City during promotion exercises much as we are not directly involved in the recruitment process for secondary teachers but that helps to instill confidence and morale in the teachers. We continuously review the frameworks for promotion in order to eliminate nepotism and ensure that deserving teachers get appropriately recognized and rewarded. This 'purity' in the promotion process is critical to preserving a professional and motivated fraternity of teachers".

When the teachers were asked to provide their opinion or opinion whether chances of promotion encourage them to undertake continuous professional development, the mean was 2.761 and the standard deviation was 1.385, reflecting a low level of

agreement. That is, promotion opportunities do not highly encourage teachers to undertake further professional development.

When the respondents were requested to provide their opinion or perception about whether or not they were satisfied with existing promotion policies and procedures within their schools, a low mean of 2.754 and a standard deviation of 1.387 were obtained. The findings demonstrate general discontent with prevailing promotion policies, a sign that there can be room for policy reviewing and restructuring.

When asked by the questionnaire for their opinion or perception whether promoted teachers serve as role models and offer encouragement to others, they averaged 2.969 with a standard deviation of 1.375, which still indicates a low degree of agreement. This means the role-model impact of promoted teachers is not generally experienced or perceived by staff.

When the question was asked from the respondents for their opinion or opinion about whether timely promotion boosts job security and job satisfaction, the mean value was 3.323 and standard deviation was 1.662, which indicates moderate agreement. That is, though timely promotion is a positive aspect, it cannot be accepted by all that it increases job security and job satisfaction.

Asking respondents if they have asked for their opinion or view regarding whether the current promotion standards are well-defined and applied equally to all teachers, answers provided a moderate mean score of 3.369 with a standard deviation of 1.657. What it indicates is that there is a reasonable degree of awareness and acceptance of promotion standards, although most of the respondents may still view them as ambiguous or unfairly applied.

The respondents achieved a mean rating of 3.261 with a standard deviation of 1.309 when presented with the question of asking their opinion or answer in relation to whether promotion can encourage teachers to exert effort above their minimum job requirements. This indicates a moderate degree of agreement that promotion will elicit greater effort from teachers, albeit with the strength of its impact being uncertain.

When asked for their opinion or impression if delay in promotion or holding back influences their teaching job, there was a low mean score of 2.500 and standard deviation of 1.531. This indicates that, according to the majority of the teachers,

delay in promotion does not negatively impact their work attitude or level of teaching, even though some are negatively influenced.

The overall mean score of 2.996 with a standard deviation of 1.337 shows a generally low to moderate perception of the role that promotion plays in teachers' performance. Although some aspects such as justice in promotion procedures are highly rated, most teachers believe that promotion itself is not a very good motivator for performance, professional growth, or loyalty. These findings suggest that teacher motivation is a more fully rounded concept than simple promotion.

Table 4.5.2: showing effect promotion on teachers' performance in selected public secondary schools in Mbale City.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.506 ^a	.256	.251	.36638	.256	44.122	1	128	.000

a. Predictors: (Constant), promotion

The regression analysis revealed that promotion is correlated to teachers' performance in selected public secondary schools in Mbale City by 50.6% at $p = .000$ in Mbale district (Table 4.5.2). This implies that a unit improvement in promotion will improve teachers' performance in selected public secondary schools in Mbale City by 25.6%, in terms of effect, promotion accounts for teachers' performance in selected public secondary schools in Mbale City by 25.6% at $p = 0.000$. This shows that promotion is a significant factor in determining teachers' performance in selected public secondary schools in Mbale City. This implies that 74.4% is contributed by other factors other than education service delivery.

4.6. The contribution of rewards on teachers' performance in selected public secondary schools in Mbale City.

Table 4.6.1: showing contributions of contribution of rewards on teachers' performance in selected public secondary schools in Mbale City.

s/n	Statement	SD	D	N	A	SA	Mean	S.D	Comment
1.	I work harder if excellent performance is rewarded.	00	1(.8)	00	42(32.3)	87(66.9)	4.654	.524	High
2.	Non-monetary rewards like certificates or appreciation enhance my job satisfaction.	9(6.9)	40(30.8)	1(.8)	37(28.5)	43(33.1)	3.500	1.399	Moderate
3.	Consistent rewards motivate me to do better than my minimum teaching obligation.	7(5.4)	46(35.4)	00	31(23.8)	46(35.4)	3.485	1.416	Moderate
4.	The reward system of my school is open and impartial.	34(26.1)	56(43.1)	00	39(30)	1(.8)	2.362	1.188	Low
5.	I would enhance my performance if rewards were given for individual teacher effort.	81(62.3)	14(10.8)	4(3.1)	30(23.0)	1(.8)	1.892	1.283	Low
6.	Consistent rewards make me more committed to the profession of teaching.	89(68.5)	11(8.5)	00	29(22.2)	1(.8)	1.785	1.269	Low
7.	I am content with the reward systems present in my school.	72(55.4)	13(10)	1(.8)	00	44(33.8)	2.469	1.848	Low
8.	Rewards maintain talent and hardworking teachers in the school.	38(29.2)	46(35.4)	00	3(2.3)	43(33.1)	2.746	1.681	Low
9.	Rewarding the teachers serves as an example to others.	32(24.6)	41(31.5)	1(.8)	54(41.5)	2(1.5)	2.639	1.288	Low
10.	Absence of proper or late rewards can reduce my morale and workplace performance.	31(23.8)	7(5.4)	1(.8)	90(69.2)	1(.8)	3.177	1.309	Moderate
Overall Mean							2.871	1.321	Low

Source: Primary Data, 2023

When the respondents were asked to respond whether they work harder if there is a reward for exceptional performance, most of them (66.9%) strongly agreed, and 32.3% agreed, and they have a very high mean of 4.654 and low standard deviation (0.524). This indicates that rewards for excellence have a strong and consistent positive effect on teacher effort and motivation in the sampled schools.

In an interview with one of the Headteacher of Senior Secondary School said that:
"In fact, the findings are true to what I observe in the classroom. When teachers know that exemplary performance is recognized and rewarded – through certificates, public recognition, or even consideration for promotion – they are more energized and willing to go the extra mile.

In my school, we have seen firsthand the manner in which such incentives raise morale. For example, when we introduced a 'Teacher of the Term' reward in accordance with student feedback and performance, one noticed improvement in the planning of lessons, presentation in class, and overall professionalism".

When the respondents were asked to provide their response on whether non-monetary rewards in the form of appreciation or certificates influence job satisfaction, the opinions were not decisive. Nearly 33.1% strongly agreed, 30.8% disagreed, and 28.5% agreed, with an intermediary mean of 3.500 and a comparatively high standard deviation of 1.399. This reflects some sort of inconsistency or ambiguity in teachers' perception towards non-monetary rewards. A total of 35.4% said yes when asked if regular rewards make them go the extra mile beyond minimum teaching requirements, while 35.4% said no. Of those asked, 23.8% said yes, which translates to a moderate mean score of 3.485 with high standard deviation of 1.416. This would mean that while there are some teachers who view rewards as encouragement for going the extra mile, there are others who are either unconvinced or indifferent.

When questioned if the reward system in their school was fair and transparent, most did not agree: 43.1% did not agree and 26.1% strongly disagreed with it, resulting in a low mean value of 2.362 and standard deviation of 1.188. This indicates a lack of transparency and equity in reward systems by the majority of teachers.

When respondents were asked to provide an opinion on the question of whether they would improve performance if incentives depend on individual teacher effort, a total of 62.3% strongly disagreed and 10.8% simply disagreed, which resulted in a low mean of 1.892 and a standard deviation of 1.283. This result shows skepticism or discontent on the part of teachers about the efficacy or practicability of incentive systems that pay on an individual basis.

When respondents were asked to give their opinion on whether repeated rewards make their professional commitment towards teaching strong, most of the respondents (68.5%) strongly disagreed and 8.5% disagreed whereas 22.2% agreed. The mean score was 1.785 and standard deviation was 1.269, indicating low and convergent perception that rewards would not necessarily make professional commitment strong.

When the respondents were required to indicate their opinion on whether they are satisfied with the existing reward system in their schools, 55.4% strongly disagreed and 10% disagreed, resulting in low mean score of 2.469 and high standard deviation of 1.848. This indicates extensive dissatisfaction with the existing reward structures in the chosen schools.

Where respondents were requested to offer their views regarding whether rewards assist in retaining hardworking and talented teachers, opinions differed. 35.4% disagreed, 29.2% strongly disagreed, and 33.1% strongly agreed, with the low mean of 2.746 and high standard deviation of 1.681. This polarity indicates a divergence between teachers' perceptions regarding how rewards assist in retaining talent.

When respondents were asked whether remuneration of teachers is setting the right example to others, the answers once more diverged, 41.5% concurring but 31.5% disagreeing and 24.6% strongly disagreeing. The overall mean score of just 2.639 and standard deviation of 1.288 indicate overall low belief that rewards are being applied well to motivate or influence others.

When the participants were subjected to the opportunity of expressing their views on if delay or absence of reward reduce their job performance and morale, 69.2% concurred and 23.8% strongly disagreed, yielded a middle mean of 3.177 and standard deviation of 1.309. This suggests that although there are some teachers who believe their morale is affected by the poor timing of rewards, there are others who are not influenced.

The overall mean of 2.871 and standard deviation of 1.321, was low which reflects that the impact of rewards on performance in the case of teachers is regarded as weak overall. Although reward for performance is valued, apprehensions related to fairness, transparency, and timeliness by far invalidate the potency of prevailing reward schemes in these government secondary schools.

Table 4.6.2: showing effect of rewards on teachers' performance in selected public secondary schools in Mbale City.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.481 ^a	.232	.226	.37240	.232	38.597	1	128	.000

a. Predictors: (Constant), rewards

The regression analysis revealed that rewards is correlated to teachers' performance in selected public secondary schools in Mbale City by 48.1% at p=0.000 in Mbale City (Table 4.6.2). This implies that a unit improvement in rewards will improve teachers' performance in selected public secondary schools in Mbale City by 48.1%, in terms of effect, rewards accounts for teachers' performance in selected public secondary schools in Mbale City by 23.2% at p=0.000. This shows that rewards is a significant factor determining teachers' performance in selected public secondary schools in Mbale City 76.8% is contributed by other factors.

Multiple Regression

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	2.844	.319		8.923	.000	2.213	3.474			
	salary enhancement	.324	.095	.318	3.392	.001	.135	.512	-.106	.289	.239
	promotion	-.194	.053	-.310	3.667	.000	-.298	-.089	-.506	-.311	-.258
	rewards	-.493	.102	-.521	4.847	.000	-.694	-.292	-.481	-.396	-.342

a. Dependent Variable: teachers' performance

4.7. Regression coefficient results

Table 4.7.1: Multiple Regression Analysis

Multiple regression results show the contribution of salary enhancement, promotion, and rewards to performance by the public secondary selected teachers in Mbale City. Improvement in salary is significantly and positively related to performance ($\beta = 0.318$, $t = 3.392$, $p = 0.001$), and it shows that salaries increase is linked with better teacher performance. But promotion and rewards are proven to show strongly negative correlations with performance, with standardized coefficients of -0.310 ($t = -3.667$, $p < 0.001$) and -0.521 ($t = -4.847$, $p < 0.001$) respectively. That is, as had been anticipated, teachers' performance in this environment decreases with a rise in promotion and rewards. The negative correlations could be indicative of root problems like discontent with the equity or operation of reward and promotion systems. Generally speaking, salary increase seems to positively encourage teachers, whereas promotion and rewards, as actually felt, do not necessarily reinforce improved performance.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1. Introduction

This chapter discusses the findings in relation to existing similar studies to find a point of agreement and disagreement for triangulation purpose.

5.2. Status of teachers' performance in selected public secondary schools in Mbale City

The findings from the selected public secondary schools in Mbale City portray a shared concern on the performance of teachers, particularly in critical aspects of lesson planning, curriculum delivery, classroom management, and professional conduct. The mean scores of the performance indicators are consistently below 3.0 on the Likert scale, an indicator of low performance. For instance, the preparation of lesson schemes has a mean of 2.639, while timely marking of assignments was even lower at 2.031. The findings concur with observations by UNESCO (2016) that in most Sub-Saharan African countries, poor instructional preparation and time mismanagement are significant detractors to learner attainment. The lack of orderly planning and delivery undermines the education goals of Uganda's National Development Plan (NDP III), which demands quality teaching as a precursor to human capital development.

Globally, the role of teacher effectiveness in education transformation is firmly established. Hattie (2009), in his meta-analysis of influences on student learning, ranked teacher quality in the top band of influences, with a visible learning effect size of 0.57. The low teacher performance metrics recorded in Mbale City therefore point to a fundamental challenge: the presence of teachers is not sufficient—a requirement is their active, competent, and committed engagement with pedagogy. Teachers who fail to plan, use differentiated instruction, or continually monitor students create a context of education stagnation. This echoes research by Barber and Mourshed (2007) who noted that "the quality of an education system cannot exceed the quality of its teachers."

Professional growth and staff motivation also emerge as particularly weak, with a mean of only 1.746. The same issues are mirrored in recent research by Darling-Hammond et al. (2017), who stress the primacy of ongoing professional learning in teacher effectiveness. Where professional development is irregular or nonexistent, as apparently is so in Mbale City, it leads to stagnation of pedagogical innovation and reduced responsiveness to curriculum innovation. In most African nations, the absence of professional support structures—such as mentoring, peer learning, and access to teaching materials—contributes to this endemic professional isolation (Moon, 2007).

The behavioral and ethical dimensions of teacher performance, such as punctuality, discipline, and collegial relationships, also emerged as areas of weakness. This finding is in line with results from a comparative study by TEP Centre (2020) in Ghana and Nigeria, where teacher absenteeism and indiscipline were among the primary drivers of poor learning outcomes. In Uganda, the Education Service Commission (2019) also documented a trend of teacher absenteeism and unprofessionalism, primarily attributable to lax administrative controls and a lack of accountability mechanisms. The problems in Mbale City are therefore not only not unique but also not insular and are part of overall systemic dysfunctions in public sector education systems.

Most incriminating of the low performance by teachers is the low rating regarding teachers' initiative and participation in school activities outside the classroom (mean = 1.739). Globally, researchers such as Fullan (2001) have maintained that effective teachers need to act not only as deliverers of content but also as agents of school change, community organization, and curriculum development. If teachers are disconnected from co-curricular, administrative, or innovation-oriented activities, schools lose their potential as learning organizations. The Mbale results refer to a culture of minimalism in teaching—a trend that disempowers Uganda's Education Sector Strategic Plan (ESSP), which sees teachers as key change agents.

The grand mean performance score of 2.268 indicates cumulative dissatisfaction and poor implementation across all domains of teaching. This has direct ramifications on learning outcomes of the students, as attested by the statistical

test of a moderate positive relationship ($R = 0.612$) between teacher performance and overall school effectiveness. The coefficient of determination ($R^2 = 0.374$) indicates that over one-third of school performance variation is attributable to teacher input—a result that is heavily corroborated by international scholarship, including OECD (2018) publications, which place teacher quality at the center of determining education equity and excellence. This calls for Uganda to invest more heavily in teacher support structures, supervision, and accountability measures.

Notwithstanding the worrying performance gaps, the results add to emerging knowledge through the empirical evidence from a localized Ugandan setting—a context frequently underrepresented in international educational dialogues. Though numerous studies concentrate on national or urban averages, the micro-level emphasis on Mbale City brings to the fore distinctive contextual concerns, such as urban congestion, scarcity of resources, and administrative complacency, that may affect performance. This informs the increasing appeal, as advocated by Tikly (2011), for increasingly sophisticated, context-specific solutions to education reform in Africa, instead of a one-size-fits-all approach borrowed from Western models.

Statistical significance (p -value = 0.000) attests to the strength of the findings, indicating that the link between teacher performance and education outcomes in Mbale City is not by chance. This supports arguments by Hanushek and Rivkin (2010) that statistically validated measures of teacher effectiveness are essential for informing evidence-based policymaking. It also bolsters the argument for performance-based appraisals, targeted professional development, and teacher motivation strategies—including both monetary and non-monetary incentives.

There is also room for critical reflection on these findings in policy terms. The poor performance may be an expression of broader socio-economic pressures, such as low pay, high student-teacher ratios, inadequate equipment for teaching, and inadequate physical conditions in schools. As Bennell and Akyeampong (2007) argued, teacher motivation in Sub-Saharan Africa is intimately tied to working conditions and social valorization of the teaching profession. Without addressing such structural bottlenecks, it may be unrealistic to expect transformative performance from teachers, no matter how much training or supervision is implemented.

This study provides a critical insight into the realities of public secondary education in Uganda and the need to revamp teacher performance strategies. Not only does it resonate with global scholarship on the precedence of teacher quality, but it also contributes value to the field through the provision of context-specific evidence from a previously understudied area. It is required that education planners, policymakers, and development partners take a holistic view of teacher performance—linking it with training, ethics, motivation, and institutional support systems—in a bid to address the chronic crisis in such public education systems as that of Mbale City.

5.3. The contribution of salary enhancement on teachers' performance in selected public secondary schools in Mbale City.

The data from Mbale City public secondary schools verifies a consensus among the teachers that salary improvement significantly enhances their performance. With an overall mean score of 4.339 and a low standard deviation of 0.769, the findings verify that salary is not merely a financial reward but a major factor behind teacher motivation and productivity. This is in accordance with Herzberg's Two-Factor Theory, which identifies salary as an intrinsic hygiene factor which, although not a motivator in itself, acts as a strong demotivator when lacking. Similar sentiments are found in Mulkeen and Chen's (2008) World Bank report, which stresses that pay rises in Sub-Saharan Africa are again and again linked with enhanced teacher retention, motivation, and performance in the classroom.

The teachers in Mbale City overwhelmingly agreed (mean = 4.800) that increased remuneration has a direct effect on enhancing their teaching dedication and lesson accuracy of delivery. This result concurred with Bennell and Akyeampong (2007), who discovered lower-paid teachers in the majority of developing countries tend to exhibit decreased classroom effort and low job satisfaction. By contrast, where governments have implemented reforms of salaries—like Rwanda's 2019 review of teacher remuneration—considerable improvements in learner outcomes and teacher motivation have been recorded (UNESCO, 2021). These findings support the notion that teachers' perception of their own efficacy and commitment are highly sensitive to monetary rewards.

Contrary to expectations, the study shows that the majority of the participants (mean = 4.385) feel their present remuneration is adequate to meet personal and

family needs, moving in the direction of a relatively contented workforce within Mbale City. It is noteworthy given the prevailing teacher dissatisfaction across low-income countries worldwide due to stagnation in wages. It could also be an indication of relative living-cost parity in terms of current scales of payment within Mbale. But critics like VSO International (2010) warn that such contentment might cover underlying disparities or silent discontent, especially in urbanizing zones where inflation and household tensions rise.

Although a greater degree of consensus had (mean = 3.923) regarding the effect of punctuality of payment on job satisfaction, the comparatively high standard deviation (1.185) suggests variability in wage payment and unequal effect. Delayed payments have been heavily criticized in the literature for eroding trust in education systems. For instance, Al-Samarrai et al. (2019) note that irregular payment of salaries is a strong disincentive to teachers' attendance and quality of work in East African nations. Therefore, while teachers may be generally content with remuneration levels, the payment channels (promptness, reliability) have to be tackled with an extreme sense of urgency.

Another major concern is the relationship between salary and teacher absenteeism. A mean of 4.131 reflects strong belief that higher pay discourages absenteeism and promotes attendance. This concurs with Chaudhury et al. (2006), whose cross-country World Bank survey concluded that absenteeism is often negatively correlated with pay rates and positively correlated with sources of additional earnings. Teachers who earn good salaries do not look for additional earnings sources, thus promoting attendance.

The assumption that higher salaries attract and retain skilled teachers (mean = 4.346) conforms to the global trend. OECD (2021) identifies that top-performing education countries such as Finland and Singapore have attractive salary scales as part of the total teacher hiring strategy. The countries not only reward teachers better, but they link salaries with prestige, advancement, and merit. On the other hand, Uganda's science teaching retention issue is traditionally blamed on low and uncompetitive compensation by the Uganda National Examinations Board (UNEB, 2022).

Reward-for-performance salary increment was also highly preferred by the Mbale study teachers (mean = 4.431), indicating openness to performance-based reward

schemes. This is in agreement with modern education policy debates necessitating pay-for-performance systems. But against such plans, experts like Springer et al. (2010) caution that performance-based compensation must be properly conceived to avoid unwanted by-products such as teaching to the test or shutting out non-tested subjects. For Uganda, such plans would necessitate well-developed performance appraisal systems, effective transparency mechanisms, and stakeholder agreement in order to be effective.

The second important observation is that low budgets constrain teachers from taking part in extracurricular activities (mean = 4.485), pointing to the complex nature of salary as not just remuneration but enabler of holistic engagement in school life. This supports Sayed and Soudien's (2005) argument that teachers' participation outside classrooms is crucial to making learning environments inclusive and child-centered. Thus, under-compensation is not only reducing classroom efficiency—it also undermines more pervasive school culture.

Teachers strongly believe that greater salary boosts professional pride and self-esteem (mean = 4.215). This is supported by OECD TALIS (2018) findings, which highlighted the fact that teacher identity and morale are significantly affected by the perception of society—and governments—toward the profession. Where teachers are appropriately paid, they perceive their profession as legitimate, respected, and fundamental to national advancement, leading to greater motivation and lower attrition.

The regression analysis indicates that while salary advancement has a statistically significant impact ($p = 0.229$), it explains just 1.1% of teacher performance variation. This provokes questioning eyebrows. Salary is important, as indicated, but it clearly is not the only or even main factor. As Rivkin, Hanushek, and Kain (2005) note, teachers' effectiveness is determined by a combination of factors that include school leadership, professional growth, instructional materials, and institutional environment. Policy makers in Uganda therefore need to have a multi-pronged reform strategy combining financial incentives with structural, pedagogical, and administrative support to drive sustainable teacher performance.

5.4. The contribution of promotion on teachers' performance in selected public secondary schools in Mbale City.

The correlation of teacher performance with promotion among Mbale City's public secondary schools is a subtle and complex relationship. At 2.996, the mean indicates that teachers perceive promotion as having a moderate effect on their performance. This finding contrasts from the classical motivation theories such as Maslow's hierarchy of needs and Vroom's expectancy theory, which both demonstrate recognition and advancement as being key in employee motivation. The relatively subdued level of enthusiasm in promotion as an incentive (despite statistical significance in regression tests) may be due to systemic or cultural limitations that discount its motivational force. In contrast to high-performing systems in which promotion is integrally linked with leadership, mentoring, and enhanced professional power (Darling-Hammond et al., 2017), promotion here does not appear to have this kind of change-oriented force.

Although all the teachers strongly believed that promotions are based on merit and conducted impartially (mean = 4.085), simultaneously they expressed discontentment with promotion policies and processes (mean = 2.754). It can be inferred that there might be a disconnection in theoretical policy and actual life. Contradictions within other African contexts, for example, in Kenya and Ghana, also exist, where procedural justice is more established on paper but advancement opportunities are perceived as limited or politicized (Ngware et al., 2006). Such disparity disempowers promotion as a reward and perhaps contributes to the reason that most teachers in Mbale are not convinced that promotion meaningfully increases their professional commitment.

Teachers' responses to whether promotion spurs continuous professional development (mean = 2.761) were also quite lukewarm. This goes against the general argument that promotion can serve as a motivation for capacity building. In high-performing systems like Singapore and South Korea, career advancement is tied to evidence-based professional development pathways (OECD, 2013). In Uganda, however, there is little institutional provision for continuous learning, accompanied by unclear paths of progression, and hence the perceived connection between career advancement and acquisition of skills might be reduced. This

supports the argument of Sayed and Ahmed (2015) that career advancement should be connected to professional development systems, as opposed to tenure or administrative choice.

It further exposed that timely promotion exerts a weak effect on teachers' job security and job satisfaction (mean = 3.323), which may reflect the hidden insecurity or uncertainty of career development in public schools. Evans (2001) states that job satisfaction is determined not only by tangible rewards but also by perceived fairness, autonomy, and institutional culture. In environments like Uganda, where career progression is usually halted or held back by bureaucratic sluggishness, the motivational force of promotion is blunted. Promotion alone, in the absence of institutional change, can thus be a rough instrument of motivation. To our surprise, in answer to the query whether postponed promotion had worsened their teaching, teachers reported only a low correlation (mean = 2.500). This might suggest that the other internal or external variables—such as commitment to peers, students, or survival goals—contribute more to sustaining teaching effort. Such findings are in support of Day and Gu's (2007) work, which points towards the teachers' resilience and variability of motivational anchors despite formal promotion. This is a timely reminder that effective teacher policy must be placed against the entire set of determinants of behaviour, and not merely promotion opportunities.

Nonetheless, the regression evidence does identify a highly significant and strong promotion-performance relationship with an R-value of 0.506 and determination coefficient (R^2) of 0.256. This suggests that improved promotion practice may explain in excess of a quarter of the variation in teacher performance. This is a substantial figure and adds weight to assertions by researchers like Morgeson and Humphrey (2006), who are assuming that high-quality job design—like meaningful progression—has the potential to enhance performance significantly. Therefore, while teachers may overestimate the motivational power of promotion, its organizational value is considerable.

All of which is to say, promotion is clearly only half the solution. The remaining 74.4% of the variance in performance is a function of other determinants—salary, conditions of work, leadership, professional development, and personal values. Such findings are supported by international literature affirming multiple-

dimensional models of teacher motivation. For instance, UNESCO's Global Education Monitoring Report (2019) asserts that teacher policy must be inclusive and interconnected, complementing career incentives with supportive environments, training, and autonomy.

There is also a potential cohort or generational explanation of the results. Teachers at different stages in their careers might react to promotion in different ways. Less experienced teachers will be more focused on opportunities for professional growth and visibility, while older teachers will be more focused on retirement rewards or job security. This segmentation was not explored in the Mbale study, but would be valuable for assisting in the formulation of promotion policies for teachers. Where Hargreaves and Fullan (2012) argue is that differentiated professional incentives can meet development needs of a diverse teaching force.

The findings from Mbale contribute to the overall discussion through context-dependent evidence from an Ugandan town. They counter the simplistic notion that promotion will improve teacher performance. Instead, they reveal a complicated reality where promotion must be linked to fair processes, professional growth chances, institutional support, and teacher agency. This supports the arguments of Tikly (2011) and others about localized and culturally responsive educational policies that transcend policy borrowing from the Global North.

While promotion has a part to play in driving teacher performance in Mbale City, its motivational impact hinges on its design, perception, and incorporation in broader teacher improvement systems. For policy-makers in Uganda, enhancing promotion criteria and procedures thus has to go hand in hand with strengthening professional progress, structuring career progression, as well as fostering equity and openness. This study affirms that teacher motivation is not the result of a single variable but of an ecosystem that must be constantly supported.

5.5. The contribution of rewards on teachers' performance in selected public secondary schools in Mbale City.

The study of rewards and their influence on teacher performance in public secondary schools in Mbale City is an interesting insight into the practical efficacy of reward systems in educational administration. The results show a paradox: despite the high percentage of the teachers (66.9%) attesting to the fact that

rewards for excellent performance motivate them to work more, the mean effect of rewards on performance is generally low (mean = 2.871). This apparent paradox is in line with international literature, e.g., Deci, Koestner, and Ryan (2001), who caution that even though extrinsic motivators in the form of rewards may have short-term beneficial impacts, they undermine intrinsic motivation in professional environments such as teaching. In the Ugandan context, this study contributes to a nuanced understanding of the manner in which structural and perceptual factors undermine otherwise potentially effective reward schemes.

Rejection of reward systems that are perceived to be unjust or secretive is not recent in Mbale. As Adams' Equity Theory (1965) explains it, individuals compare justice with others and adjust their motivation accordingly. In this study, over 69% of the teachers believed the reward system was not fair, explaining the strong negative correlation between rewards and performance in the regression results. This finding is echoed in Onyango and Wanyoike's (2021) study in Kenya, where the perception of inequity in reward allocation demotivated public school teachers and led to higher turnover. Therefore, rewards without an effective system of transparency and equity risk being counterproductive, generating resentment rather than motivation.

The second key finding in the study is the limited role played by non-monetary rewards like appreciation or certificates, which had mixed reactions. Although there are theorists such as Herzberg (1959) who prescribe praise as a key motivator, the study noted a 3.5 mean with a high standard deviation indicating ambivalence. This agrees with a study by Zame et al. (2011) in Ghana, where non-financial rewards were seen by some teachers as superficial, particularly where work conditions and wages remained low. This means that non-financial incentives in resource-poor education systems must be placed within a broader, credible reward system if they are to have any effect.

Interestingly, the regression results paint salary enhancement as positively and significantly related to the performance of teachers ($\beta = 0.318$, $p = 0.001$), which is in very sharp contrast with the negative correlations registered for promotion and rewards. This finding aligns with a study by Ololube (2006) where, in the Nigerian context, it was found that salary increases were the most potent force for teacher job satisfaction and productivity. It also corroborates the Maslow's

Hierarchy of Needs theory (1943) that lower-order monetary needs must be fulfilled prior to one's being able to focus on higher-order desires like professional commitment or self-actualization. Thus, money incentives continue to be the underlying reason for motivating educators in impoverished schools.

The negative impact of promotion and reward on performance, as evidenced through regression coefficients (-0.310 and -0.521 respectively), needs to be explored. It is possible that such results are due to inherent weaknesses in the application of these mechanisms. Poor leadership and politicized promotion systems have the consequence of delegitimizing formal incentives, which results in teachers' disengagement, as stated by Bush and Glover (2014). The Mbale City case implies that reward and promotion systems can currently function more as sources of conflict and disillusionment than as motivation.

Above all, the study contributes to the mounting controversy on the appropriateness of reward systems based on performance in the teaching sector. While Western models of performance-related pay have gained popularity (Muralidharan & Sundararaman, 2011), their application in Sub-Saharan African contexts has often led to mixed results. Glewwe, Ilias, and Kremer (2010), for instance, noted modest improvement in the performance of students in Tanzania when bonus payments were made to teachers but no long-term impact on teacher motivation. This cynicism is reinforced by the Mbale study, which shows that rewards must be accompanied by contextually sensitive implementation strategies if they are to succeed.

Also attesting to an underlying morale problem within the profession is the dissatisfaction with existing reward structures (mean = 2.469) and the polarized views on whether rewards enable the retention of talent (mean = 2.746). As Sahlberg (2011) argues, education reforms that excessively depend on market-based incentives at the expense of improving teachers' agency and working conditions are likely to be counterproductive. In Uganda, where teachers struggle with overcrowded classrooms, shortages of teaching materials, and infrequent supervision, rewards alone cannot bridge the infrastructural performance gaps. The study adds to this essential body of knowledge by emphasizing the multivariate nature of teacher motivation.

Additionally, the finding that delay or absence of rewards decreases morale among some teachers (mean = 3.177) conforms to expectancy theory (Vroom, 1964), which foresees individuals being motivated when they perceive a strong linkage between effort, performance, and reward. Interference with this expectancy link—whether caused by delay, mismanagement, or lack of feedback—can neutralize reward's motivational impact. This underscores the need for timely, predictable, and well-organized reward systems underpinned by clear performance standards.

Theoretically, the study adds to the literature by challenging universalist assumptions about rewards and performance. It makes a case for further research into the cultural, institutional, and psychological processes mediating reward effectiveness in African education systems. The lack of a strong link between reward and performance demonstrates the lethal flaw in one-size-fits-all approaches to performance management that fail to consider local interpretations of fairness, justice, and organizational politics. It also aligns with the research of Ssenkaaba (2017) who emphasized the point that teacher motivation in Uganda is even more complex and interconnected with socio-economic and professional recognition concerns.

It has been observed that while this study reaffirms that rewards can influence teacher performance, it also reveals how poorly designed and implemented reward systems can make them ineffective. The disparity between theory and practice in rewarding in Ugandan public schools is indicative of broader governance problems. Changing reward systems should thus not simply be a question of increasing the quantum of rewards, but also of ensuring their equity, transparency, contextual relevance, as well as integration within a larger system of professional development and institutional support. This study thus contributes to global debate by providing empirical evidence from Uganda and determining the urgency with which reformative, culturally responsive, and equity-focused reward policies in education are required.

CHAPTER SIX

SUMMARY OF THE FINDINGS, CONCLUSION, RECOMMENDATIONS AND AREAS FOR FURTHER RESEARCH

6.0 Introduction

This chapter discusses the summary of the findings, conclusion, recommendations per the research objective and areas for further research.

6.1 Summary of the findings

6.1.1 To examine the contribution of salary enhancement on teachers' performance in selected public secondary schools in Mbale City.

Findings from the research indicate that salary increase is highly viewed by teachers as a significant driver affecting their performance positively, with a majority of the respondents concurring that more pay makes them work hard, cater to family demands, and engage actively in staff development and co-curricular activities. However, the regression test reveals that increment in salary explains only a small percentage (1.1%) of variance in the performance of teachers, which shows other factors play their part to a large degree as well. Promotion was observed to have a moderate to low direct motivational effect on the performance of teachers; while most teachers agree that promotions are worthwhile and merited, there is extreme dissatisfaction with promotion policies, offers, and their motivational function to ignite higher performance. But promotion accounts for a higher percentage (25.6%) of the variance in teacher performance, and it is the only significant influence. Overall, rewards, pay, and promotion together show multiple relations with teacher motivation and performance, with promotion having a greater statistical effect but with pay progression being highly valued by teachers.

6.1.2 To assess the contribution of promotion on teachers' performance in selected public secondary schools in Mbale City.

The study examined the impact of promotion on the performance of public secondary school teachers in Mbale City and concluded that teachers generally see promotion as a moderately strong influence to enhance their professional behavior. Despite the fact that promotions are seen as being based on merit and

procedurally fair, the majority of the respondents showed discontent with current promotion policies and their motivational potential. Factors such as motivation to perform the work, continuous improvement, and role modeling were rated low with minimal motivational value. Promotion, however, was modestly linked with increased job satisfaction, career growth, and exceeding minimum job performance. Regression analysis indicated that promotion accounts for 25.6% of the differences in teachers' performance, and while significant, other non-promotion aspects account for the majority (74.4%) of the differences.

6.1.3 To establish the contribution of rewards on teachers' performance in selected public secondary schools in Mbale City.

The study examined the contribution of rewards to the performance of teachers in selected public secondary schools in Mbale City and elicited mixed reactions. Although a vast majority of the teachers (66.9%) believed to a great extent that rewards for excellent performance enhance their motivation, the overall impact of the reward system was rated as weak, with a low mean average of 2.871 and high standard deviation of 1.321. Teachers were dissatisfied with the fairness, transparency, and provision of rewards, particularly non-financial rewards, individually based rewards, and existing reward systems. Although regression analysis showed rewards and teacher performance are positively correlated by 48.1%, multiple regression findings revealed that rewards and promotions have a statistically significant negative effect on performance, which could be due to perceived unfairness and ineffective implementation. Conversely, salary enhancement showed a positive and significant impact on improved performance.

6.2 Conclusions

6.2.1 To examine the contribution of salary enhancement on teachers' performance in selected public secondary schools in Mbale City.

In conclusion, while salary enhancement remains a statistically significant predictor of Ugandan public secondary school teacher performance, its explanatory power is limited—accounting for only 1.1% of the variance. This is further to reinforce an essential reality: salary, while crucial, is not an educational silver bullet. As depicted by Rivkin, Hanushek, and Kain (2005), teacher effectiveness is influenced by a nexus of variables including but not limited to school leadership,

professional training opportunities, availability of quality instructional resources, and a well-functioning institutional setting. The revelations are critical in stressing the need for Uganda's education planners to adopt a comprehensive, multi-dimensional approach that addresses both financial and non-financial drivers of teacher incentive and productivity. The incentives have to be backed up by structural change, building capacity, mentorship programs, and supportive systems of monitoring. It is only under such an inclusive reform package that Uganda can hope for a motivated high-performing and effective teaching profession that can revolutionize the face of education in Uganda.

6.2.2 To assess the contribution of promotion on teachers' performance in selected public secondary schools in Mbale City.

While promotion statistically makes a difference in influencing the performance of teachers in Mbale City public secondary schools, qualitative impression among teachers indicates a mismatch between its actual motivational impact. Most of the teachers do not view promotion as a viable influencer of performance, likely due to dissatisfaction with promotion procedures, lack of transparency in policy enforcement, or lack of proper links between promotion and actual professional growth. Therefore, while promotion systems may appear merit-based, their perceived value and actual operation as incentives are circumscribed.

6.2.3 To establish the contribution of rewards on teachers' performance in selected public secondary schools in Mbale City.

The study reveals that despite the potential of the concept of rewards to motivate teachers as an incentive, its implementation in public secondary schools of Mbale City is rather undermining its effectiveness. The negative perceptions regarding the systems' fairness, transparency, and consistency have undermined their positive impacts. Alternatively, salary enhancement was a more believable motivator for teachers to enhance performance. Therefore, incentives in their current form are insufficient and can even dishearten teachers, unless policy and structural changes enter the scene.

6.3 Recommendations

6.3.1 To examine the contribution of salary enhancement on teachers' performance in selected public secondary schools in Mbale City.

The government and the education authorities need to lay emphasis on regular salary reviews and increments so that salaries of teachers remain in line with their living and professional development needs, thereby enhancing motivation and retention.

Education Service Commission need to ensure that promotion standards are clear, on merit, and well-communicated to all teachers in order to enhance trust and motivation.

Ministry of Education and Sports need to ensure that promotion processes need to be streamlined to reduce delays and prevent demotivation and maintain teachers' morale and commitment.

Apart from salary and promotion, Ministry of Education and Sports need to develop thoroughgoing reward systems that include non-monetary forms of recognition to preserve motivation and professional growth.

Ministry of Education and Sports should encourage and enable teachers' ongoing professional development as part of promotion and reward schemes for the purpose of improving performance and job satisfaction.

Ministry of Education and Sports should involve teachers in salary and promotion policy negotiations to iron out difficulties and promote the fairness and efficacy of such incentives.

6.3.2 To assess the contribution of promotion on teachers' performance in selected public secondary schools in Mbale City.

Ministry of Education and Sports should make promotion criteria clear, consistent, and well-communicated to preclude confusion and perceived bias.

Ministry of Education and Sports should ensure that promotions exclusively rest on continued professional training and achievement to maintain the significance of improvement and advancement.

Ministry of Education and Sports should need to carry out regular reviews of promotion policies with teacher consultation in place to enhance satisfaction and congruence with current teaching needs.

Ministry of Education and Sports should ensure that teachers are equipped and enabled to coach their peers, encouraging a growth in morale and excellence culture.

Ministry of Education and Sports should need to minimize the lag in promotion to avoid demotivating outstanding teachers and showcase institutional effectiveness.

6.3.3 To establish the contribution of rewards on teachers' performance in selected public secondary schools in Mbale City.

Ministry of Education and Sports should enact straightforward, prompt, and equitable promotion policies to enhance transparency and fairness.

Ministry of Education and Sports should align the promotion with ongoing training, mentoring, and career progression opportunities.

Ministry of Education and Sports should enhance the stature and roles of senior teachers as mentors to facilitate peer motivation empowerment.

Ministry of Education and Sports should add non-monetary motivators like recognition, autonomy, and supportive leadership in addition to promotion schemes.

Ministry of Education and Sports should continuously assess how promotions affect teachers' attitudes and classroom performance, adjusting strategies accordingly.

6.4 Areas for further Research

1. The Impact of School Leadership and School Culture on Ugandan Public Secondary Schools Teachers' Performance.
2. Assessment of the Influence of Non-Monetary Rewards to Encourage Teacher Commitment and Recruitment in Rural and Urban Public Senior High Schools.
3. A Comparative Study of Promotion Practices and Career Progression Pathways for Secondary School Teachers in Uganda and Kenya.

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Appendix 1

Questionnaire for head teachers, teachers and

other stakeholders in education.

Dear respondent, I am **Nandudu Sarah** carrying out an academic research study on the topic “**Motivation Strategies and Teachers’ Performance in Selected Public Secondary Schools in Mbale City**”. The purpose of the study is for the partial fulfillment of the requirements for the award of the Master Degree of Educational Planning and Administration of Uganda Christian University (UCU). I therefore request for your cooperation in answering all the following questions. All information provided will be treated with utmost confidentiality.

Thank you so much for your cooperation.

Section A: Background Information.

Please tick in the box which applies to you only

1. Gender:

Male Female

2. Age bracket:

20-30 31-39 40- 49 above

In the subsequent sections B, C and D you will be required to tick the best option that represents your opinion as follows: Strongly Agree, Agree, Strongly Disagree, Disagree and Not sure

Section B: To examine the contribution of salary enhancement on teachers' performance in selected public secondary schools in Mbale City. Please tick in the box which applies to your opinion only.

S/N	Statement	Strongly Agree	Agree	Strongly Disagree	Disagree	Not Sure
1.	Remuneration increase compels me to work harder and develop my pedagogic practice more precisely.					
2.	The present salary that I am receiving is enough to fulfill my individual and family needs.					
3.	On-time payment of my salary increases my work satisfaction and productivity.					
4.	Higher pay discourages absence and guarantees maximum attendance in instructors.					
5.	Higher pay will attract and retain good teachers for the public high schools.					
6.	Performance-based raises reward hard work and dedication of instructors.					
7.	Limited funding prohibits me from joining more extra-curricular activities like clubs or athletics.					
8.	Higher compensation increases my professional self-esteem and pride.					
9.	Salary increases help me to invest in more training and professional development.					
10.	Competently paid instructors will make for more comfortable and					

	harmonious situations.	learning					
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Section C: To assess the contribution of promotion on teachers' performance in selected public secondary schools in Mbale City. *Please tick in the box which applies to your opinion only.*

S/N	Statement	Strongly Agree	Agree	Strongly Disagree	Disagree	Not Sure
1.	I am more motivated to perform at my best if there is a clear chance of promotion.					
2.	Gaps within chances of promotion demotivate my commitment to work.					
3.	Promotions are merit and performance-based in my school in a systemized manner.					
4.	Promotion chances motivate me to keep undergoing continuous professional growth.					
5.	I am satisfied with current promotion policies and procedures within my school.					
6.	Promoted teachers act as role models and provide encouragement to others.					
7.	Prompt promotions enhance my job security and career satisfaction.					
8.	The present promotion standards are clearly established and applicable to all instructors.					
9.	Promotion encourages teachers to perform more than their minimum job requirements.					
10.	Delays or withholding of promotions hurt my work as a teacher.					

Section D: To establish the contribution of rewards on teachers' performance in selected public secondary schools in Mbale City.

Please tick in the box which applies to your opinion only.

S/N	Statement	Strongly Agree	Agree	Strongly Disagree	Disagree	Not Sure
1.	I work harder if excellent performance is rewarded.					
2.	Non-monetary rewards like certificates or appreciation enhance my job satisfaction.					
3.	Consistent rewards motivate me to do better than my minimum teaching obligation.					
4.	The reward system of my school is open and impartial.					
5.	I would enhance my performance if rewards were given for individual teacher effort.					
6.	Consistent rewards make me more committed to the profession of teaching.					
7.	I am content with the reward systems present in my school.					
8.	Rewards maintain talent and hardworking teachers in the school.					
9.	Rewarding the teachers serves as an example to others.					
10.	Absence of proper or late rewards can reduce my morale and workplace performance.					

Section E: Education Service delivery.

In the following section, please indicate the extent to which you agree or disagree with statements about education service delivery. Tick the appropriate response based on the likert scale. In case you are not sure about an item, Tick the number under Not Sure. Please do not omit any item. SD=Strongly Disagree D=Disagree NS=Not Sure A= Agree SA: Strongly Agree.

	Status of teachers' performance in selected public secondary schools in Mbale City	SD	D	NS	A	SD
1	Teachers in this school plan schemes and lessons regularly.					
2	Teachers effectively present lessons in line with the national curriculum					
3	Teachers mark and examine students' work regularly and on time.					
4	Teachers use various methods of teaching in an effort to motivate students.					
5	Teachers participate in professional development and staff meetings regularly.					
6	Teachers behave professionally and are disciplined in their work.					
7	Teachers relate well with students and colleagues.					
8	Teachers effectively manage classroom behavior and time.					
9	Teachers exhibit initiative and school-related activity commitment outside the classroom.					
10	Overall performance of the teachers in this school is satisfactory.					

Thank you so much for your co-operation.

Appendix 2

Interview Guide for City Town Clerk, City Education Officer, Principal Education Officer, Inspectors, Headteachers.

Introduction. The researcher introduces himself, states the purpose of the study. The researcher requests the respondent to introduce himself/ herself as well.

Objective 1: To investigate the role of salary improvement on teachers' performance

- In what ways does your present salary level influence your teaching motivation and effort on a daily basis?
- Have salary increases over the last few years changed the way you perform or carry out your work?
- Do you find your salary sufficient to meet your professional and personal needs? Why?
- In what ways do you believe salary enhancement can be more aligned with enabling your performance?

Objective 2: To analyze the role played by promotion on the performance of teachers

- What is your perception of the promotion process in your school or in the public school system?
- Has receiving (or not receiving) a promotion influenced your performance or morale? How?
- Do you believe promotions are fairly allocated and on the basis of actual performance or merit?
- What would you suggest to make the promotion system more performance-oriented and motivational?

Objective 3: To ascertain the role of rewards on teachers' performance

- How often are teachers in your school rewarded for good performance, and how?
- Do the current reward systems (financial or non-financial) motivate you to work beyond your responsibilities? Why or why not?
- What problems have you observed in implementing rewards in your school?
- What kinds of rewards (e.g., praise, incentives, leadership opportunities) would most motivate you?

Thank you for offering your valuable time for this interview.



UGANDA CHRISTIAN UNIVERSITY, MBALE UNIVERSITY COLLEGE.
A Centre of Excellence in the Heart of Africa

Office of the Academic Registrar

To THE HEADTEACHER,
MBALE SECONDARY SCHOOL

Dear Sir/Madam,

Re: Academic Research

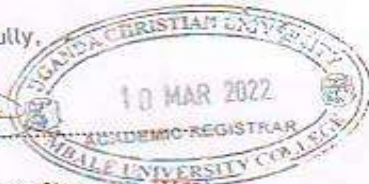
Christian greetings!

We are honored to introduce to you Mr. Mrs. /Miss. NALDUM SARAH
Of Registration Number: J21/MUC/ME/1007 pursuing a
Masters' Degree/ Postgraduate Diploma / Bachelor's Degree
EDUCATIONAL ADMINISTRATION AND PLANNING.
He/ she is required to carry out an academic research on the topic
MOTIVATION STRATEGIES AND TEACHERS'
PERFORMANCE IN SELECTED PUBLIC SECONDARY SCHOOLS
IN MBALE CITY
and thereafter produce a well bound hard cover research report (MAROON) in color for
undergraduate and three (BLACK) copies for Postgraduate students as a University
requirement for the award of a degree/diploma in the academic discipline that he /
she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.
Thank you.

Yours faithfully,

Samari Janet Chesariit



Samari Janet Chesariit (Mrs)
Ag. Academic Registrar

