

**TEACHER MOTIVATION AND STUDENTS' ACADEMIC PERFORMANCE IN
SELECTED SECONDARY SCHOOLS IN MITYANA MUNICIPALITY CENTRAL
UGANDA**

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RM22M06/009

**A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
FULFILLMENT FOR THE REQUIREMENTS OF THE AWARD OF THE DEGREE OF MASTER
OF EDUCATION PLANNING AND ADMINISTRATION OF UGANDA CHRISTIAN UNIVERSITY**

August, 2025



**UGANDA CHRISTIAN
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DECLARATION

I Kizito Geoffrey declare that this Dissertation titled, “Teacher Motivation and Students’ Academic Performance in Selected Secondary Schools in Mityana Municipality, Mityana District- Central Uganda” is my original work and it has never been presented or submitted to any Institution for any Academic award.

Sign -----

A handwritten signature in blue ink, appearing to read 'Kizito', is written over a horizontal dashed line. The signature is contained within a rectangular grey box.

Date 6/08/2025

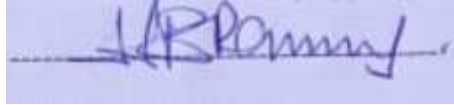
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APPROVAL

The undersigned certifies that he has read and here by recommend for acceptance to the Uganda Christianity University a Research Proposal titled, “Teacher Motivation and Students’ Academic Performance in Selected Secondary Schools in Mityana Municipality, Mityana District, Central Uganda”.

Signature:



Date: 7th August 2025

DR. REMIGIO TURAHABWE

DEDICATION

I dedicate this research to my father, Yoab Bisere, my mother, Nakanjako Prossy Bisere for their endless prayers and love.

ACKNOWLEDGEMENTS

First of all, I am very thankful to the Almighty God, the most merciful, beneficent and gracious who bestowed upon me the chance to study at Uganda Christian University and gave me skills to do this research work successfully. I am thankful and grateful to my supervisor, Dr. Remigio Turyahabwe for his assistance, continuous guidelines, constructive suggestions and utmost cooperation. Thank you so much and God bless you. I am also grateful to hold my lecturers in the School of Education who inspired me to finish this course. Your guidance and advice was paramount important in having this work accomplished as requested by the University.

Thirdly, I am very grateful to my beloved wife, Esther Kizito for her endless support and prayers in every walk of life, in addition to my father, Yoab Bisere, my mother, Nakanjako Prossy Bisere and entire family who deserve special thanks for their love towards my education with dedication their financial assistance towards this research report can never be underrated. More thank to all colleagues with who we have travelled the two years journey; who have sacrificed a lot for the sake of my education and may God richly bless you. I cannot proceed without special dedications to all my friends and well-wishers who were always there for me in times of need.

I also register my special thanks to my children, Nabulime Annabel Rachel, Nabisere Allen Abigail, Sebulime Alvin Andrew and Muliika Achilles George. More grateful to my sisters, Juliet Kabuuka, Agnes Kisirinya, Irene Solome Najjuma and Margret Katusabe (RIP), and brothers, Sam Sembuya and Fred Kiwanuka for their advice, love and moral guidance that have contributed greatly towards the success of this report and other academic work. Thank you very much.

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GLOSSARY OF TERMS AND ACRONYMS

B.O.G	Board of Governor
CBC	Competence Based Curriculum
CVI	Content Validity Index
DCI	Data Collection Instrument
GoU	Government of Uganda
MoES	Ministry of Education and Sports
MVA	Multivariable Analysis
NGOs	Non-Governmental Organizations
PAYE	Pay as You Earn
PLE	Primary Leaving Examination
SDG	Sustainable Development Goals
SPSS	Statistical Package for Social Sciences
TISSA	Teachers Initiative in Sub-Saharan Africa
UACE	Uganda Advanced Certificate of Education
UCE	Uganda Certificate of Education
UCU	Uganda Christian University
UNEB	Uganda National Examination Board

ABSTRACT

The study aimed at establishing the effects of teacher motivation on students' academic performance in selected secondary schools in Mityana Municipality, Mityana District- Central Uganda. The study objectives included: to examine the effect of teachers' monetary-based motivation on students' academic performance, to establish the effect of teachers' work environment on students' academic performance, to examine the effect of teachers' promotions on students' academic performance, and to find out the effect of fringe benefits on students' academic performance in selected secondary schools in Mityana Municipality. The research utilized a descriptive cross-sectional survey design, which allowed for the collection of data from a representative sample at one point in time. This design enabled efficient and cost-effective data collection, with both quantitative and qualitative methods used to gain a comprehensive understanding of the research problem. The study population was administrators (head teachers, deputy head teachers and directors of studies), students, Chairperson Board of Governors and teachers, totaling to 175. These were selected using purposive and a simple random sampling. The study revealed that there was a strong positive correlation between teachers' monetary-based motivation and students' academic performance in selected secondary schools in Mityana Municipality where salary increment lead to teachers' involvement in assessment, and school offers cash prizes especially when students perform well. The study also revealed that there is a strong positive relationship between teachers' work environment and students' academic performance in selected secondary schools in Mityana Municipality. The study further revealed that there is a very strong positive correlation between teachers' promotions and students' academic performance in selected secondary schools in Mityana Municipality. This suggests that teachers' promotion has a positive impact on students' academic performance, especially when teachers take duties and responsibilities willingly without grudging. The study finally revealed that there was a strong positive correlation between teachers' monetary-based motivation and students' academic performance in selected secondary schools in Mityana Municipality. This implies that any attempt where teachers are given overtime allowances, they tend to have high syllabus content coverage. Salary increment leads to teachers' involvement in assessment, and school offers cash prizes especially when students perform well. The study concluded that there is for secondary schools to get financial support from the government and development partners so as to further increase salaries and allowances of teachers so as to cope up with the increasing social and economic demands of nature thus able to fully concentrate in work for effective teachers' job commitment. Teachers should be paid for the extra time spent on the field study work so as to make them feel well at work; and areas of further research were suggested.

CHAPTER ONE

INTRODUCTION

1.0 General Introduction

This study was aimed at establishing the relationship between teacher motivation and students' academic performance in selected Secondary Schools in Mityana Municipality, Mityana District, Central Uganda. This chapter focuses on the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, hypotheses, scope of the study, justification of the study, the significance of the study and the conceptual framework of the study.

1.1 Background to the Study

This research covers the teacher motivation as an independent variable, while, students' academic performance as a dependent variable. This segment of the study presents four sub-sections: historical, theoretical, conceptual and contextual background as detailed hereunder:

1.1.1 Historical Background

Globally, education plays a crucial role in transforming lives and building a better future for individuals and their communities. Brew & John (2021) emphasized that good academic performance is essential in all Education systems as it enables students to achieve their Educational goals and improve their quality of life. Although, the aim of Sustainable Development Goals (SDG4) is to provide everyone in both developed and developing nations with opportunities for accessible and equitable lifelong quality Education, most developing nations are still far from accomplishing the SDGs as pointed out by Murunga et al. (2023). Similarly, Guajardo (2021), in his study intended to assess the level of teacher motivation as perceived by private secondary school teachers working in Lahore, Pakistan, identified

workload challenges, remuneration and incentives, recognition and prestige, accountability, career development, institutional environment, learning materials and facilities as key motivating variables for teachers and these would show a clear relationship with the academic grades of the students. This was investigated, especially scrutinizing the frequently applied teacher motivation and its influence onto student academic performance.

Worldwide, the use of teachers in formal education started in the western world and this contributed a lot to their current level of development. In search for expansion of their economies, the colonialists exported formal education concepts and practices to their colonies and today it is practiced worldwide to ensure that the expected performance is achieved (Murunga & Turyamureeba, 2013). With globalization, new teaching practices have tended to diffuse rapidly to both the developing and developed world, although they have tended to originate from the developed world (Mohinder & Anastasia, 2017). Similarly, Ramachandran & Nyamubi (2015) in their study on teacher motivation in India established that motivation of teachers was associated with low absenteeism, maintenance of discipline, proper record keeping, collection and supply of Educational data, utilization of funds allocated for teaching and learning materials, and giving exercises in the classroom and correcting them. In that study the results indicate that comparisons were made during the discussions where private school teachers and administrators acknowledged that private schools attached great importance to discipline, regularity and successful results in yearly as well as public examinations (Ramachandran et al. 2015). According to Fox (2017), individual teachers differ basically to such an extent that no two individuals shall show the same reaction to a particular stimulus, and therefore not all teachers shall be motivated by the same factors with a view to performance.

In developing countries, students in Africa are among the most dissatisfied globally. Sub-Saharan African secondary schools score poorly on all metrics of student academic performance outcomes (Oppong, 2021). The level of academic performance of students in secondary schools across Sub-Saharan Africa has continued being relatively low for last three centuries (Kadio, 2022); of which motivation teachers been pointed out to be the major factors behind this. Similarly, Josely and Devi (2018) examined the impact of teacher motivation on students' academic performance in Chad. The findings indicated a significant relationship between academic performance of students and teacher salary increment. Secondary schools in Chad that have continued to experience low academic results for students experience low motivation of teachers. Similar researchers (Ali, 2016; Akuoko et al. 2022) in the past exhibited in a number of studies associate teacher motivation with student academic performance in Africa, these researchers found out the continuous decline of students' academic outcome being influenced by a number of things among which included; motivation of teachers. Regrettably, all these have hitherto remained an allegation, prompting the current investigator to ascertain the situation at the ground.

In East Africa region, the academic performance of students has remained a matter of concern for every stakeholder in education sector (Ejang & Sendagi, 2024). The students' performance in standardized exams, particularly at ordinary and advanced level final exams is not very good. The pass rate of students in Kenyan schools was not very high and only 25% of students obtained a second-grade results (Kadio, 2022). In support of the above, Barasa (2015), in his study about the influence of teacher motivational strategies and how they affect students' academic performance in day secondary schools in the Trans-Nzoia west district of Kenya revealed that the number of students performance poorly in their academic results is on the rise, and this exists where a number of teachers lacked motivation.

More so, the low teachers' motivation accounted for the low grades in the academic performance of the students in the district. Using Form Four examination results a study was carried out to examine the role of teachers' motivation on students' academic performance of Private Secondary Schools in Dar-es-Salaam (Rwelamila, 2019). The study revealed a strong positive relationship between students' academic grades (performance) and the motivation of teaching staff. Similarly, Fagbemi., Sani & Ajibade (2022), studied the effect of additional funding of a teacher to his/ her motivation to work better and finally its effect to the students' academic grades (performance). The study established that student academic grades in public secondary schools in North Central States, Burundi have increased in those schools with adequate resources to motivate its staff, creating a gap that needed being ascertained.

At a local setting, Ofoegbu (2023) asserted that low academic performance of students in Uganda has been linked to poor teachers' performance in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits which have been attributed to poor motivation. Naomi (2022), observed that the teaching profession has in the recent past suffered from exodus of teachers from public schools to other more lucrative fields. This implies those teachers are not motivated to stay in the profession. She also found out that the teachers' motivation in doing their work directly affects students' academic scores/grades. Kigoye & Wampamba (2020) took a study to investigate teacher motivation and how it affects the performance of students in Makindye Division Kampala district of Uganda. The study had special interest in teachers' transfers, promotions, increase of teachers' salary and how these affect academic performance of students. Findings showed that academic grade of students being influenced by the motivation of teachers to cover the syllabus content and able to handle individual students' academic differences (Kigoye & Wampamba, 2020; Oluwole, 2020). In the next section, the theoretical background was addressed.

1.1.2 Theoretical Background

This research was based on two theories because there are more aspects that this research intends to cover than one theory can cover and so the second theory shall back up the first one to have a complete theoretical basis of the study. These theories are: The Herzberg's (1957] Motivation-Hygiene Theory and The Mutual Reward theory. Herzberg (1957), in his Motivation-Hygiene Theory also referred to as the two factor theory, applied Maslow's thoughts to a working environment, by studying work motivation. The aim of his research was to discover which work situations and conditions were experienced positively versus negatively by the workers; the causes of work satisfaction. The study revealed that employees are influenced by two factors, known as motivator factors and hygiene factors (Adair, 2006). The motivator factors lead to satisfaction when they are fulfilled, contrary to the hygiene factors that trigger dissatisfaction when they are unfulfilled.

Similarly, rewards are commonly based on the assumption that the only thing that motivates people is money (Armstrong, 1993). According to Herzberg, money is a hygiene factor that creates dissatisfaction if not received in appropriate amounts, but it is not seen as a potential satisfier or positive motivator. According to Herzberg the impact of salary gives a favorable short-term feeling. The motivators produce a more lasting satisfaction. The motivators which generate more lasting satisfaction are factors such as success, recognition, being challenged, sense of making a contribution, trust, independence, possibility of career development and responsibility. The hygiene factors are needed to make sure that a worker does not become dissatisfied (Herwig, 2003). They do not work to cause higher motivation although a lack of them can cause dissatisfaction. Typical hygiene factors are salary, working conditions, status, company policies and administration.

The Mutual Reward theory states that running a business is easier if both the managers and employees feel that they are appreciated. The theory indicates that a manager cannot be a good leader if his/her underlings don't have incentives to be good followers (Adair, 2006). If both leaders and followers motivate each other for good performance, it will encourage them to work together for the benefit of the company or organisation and themselves. Mutual reward theory is not about cash. Pearson Higher Education states in "The Supervisor-Teacher Relationship," that you will get better results when you focus on intangible but more satisfying rewards. A school manager can reward his employees for instance by giving them a say in decision making and trusting them to work without close supervision.

Teachers can reward managers by being productive, dependable, and taking direction when it is needed and teachers can equally motivate their learners and vice versa. This approach also encourages greater communication which will lead to further improved team work (Adair, 2006). The above theories postulate that to achieve students' performance ignited by teacher motivation in selected secondary schools in Mityana Municipality-Mityana District, Central Uganda, there shall be need to improve teacher motivation. Head teachers need to conduct strategic management to give the strategic plan that shall guide the implementation of the planned activities that contribute to the motivation of teachers so as to enhance their students' performance and this study is sought to address this gap. In the next section, the conceptual background was addressed.

1.1.3 Conceptual Background

For the purpose of this research, the following terms that were frequently applied during the research process are accordingly explained:

Students' Academic Performance, Nwoye (2018) defines academic performance as excellence in all academic disciplines, in class as well as extra-curricular activities. Similarly, Agasisti & Agwu (2020) consider academic performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts. In this study, the academic performance of students is evaluated based on the effectiveness of principals in implementing administrative practices measured by students' performance in standardized tests where the learners are expected to perform well. Students' academic performance can be measured by students' performance (including PLE grade-prior to joining secondary, test scores, UCE results, UACE results), and students' daily school attendance (including students' daily less attendance, and submission of assignments), hence the study sought to examine teacher motivation impact students' academic performance.

Teacher Motivation, Ormrod (2018) defined teacher motivation as the total compensation received by a teacher. It includes not only base salary but any bonuses, commission payments, overtime pay, or other financial benefits that a teacher receives from an employer. While William (2018), defines motivation as a process of stimulating people to action to accomplish desired goals. Teacher motivation entails that the teacher is made to satisfy the life supporting elements of his physical body like food, water, shelter etc. the teacher should be able to satisfy needs like insurance, medical allowances, retirement benefits etc. Buchanan & Huczynski (2020) on the other hand conceptualize motivation as "...the cognitive (related), decision making process through which the individual chooses desired outcomes, and sets in motion the actions appropriate to their achievement".

Similarly, Asemah (2022), clarifies teacher motivation is a general term applying to the entire class of drives, desires, needs, wishes and similar forces initiated for teachers, in order to induce them to act in desirable academically productive manner. Teacher motivation encompasses forces both within and external to the individual (Agasisti et al. 2020). In this study, teacher motivation is considered as the total amount a teacher receives for performing a job. The dimensions of teacher motivation in this study included monetary based motivation (including salary enhancement, allowances, bonuses, and honorarium), promotions, working environment and fringe benefits (including accommodation/housing, transport facilitation, gifts and medical insurance).

Secondary Schools, Fagbemi et al. (2022) consider Secondary Schools as educational institutions which provide education to students after primary seven normally from age thirteen (13) as they enroll in S.1 to age –nineteen (19) as they complete senior six. They are the second stage of education after completing primary school. In Uganda, Secondary School Education is divided into two cycles; the O-Level cycle and the A-Level cycle. The O-Level cycle lasts for 4 years, during which students study for their Uganda Certificate of Education (UCE). The A-Level cycle is 2 years, during which students study for their Uganda Advanced Certificate of Education (UACE). Secondary Schools in Uganda are divided into two categories; Private and Public (Murunga et al. 2023). Private secondary schools are owned and managed by private individuals or organizations, while public schools are owned and managed by the government. Private schools tend to offer a better quality of education, as they have more resources and experienced teachers (Murunga et al. 2023). However, they are usually much more expensive than public schools.

Public secondary schools; these are secondary schools which are aided by government in paying salaries for teachers and some other government posted support staff like Bursars, Nurses, Lab Technicians etcetera (Kadio, 2022). Government also supports such schools in key infrastructural development and maintenance of the same.

Private secondary schools, these are secondary schools which are owned by individuals who take full responsibility in paying salaries for teachers and all other staff (Kadio, 2022). The owners are also responsible in infrastructural development and maintenance of the same. In the next section, the contextual background was addressed.

1.1.4 Contextual Background

The Ugandan government has adopted its vision 2040 which is seen as one that will transform the country from a peasant one to a modern one and one of the key tools identified in driving this agenda is education (Teachers Initiative in Sub-Saharan Africa, TISSA, 2013). This follows the pronouncement of the policy to liberalize the economy of Uganda in 1988, the education sector has steadily grown over time, fundamentally owing to the favorable policy of Investment which has seen a multiplication of privately owned schools (MoES, 2019) as opposed to the Church as the traditional architect and provider of modern education (Kiwanuka & Kasibante, 2020). The Education Act of 2008 categorizes Education Institutions as Government, Government-Aided or Private. The responsibilities of the Government of Uganda (GoU) towards government and government-aided schools include: “ensuring that trained teachers are deployed; paying salaries and allowances to teachers; providing educational materials and other capital development inputs; providing national selection and admission guidelines for all pupils or students to be enrolled” (Huylebroeck et al. 2015), as such these secondary schools in Mityana Municipality cannot be ruled out.

Similarly, a number of policy initiatives and reforms have been undertaken by the Government of Uganda in a bid to offer access to, equity, and quality education at all levels and this is in line with the Ministry of Education and Sports (MoES) mission “to provide for, support, guide and coordinate, regulate, and promote quality education and sports to all persons in Uganda for national integration, individual and national development” (MoES, 2023). Out of over 1,114 Government- aided secondary schools and 1,800 private secondary schools throughout the country, Mityana has 40 Schools 29 being private, eleven (11) are government aided (School guide, 2024).

According to the analysis of UCE results for 2023 top best schools in Mityana, the following was the ranking of schools in Mityana Municipality comparing the number of students who sat the exams and those who passed in Division 1 and Percentage Pass respectively: Central College Annex (Pos.1, 44 Stds., 44 in Div1, 100% pass), Legacy SS Kiwawu (Pos.2, 14 Stds., 12 in Div.1, 85% pass), Mityana Standards SS (Pos.3, 118 Stds., 45 in Div1, 38% pass), St Padre Pio SS. Busunju (Pos.4, 84 Stds.27 in Div.1, 32% pass), Royal Giant High, Mityana (Pos.5, 136 Stds., 41 in Div1, 30% pass), Mityana Modern SS (Pos.6, 262Stds, 75 in Div1, 29% pass), Blessed Victors SS Buwalula (Pos.7, 40 Stds.11 in Div1, 27% pass), Central College, Mityana (Pos.8, 498 Stds.133 in Div1, 26% pass), St Kizito High School, Bethany (Pos.9, 61Stds,14in Div1, 22% pass), Kiryokya Parents SS (Pos.10, 70Stds, 14 in Div1, 21% pass) (UCE Results, 2023).

Based on the paragraph above, academic performance of the students is very important in Mityana today. The discrepancies and low performance of students towards education, aims and objectives could be associated to the low motivation of teachers in the District (Kawada, 2023). Children from high and middle socio-economic status parents are have the

opportunity to access schools with conducive learning environment and better and with better facilities while children from very low socio-economic status families will attend a public school and may not have any opportunity to get exposed to a better learning environment where teachers are highly motivated (Murunga et al. 2023). Schools are still grappling with inefficient teaching and moral, that is, strong demotivating nonaligned terms and conditions of service in terms of wages and innovation from employers. The extrinsic or intrinsic stimuli both of which are important in directing and regulating the learner's behavior towards attainment of the desired academic performance needs to be seriously examined. However, many secondary schools in Mityana Municipality fall short of this noble trait (Kawada, 2023; Kiwanuka & Kasibante, 2020). Yet, empirical studies into the dynamics of teacher motivation in Ugandan context, Mityana Municipality particularly remain scanty. This study contributed to filling this gap by examining the effect of teacher motivation on students' academic performance in selected Secondary schools in Mityana Municipality.

1.3 Statement of the Problem

There is a close relationship between teacher motivation and students' academic performance in secondary schools. Strength of high students' academic outcomes is hinged on the best evidence which is normally based on daily motivation of teaching staff (Ejang & Sendagi, 2024). Government of Uganda through Ministry of Education and Sports saw to it that secondary schools needed motivation strategies upon which day-to-day motivation of teachers would be based for effective running of those schools. It came up with three categories of such motivation strategies including; teachers' monetary-based motivation, teachers' work environment, and teachers' promotions. Motivation of teachers is prescribed by education edicts and laws of a state which must be maintained by school administrators

like the National Teacher Policy and the 1995 Constitution of Uganda (as amended), aims to bolster the teaching profession and enhance education standards nationwide.

While these have been suggested and recommended by government, in Mityana Municipality, some schools have not implemented these directives of motivation of teachers fully, while others have partially implemented them with varying challenges. Different head teachers have not seen the significance of this because there was only recommendation but no indication of magnitude of importance of this motivation. This explains why public selected schools are not performing equally in Mityana Municipality, Mityana district. Some selected schools have in some cases had much better grades compared to others in National exams (UCE and UACE) in the same region (Murunga et al. 2023). Under normal circumstances, if all secondary schools motivate teaching staff, schools would have performed to their best, but we see disparities in the schools' performance (Mbabaali, 2023; Kiwanuka & Kasibante, 2020). In Mityana Municipality, there is an overall concern over the generally poor academic performance of students. If this trend continues like this, Mityana is most likely to experience worsening academic performance results for students. This is attributed to lack of knowledge about motivation of teachers and availability of financial resources to motivate teaching staff (Kadio, 2022).

Some scholars have studied importance of teacher motivation strategies on students' academic performance, but most of these have focused on other aspects of motivation such as impact of teacher motivation and job satisfaction, implications of teacher motivation on regularity, school performance, ability to attend classes, excreta (Mbabaali, 2023; Kadio, 2022; Kiwanuka & Kasibante, 2020). You hardly come across a study that has categorically studied magnitude of the effect teacher motivation strategies on specifically students'

academic performance in secondary schools more so in Mityana Municipality. This made the researcher think that this could be caused by the difference in teachers' motivation which might contribute the biggest part of the students' academic grades. Given this background therefore, the researcher thought it wise establishing effects of motivation of teachers on the academic achievements of learners in selected secondary schools in Mityana Municipality, Mityana district.

1.3 Purpose and Objectives of the Study

1.3.1 Purpose of the Study

The purpose of the study was to examine teacher motivation strategies used in selected secondary schools and how they affect students' academic performance in Mityana Municipality, Mityana District.

1.3.2 Objectives of the Study

The study was guided by the following specific objectives:

1. To examine the effect of teachers' monetary-based motivation on students' academic performance in selected secondary schools in Mityana Municipality.
2. To establish the effect of teachers' work environment on students' academic performance in selected secondary schools in Mityana Municipality.
3. To examine the effect of teachers' promotions on students' academic performance in selected Secondary Schools in Mityana Municipality.
4. To find out the effect of fringe benefits on students' academic performance in selected secondary schools in Mityana Municipality.

1.4 Research Questions

The study sought to answer the following research questions:

1. What is the effect of teachers' monetary-based motivation on students' academic performance in both selected secondary schools in Mityana Municipality?
2. What is the effect of teachers' work environment on students' academic performance in selected secondary schools in Mityana Municipality?
3. What is the effect of teachers' promotions on students' academic performance in selected secondary schools in Mityana Municipality?
4. What is the effect of fringe benefits on students' academic performance in selected schools in Mityana Municipality?

1.5 Hypotheses of the Study

The following hypothesis was tested during the study:

- H₁: There is a significant positive relationship between teachers' monetary-based motivation and students' academic performance in selected secondary schools.
- H₂: There is a significant positive relationship between teachers' work environment and students' academic performance in selected secondary schools.
- H₃: There is a significant positive relationship between teachers' promotions and students' academic performance in selected Secondary Schools.
- H₄: There is a significant positive relationship between fringe benefits and students' academic performance in selected secondary schools.

1.6 Scope of the Study

In this section the researcher has dealt with the geographical scope, content scope and time scope of the study as discussed hereunder:

1.6.1 Content Scope

The study examined teacher motivation and students' academic performance in selected secondary schools. Specifically, emphasis was put on examining the effect of teachers' monetary-based motivation on students' academic performance in selected secondary schools, establishing the effect of teachers' work environment on students' academic performance in selected secondary schools, examining the effect of teachers' promotions on students' academic performance in selected secondary schools, and finding out the effect of fringe benefits on students' academic performance were considered as independent variables, whereas, students' academic performance at selected secondary schools in this study was a dependent variable.

1.6.2 Geographical Scope

The study covers selected Schools in Mityana Municipality, Mityana District which included; St. Joseph Naama Modern Secondary, Mityana Modern Secondary School, Mumsa High School Mityana, Central College Mityana, Mityana Town Secondary School, Pride Secondary School, St Peter's S.S Busubizi, Mityana Secondary School, Tamu Islamic Secondary School, Naama Secondary School. These schools were situated in the three divisions that constitute Mityana Municipality which included: Central, Busimbi and Ttamu divisions. This was because they are easily accessible and within Mityana district. This particular area was selected because of continued decline of students' academic performance in the Municipality (Murunga et al. 2023; Mbabaali, 2023).

1.6.3 Time Scope

The study focused on the period from 2021 to 2024 because a number of reforms had been made in the education sector in this period with many challenges in education as a whole. Similarly, information needed is at that point in time. Data collection and Report writing took a period of twelve months up to the end of December, 2024

1.7 Justification

The past five years have witnessed execution of Education National Strategic Plan, the education sector in selected secondary schools indicated a decline in teacher motivation and students' academic performance. In the first two years, there were sit down strikes, introduction of the New Lower Secondary Curriculum yet in the same period the government decided to reinvest in the Secondary Education. There is a need to establish the factors that were contributing to the declining teacher motivation and students' performance in selected secondary schools. Preliminary findings were pointing to gaps in teacher motivation mismatch and this study established the effects of teacher motivation on students' academic performance in selected secondary schools in Mityana Municipality- Mityana district, central Uganda and making recommendations to the policy makers and other stakeholders to act on.

Mityana Municipality- Mityana district was chosen as the area of study because it had been identified as one of the areas that have an exponential rise in the number schools in the central districts of Uganda coupled with an outstanding challenge of many teachers being swayed away from public schools to seek employment in schools which schools also don't keep them for long time schools exhibit a high rate of employee turnover. If this study is not carried out in Mityana Municipality and the district at large shall miss an opportunity of being the area where facts about the ongoing country's challenge of low teacher motivation

and its impact to students' academic performance and the disparity of the same between selected schools would be studied-and pilot remedies be tested.

1.8 Significance of the Study

The study finding is expected to be of help to the following individuals and sectors if followed well as explained hereunder:

The findings of this research shall aid school administrators and heads of learning institutions especially secondary schools. This is because many school head teachers as well as the administrative committee's overlook teacher motivation because they fear expenses, yet they complain of poor students' performance. This shall stir them into looking for and align better ways to motivate the teachers.

The teachers too shall benefit by being be helped to realize that they have a role to play in giving their employers a reason to trust and work with them towards a common goal. The final result then would be better students' performance, which may point to good quality of the school in impacting learning.

Policy makers in government shall also benefit from the findings since it is their responsibility to work with school administrators to ensure that good and quality laws are passed for good management and administration of schools in Uganda.

Policy makers shall also benefit from the study regarding which motivation strategy is more result oriented and the justification for the same. This shall be achieved by using the study's findings, conclusions and pertinent recommendations as a case of reference necessary in identifying the potential study gaps.

The study shall also in one way or the other enrich the existing body of knowledge, stimulate more research and may also act as reference material to other researchers. Future investigator will benefit from the field study in making more analysis and find solutions to the study problem at hand. More so, the findings shall help the researcher to attain a master's degree.

1.9 Conceptual Framework

A conceptual framework is an analytical tool with several variations and context. It is a research tool that assists a researcher to have and develop awareness, knowledge and understanding (Colander, 2013). The framework illustrates a comparative relationship between “Teacher Motivation” (Independent Variable) and “Students’ Academic Performance” (Dependent) in Selected Secondary Schools in Mityana Municipality, Mityana District, Central Uganda.

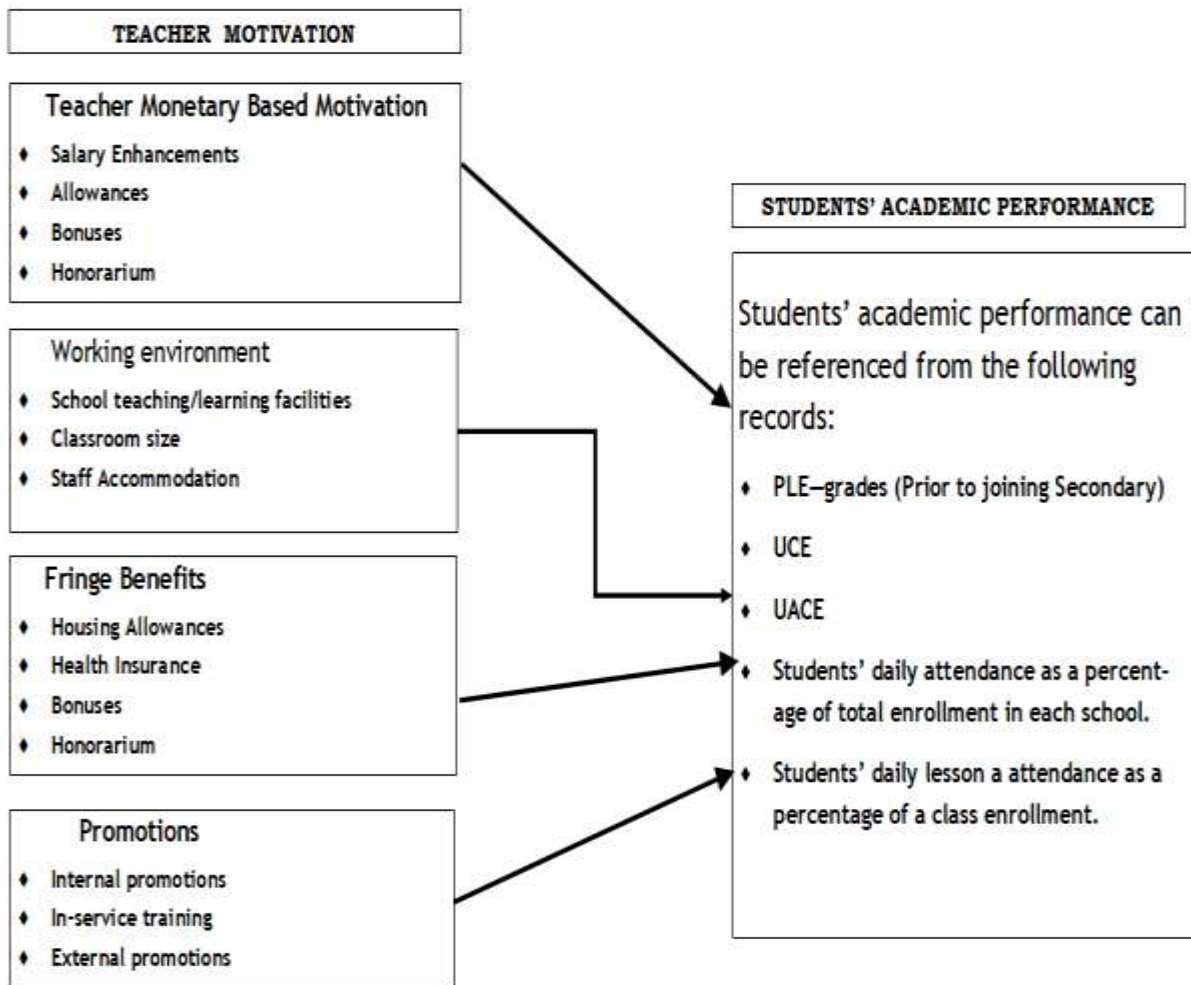


Figure 1.1: Conceptual Framework of a *model showing the relationship between independent and dependent variables.*

Source: Self-developed with insights from Herwig (2003).

1.9.1 Description of the Model

In Figure 1.1 above, the model suggests that teacher motivation can be enhanced in Monetary terms such as through salary enhancement, allowances, bonuses, honorarium and so on. Other than monetary motivation, it can also be enhanced through other ways such as a conducive working environment (school general work space, class size, teaching and learning facilities and the nature of relationship between the staff and the school management

team. Deliberate staff capacity building thorough promotions of outstanding performers coupled with provision of fringe benefits such as providing staff accommodation/housing, health insurance, staff children's school fees support among others could be other interventions that can motivate teachers to deliver better service.

The study the available teacher motivation strategies in selected, in public secondary schools and how these strategies affect the schools' academic performance in Mityana Municipality. The schools' academic performance / achievement or what one can call the academic value addition was assessed based on comparing the following data/records: students' PLE – grades at enrollment to senior one and the corresponding UCE grades at the end of S4. Relatedly UCE grades at enrollment to senior five and the corresponding UACE grades at the end of Senior six. Students' daily school attendance as, students' daily lesson attendance as a percentage, students' punctuality in attending school programs, communication skills (students' level of participation in leadership). This concurs with Herwig (2003) who stated that the relationship between the teacher's motivation strategies and the students' academic performance can be comparable in an ideal situation, however a number of variables can affect their relationship and these are some of the intervening variables: stakeholders' involvement, financial resource allocation, government policy, and participatory planning, and so on.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter discussed the literature related to the subject of study; it reviews previous research, articles and ideologies on teacher motivation and students' performance. It starts with theoretical reviews and themes reviewed in relation to the research objectives. The literature involved opinions and views of other scholars and researchers that are related to the topic in study. It conjointly presents an outline of the salient gaps identified within the literature review that this study sought to fill.

2.1 Theoretical Review

This research was based on two theories because there are more aspects that this research intends to cover than one theory can cover and so the second theory will back up the first one to have a complete theoretical basis of the study. These theories were: The Herzberg's (1957] Motivation-Hygiene Theory and The Mutual Reward theory.

2.1.1 Motivation-Hygiene Theory

Herzberg (1957), in his Motivation-Hygiene Theory also referred to as the two factor theory, applied Maslow's thoughts to a working environment, by studying work motivation. The aim of his research was to discover which work situations and conditions were experienced positively versus negatively by the workers; the causes of work satisfaction. The study revealed that employees are influenced by two factors, known as motivator factors and hygiene factors (Adair, 2006). The motivator factors lead to satisfaction when they are fulfilled, contrary to the hygiene factors that trigger dissatisfaction when they are unfulfilled.

Similarly, rewards are commonly based on the assumption that the only thing that motivates people is money (Armstrong, 1993). According to Herzberg, money is a hygiene factor that creates dissatisfaction if not received in appropriate amounts, but it is not seen as a potential satisfier or positive motivator. According to Herzberg the impact of salary gives a favorable short-term feeling. The motivators produce a more lasting satisfaction. The motivators which generate more lasting satisfaction are factors such as success, recognition, being challenged, sense of making a contribution, trust, independence, possibility of career development and responsibility. The hygiene factors are needed to make sure that a worker does not become dissatisfied (Herwig, 2003). They do not work to cause higher motivation although a lack of them can cause dissatisfaction. Typical hygiene factors are salary, working conditions, status, company policies and administration.

2.1.2 The Mutual Reward Theory

The Mutual Reward theory states that running a business is easier if both the managers and employees feel that they are appreciated. The theory indicates that a manager cannot be a good leader if his/her underlings don't have incentives to be good followers (Adair, 2006). If both leaders and followers motivate each other for good performance, it will encourage them to work together for the benefit of the company or organisation and themselves. Mutual reward theory is not about cash. Pearson Higher Education states in "The Supervisor-Teacher Relationship," that you will get better results when you focus on intangible but more satisfying rewards. A school manager can reward his employees for instance by giving them a say in decision making and trusting them to work without close supervision.

Teachers can reward managers by being productive, dependable, and taking direction when it is needed and teachers can equally motivate their learners and vice versa. This approach also

encourages greater communication which shall lead to further improved team work (Adair, 2006). The above theories postulate that to achieve students' performance ignited by teacher motivation in selected secondary schools in Mityana Municipality-Mityana District, Central Uganda, there shall be need to improve teacher motivation. Head teachers need to conduct strategic management to give the strategic plan that shall guide the implementation of the planned activities that contribute to the motivation of teachers so as to enhance their students' performance and this study was sought to address this gap.

2.1.3 Combined Relevance and Effect

The combination of the Motivation-Hygiene Theory and Mutual Reward theory provides a robust framework for clear understanding and enhancing students' academic performance in selected secondary schools in Mityana Municipality through adoption of teacher motivation. Motivation-Hygiene Theory points out that teacher motivation mainly include two factor applied Maslow's thoughts to a working environment, by studying work motivation (Adair, 2006). On the flipside, the Mutual Reward theory complements this theory by offering insights into how "The Supervisor-Teacher Relationship," leads to more satisfying rewards. A school manager can reward his employees for instance by giving them a say in decision making and trusting them to work without close supervision. Together, these theories contribute to a comprehensive understanding of the complex dynamics involved in teacher motivation and students' academic performance in selected secondary schools.

2.2 Empirical Review

This section presents the empirical review or review of the related literature on the teacher motivation and students' academic performance. It presents literature that is relevant to the

study giving reference to the study objectives, sub-divided into different sub-sections. Such information had been given basing on the research objectives set. It was reviewed under the following study themes as follows: teachers' monetary-based motivation and students' academic performance, teachers' work environment and students' academic performance, teachers' promotions and students' academic performance, and fringe benefits and students' academic performance. Finally, the researcher presented a research gap based on the reviewed literature.

2.2.1 Teachers' Monetary-Based Motivation and Students' Academic Performance

According to Oppong (2021), the academic performance of students in African secondary schools has increased to those schools where there is a policy of teachers' motivation. The most common financial reward is either a cash bonus or a salary raise. Teachers double their efforts to complete syllabus in time and attend to individual learners' academic differences when well-motivated, and this eventually enhances learners' academic outcomes (Dessler, 2023). Similarly, Agaba (2024) asserts that monetary incentives offered to teachers significantly impact on the academic performance of learners. While examining the impact of monetary incentives offered to teachers on the academic performance of learners in selected Government Aided schools in Sembabule District. He noted that teaching in a rural government school can be interesting when teachers are well motivated. They are able to be punctual for classes, which can subsequently impact on learners' academics. This study involved assessment, summary and the development of the work of teachers qualitatively as well as quantitatively. The study utilized correlational method utilizing a sample of 130 respondents hence different to the current study that utilized descriptive method which gave the cause and effect of current status in a more exhaustive and comprehensive manners.

Winyi et al. (2023) observe that students' academic results have not shown the desired results in Sub-Saharan Africa, and Uganda in particular. This situation of low academic performance of students has persisted despite the school managers emphasize of motivation of teachers. Similarly, Amutabi (2019) argues that there still exists cases of increasing declining students' academic performance in most of the secondary schools in Kenya, reaching enormous proportions, and the situation is alarming in schools where teachers are less motivated. Additionally, Asemah (2022) noted that most parents in Uganda are dissatisfied with their students' academic performance in secondary schools as evidenced by UNEB results, where few students usually get grade one. Teachers in these secondary schools experience low motivation of its teaching staff. Based on the above, the motivated teachers play an important role towards the implementation of educational programs that contributed to the academic success of students (Joventa et al. 2023). This meant that teachers should be well motivated if students' academic performance is to be achieved. The study took qualitative survey design, unlike this study that considered a triangulation.

Scot (2015) is in agreement with Anthony et al. (2023), posits that teachers who feel valued, recognized and supported are more likely to be motivated to put in their best efforts, which can directly impact students' academic outcomes. Similarly, Godfrey et al. (2023) argues that teachers who are motivated to teach, whether through intrinsic or extrinsic factors, tend to perform better academically. More so, Buchanan & Huczynski (2020) added that motivated teachers show a greater enthusiasm for teaching, frequently participating in class. Some teachers are self-motivated, which a natural love for teaching. But even with teachers who do not have this drive, a great teacher can make teaching-learning fun and inspire students to reach their full potential. Godfrey et al. (2023) contended that motivated teachers can create a stimulating learning environment that fosters students' enthusiasm for learning, raising

students' academic outcomes. However, this study took one method research design (quantitative); the use of questionnaires collected data. Unlike this study, data was analyzed by percentages, mean scores, standard deviation, and tables that used triangulation.

Similarly, Akuoko et al. (2022) argues that schools both public and private have employed teacher incentive remuneration programs more frequently as a means of raising student performance. Their study supported the numerous studies that have consistently shown how important teachers are to students' academic success. In addition, Brew et al. (2021) suggests that with the introduction of financial incentives for higher test scores, only students and schools who yield such results would attract the most competent educators, while the schools and teachers who are in desperate need of such educators would continue to fall behind. Josely and Devi (2018) argued that the remuneration of school teachers is considered the lowest compared to other professions especially the Arts teachers compared to Science Teachers yet all school teachers contribute to the success of all students. This low payment discourages teachers from working extra hard to improve students' academic performance (Ntirandekura, 2022; Muhindo et al., 2022). This study was conducted in vocational institutions but not in secondary education institutions such as secondary schools. This gives a gap to be filled by this study. The study is similar in methodological approach used in the two studies since it also utilized descriptive survey but a different method of analysis. This study utilized the SPSS version 26.0 program which has more features and is accurate.

Kaweesa (2024) stated that there is widespread agreement in the literature that intrinsically motivated teachers can significantly contribute to improving students' learning, self-esteem and motivation for optional achievement in the classroom. Akinyi (2015) argued that motivated teachers make an intentional effort to get to know each of their students; it can

foster in students a sense of belonging and connection to school, which can then build a foundation for academic success. Positive teacher-student relationships lead to increased cooperation and engagement in the classroom (Rachael et al. 2023). Similarly, Musaibah et al. (2023) argues that students' academic performance is influenced by the shortage of qualified teachers that happen courtesy of low motivation. The wide pay gap between teachers and other professionals has led to teachers leaving the teaching profession to join other well-paid professions, creating a shortage of qualified teachers. Despite all the literature review relating to motivation of teachers, there is still a gap in comparing the effect of teachers' monetary-based motivation on students' academic performance in selected secondary schools in Mityana Municipality.

2.2.2 Teachers' Work Environment and Students' Academic Performance

William (2018), class sizes in secondary schools been increased in order to boost academic achievement. Schools have made sure that classrooms have enough space for the number of children they have, and this may keep students engaged in class and boost their academic performance outcomes. Similarly, Josely and Devi (2018) argues that effective teacher perform and student perform academically are both influenced by the school infrastructure. Students achieve improved academic achievement, test scores and grades where schools have a positive school climate where students feel a sense of safety and belonging. Ormrod (2018) opines that students are likely to learn better when they perceive their classroom environment positively. Creating an academic environment that fosters a sense of belonging, perception of competence and offers student autonomy, may result in increased motivation to learn. The study used a descriptive approach basing on thematic content analysis were applied, unlike this research that focused on a cross-sectional survey design, where correlations were used.

It should be noted that highly motivated teachers are more likely to foster an environment that promotes active learning, student participation, and critical thought, according to Rwelamila (2019). A dull learning environment can be fostered by uninspired teachers, which would lower student achievement. Teachers' Motivation and teaching tactics Teachers' motivation is crucial in developing their teaching tactics. Motivated teachers are more likely to adopt cooperative learning and problem-based learning, two innovative, student-centred educational practices (Rachael et al. 2023). These strategies have been linked to increased student accomplishment and performance. Explicitly show that there was still an information gap which identified scholars/authors have not adequately covered. The study bridged the gap.

Ramachandran et al. (2015) indicated that, there is a strong relationship between work environment and the academic performance of students. Their study revealed that cleanliness of the work environment is also a factor that affects the teachers' performance and get committed at their job to effect learners' academic outcomes. The results showed that the cleanliness of the work environment was considered to affect teacher performance at work (Ormrod, 2018). Similarly, Rachael et al. (2023) observes that Comfortable environmental conditions can encourage good work habits for teachers. Comfort and feasibility of the work environment is able to foster a positive mental and soul so as to encourage better student to concentrate on their academic studies. The first thing that must be attempted to improve teacher motivation is ensuring that the teacher can carry out his duties in a condition that meets the requirements. Thus, the teacher can carry out his duties without experiencing tensions, or in other words the government must provide a good work environment for the teacher. However, the above studies were carried from outside Uganda, not fully public and

private secondary schools based and carried out almost three years ago. These constitute gaps namely of conducting a similar study in Uganda, thus need for this research.

Opping (2021) asserts that the work environment can create a binding working relationship between the people in it thus fostering job commitment among teachers to complete the syllabus in time. Physical environment in a school is all physical conditions around work that can influence teachers both directly and indirectly, by creating an orderly learning environment that enhances students' academic skills and competences. More so, Murunga et al. (2023) noted that classroom environment affects students' academic achievement because it makes them feel comfortable while learning. Classroom environment emphasize student expectations for behavior and learning; promote active learning and student involvement and more importantly, by establishing a supportive classroom atmosphere, using engaging teaching methods, building positive relationships, providing adequate resources and support, and encouraging a growth mindset, one can significantly enhance students' academic success. However, this study was conducted outside Uganda and based on tertiary institutions and carried out almost two years ago. These constitute gaps in conducting a similar study in Uganda, thus a justification for this research.

School environment has been confirmed to be the most important factor influencing student's academic performance outcomes (Mbabaali, 2023). On the other hand, there are various factors in school environment which are lacking in most schools for children, which has a negative impact, and a low correspondence with students' academic performance (Muhindo et al., 2022); and these factors affecting students' academic performance may include class size, nature of school, school physical facilities or structures, and co-curriculum activities. A study carried out in Taiwan by Mohinder & Anastasia (2017) revealed that learners from

schools with favorable and large learning environment, the rate of students' punctuality (63%), regularity (71%) and retention (90%) has been high compared to their other friends; and this automatically has an influence on their academic outcomes. Other schools, learners are always found busy watching or reading pornographic materials instead of giving more attention on their academic work (Messerli, 2021). In the same way, Joventa et al. (2023) said that Countries like Bangladesh for example, in some schools with a lot of freedom, children take a lot of their time with peer groups. Such children end up imitating such immoral ways, turning into drug addicts, prostitution and joining early sexual relationships leading to low levels of education attainment and indiscipline (Guajardo, 2021), claiming the reason for this study

2.2.3 Teachers' Promotions and Students' Academic Performance

According to Kaweesa (2024), job promotion is described as an arrangement when an employee moves/moved to a higher position of responsibility in the same company. This leads to added responsibilities and this attracts a salary increment. Job promotions are often permanent, but a company or institutions may offer temporary promotions to staff depending on its needs and requirements. Several researchers (Buchanan and Huczynski, 2020) have tried to find out the effect of promotions on staff performance and in schools, the corresponding effect to students' academic performance. It has been noted that promotions enhance teachers' job commitment, increasing teachers' work morale, adherence to routine tasks, increased co-operation and harmony among teachers and improvement in students' academic performance score. Similarly, Joventa et al. (2023) noted that the decline in promotion of teacher, which has undermined Nigerian's teaching career. This was

investigated, especially scrutinizing the existence and vital of teachers' promotion and its influence onto students' academic performance in Mityana Municipality.

Correspondingly, Fagbemi et al. (2022) stated that stagnation in the promotion of teaching and inspiration has led to recent setbacks in Nigeria. The study concluded that stagnation in promotion of teachers should be provided sufficient consideration for this is a major factor in damping the moral of teachers to function and subsequently affects academic performance. Subsequently, most of the studies on teachers' promotion largely focus on the students' academic performance in developed and developing countries (Joventá et al. 2023; Godfrey et al. 2023). Teachers' promotion provides them with the opportunities for growth, increased responsibility and improved social status as well as high job commitment. However, the teachers' work place performance has not shown the desired results, and the situation has persistent despite the school leaders emphasizing teachers' promotion. The study used a descriptive survey design, where thematic content analysis was used, unlike this research that focused on a cross-sectional research design basing on correlational analysis.

In this context, promotion of teachers has been considered in United States as a motivational instrument for effective workforce performance and retention (Kigoye & Wampamba, 2020). Teachers' promotion is part and parcel of motivation which is the process of influencing or stimulating a person to take action that will accomplish desired goals. In management, promotion is one of the reinforcers of the rewards system to help motivating teachers. As stated by Kiwanuka & Kasibante (2020), in a hierarchy using promotion of teachers solely as a reward for good performance, teachers tend to rise to their level of competence because good performance in in one job is no guarantee of good performance in another. Thus, through promotion, a teacher gets encouragement and a school gets the best teacher

available. With regards to the teachers' promotion in question under this study, the researcher developed a sense of concern in achieving knowledge on the effect of teachers' promotions on students' academic performance in selected secondary schools in Mityana Municipality.

In education, teachers should be promoted in order to boost their productivity, effectiveness, efficiency and dedication in performing their tasks, which enhanced their retention and efficient service delivery in the educational system (Dessler, 2023). This also enhanced the realisation of educational objectives when retaining qualified and competent teachers to effectively handle students' academic differences. Teachers who have been dissatisfied with promotion opportunities, tend to experience low morale at work and always characterised by low job commitment. Guajardo (2021) interviewed junior secondary school teachers in Botswana and found that only 15percent of the respondents were satisfied with promotion opportunities. Many of them (teachers) were not satisfied by how promotions were conducted. Teachers' promotion is a major role of personnel policies to ensure that secondary school teachers are promoted as and when due. Regular promotion is likely to motivate teachers to be more productive and effective, thus need for research in Mityana Municipality to ascertain the situation at the ground.

Rwelamila (2019) further noted that a promotion is viewed as desirable by teachers because of the impact a promotion has on pay, authority, responsibility, and the ability to influence broader organisational decision making. A promotion is a form of recognition for teachers who make significant and effective work contributions and competence. Regrettably, this was investigated, especially scrutinizing the frequently teacher motivation in selected secondary schools in Ugandan context. Besides, Santibañez (2020) noted that promotion involves an increase in status, responsibilities and pay, which eventually boost one's ability

to work harder. In other words, promotions are often used to achieve two goals simultaneously that, in principle might be separated: putting teachers in the right jobs, and generating motivation. In words promotions are as having two functions; to sort teachers by ability, and to provide incentives for effort. However, the fore going study was carried from outside Uganda, not fully secondary school based and carried out almost two years ago. These constitute gaps namely of conducting a similar study in Uganda, thus need for this study.

Mohinder & Anastasia (2017) further added that promotion enhance teachers' ability thus increasing organisational commitment to enhance academic outcomes of learners. Teaching staff are sensitive to quality variations inn performance appraisal as its processes are a powerful determinant of teachers' futures such as having promotion, rewards, demotion or even termination of their job within the school. Besides, Mbabaali (2023) asserts that promotion has a great influence on teachers' job satisfaction. In this regard, job satisfaction has significant managerial implications. If the job satisfaction is high, teachers shall perform better. A survey done by Mutua (2022) in Tanzania found out given that preparation of lesson plan is relatively low, teachers did not regularly fill-in the subject log books (31%). Teaching process that follows syllabus was only 70%, and regular provision of exercises was 60%. By not regularly preparing the above-mentioned documents, teachers were abiding to existing teaching code of conduct which requires that they prepare and keep all necessary documents and records. Failure to do may adversely affect regular assessment of job performance, hence their timely promotion. However, the above studies were carried from outside Uganda, not fully public and private secondary schools based and carried out almost three years ago. These constitute gaps namely of conducting a similar study in Uganda, thus need for this research.

2.2.4 Fringe Benefits and Students' Academic Performance

Muhindo et al. (2022) asserts that the academic performance of students in secondary schools have remained lacking where teachers are less motivated. Josely and Devi (2018) tackled the obstacles of secondary schools in Ghana, and revealed that teachers experience challenge of timely awarding students with correct marks, helping students doing corrections, and keeping academic records for future reference have remained scarce, of which lack of fringe benefits being one of the major contributing factors. Murunga et al. (2023), in their article about fringe benefits and student performance, they highlighted a number of issues related to teacher motivation by fringe benefits and how that motivation arising from them affects students' academic outcomes. They clearly indicated that their write up was that first to systematically document the relationship between individual teacher job commitment, fringe benefits and student academic achievement using the United States data.

In addition to the above, data from a Survey done in selected schools accompanying their report revealed that teachers were more enthusiastic to utilize various fringe benefits for teacher motivation as opposed to other motivation strategies. It was established that there exists a positive association between the use of individual teacher benefits and student academic outcomes (Murunga et al. 2023). The survey concluded that, students learn more in schools in which individual teachers are given fringe benefits to do a better job, though the researchers could not discern whether this relationship was due to the benefit themselves or was due to better schools also choosing to implement merit pay programs, and the researcher wonders whether the same situation in selected secondary schools in Mityana Municipality.

Mohinder & Anastasia (2017) argued that fringe benefits are some of the benefits that teachers get and these can be in form of extra pay given to the teacher in addition to the

stipulated amount of salary given to them to boost their commitment. These extra benefits can include extra time allowance that motivates teachers to work harder, be able to mark homework and do corrections (Ntirandekura, 2022). The fringe benefits include the health insurance and in many schools, teachers can be given housing allowance among others, thus to able to devote more of their time to conduct remedial lessons (Oppong, 2021). The above study concentrates on fringe benefits like health insurance which is not applicable in Ugandan schools, thus creating a need for additional study.

At times, Mutua (2022) argues that head teachers offer fringe benefits as additional compensation to their teachers on top of their pay. It can significantly contribute to the teachers' experience, but can also become a financial strain for the employer (head teachers). More so, Joventa et al. (2023) noted that fringe benefits can be beneficial because they bring job security and stability, and the same study have shown that job stability motivates a teacher because he/she is aware about the job security and this also contributes to their effectiveness in teaching-learning process. In Uganda, more so in the private schools, teachers are not sure of their jobs tomorrow, this is somewhat different in government schools where teachers are sure of their jobs. However, this does not mean that teachers that work in private schools have no job security. Other benefits can also be available in other private schools (Ntirandekura, 2022). This brings back the issue of the job security and the working environment in which teachers operate. However, this finding on captured private secondary schools, unlike this study which is focused on selected public and private secondary schools.

Ormrod (2018) observed that, teachers and the fringe benefits they get from the school can motivate them more and perform extra duties. For example, schools that give teachers

opportunity to enroll their children in the schools where they teach give them more motivations to teach because their children shall be secure when their children are not chased away from the school as ascertained by Naomi (2022). Subsequently, Rachael et al. (2023) carried out a study that focused on the relationship between fringe benefits and teachers' job performance at the University of Mines and Technology, Tarkwa, Ghana. He used the staff of University of Mines and Technology, Tarkwa, Ghana. Applying descriptive statistics, the findings revealed that low monthly salary or pay and the general lack of fringe benefits reduced morale for high performance at the University, influencing the overall academic outcome in the long run, creating a gap for the study in Uganda's secondary schools.

In relation to the above, Fagbemi et al. (2022) investigated the impact of fringe benefits on academic performance of learners from different secondary schools of Pakistan. Regression results showed that fringe benefits had a positive significant impact on students' academic performance. The study conducted by Fagbemi et al. (2022) presented a methodological gap by using a qualitative approach using open ended items while the current study used a quantitative and qualitative approaches utilizing both open and closed ended items in structured questionnaires. On their part, Joventa et al. (2023) studied the impact of fringe benefits on performance of the academic staff of Malakand private school. Their findings revealed a positive significant relationship between fringe benefits and teachers' commitment to achieve improved students' academic outcome. The literature above reveals that fringe benefits relate to performance of learners in developed nations, thus need for this study to ascertain the situation in Mityana Municipality.

2.3 Summary of Literature Review

Basing on the literature review, it is concluded that teacher motivation strategies contribute to students' academic performance in schools. Besides, it is observed that the literature shows that there is a relationship between promotion of teachers, fringe benefits, teachers' monetary-based motivation, and finally teachers' work environment on academic performance of students. However, according to the literature reviewed above, it is clear that much of it is from teachers' motivation in university, schools and primary schools among administrative staff and governance and not in Uganda. The review process involves identifying the gaps in the literature and making analysis of the studies that have been conducted regarding the teachers' motivation and students' academic performance.

A critical analysis of the above studies did not provide a clear answer. Much as the writers and researchers had studied the teachers' motivation and students' academic performance, a gap remained undiscovered on how the motivation of teachers influences the academic performance of students in selected secondary schools. However, there are still several gaps which the review has identified and which require further research. Most studies were qualitative and do not guide us on the relationship between the study variables. The scholars did not specifically focus on the variables as laid down in this study. This therefore, created a knowledge gap. This leaves a very huge gap that necessitates the need to undertake a study that is applicable to Ugandan schools, both public and private secondary schools. Considering the above, the current study focused more study variables. This was a critical gap in the world of knowledge that this research attempts to bridge. It was upon this background that the investigator decided to establish teacher motivation strategies used in selected private with those in public secondary schools and how they affect students' academic performance in Mityana Municipality, Mityana District.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter explains the research design, area of study, sources of information, population and sampling techniques; variables and indicators, measurements levels, procedure/ protocols for data collection, data collection methods, data collection instruments and equipment; quality/error control, strategy for data processing, analysis and interpretation; ethical considerations and approvals; as well as study methodological constraints.

3.1 Research Design

The study was carried out using a cross-sectional research design. This helped the researcher gather data from a sample population at a particular point in time (Amin, 2005). Both qualitative and quantitative approaches were employed to get detailed description of the situation and therefore enabled the researcher to establish patterns, and relationships among the identified variables. The cross-sectional survey design was used because it was relatively quick and easy to conduct, data on all variables were collected once and it provided an opportunity for studying a wide range of respondents (Creswell, 2018). The study used two approaches were based on the principle of triangulation, which helped in converging opinions to be able to arrive at better conclusions (Amin, 2005). Correlations methods involved comparing teacher's motivation strategies and their relationship with students' academic performance in selected Public and Private Secondary Schools in Mityana – Municipality-Mityana District, Central Uganda.

3.2 Area of the Study

This study took place in Mityana Municipality, Mityana District. The district is located in the Central Region of Uganda, 73km to the west of Kampala Capital city. The district is bordered by Kiboga District to the north, Nakaseke District to the northeast, Wakiso District to the east, Mubende District to the west, Mpigi District to the southeast, and Butambala and Gomba Districts to the south. The district land size is approximately 609.8 square miles. The district was established on July 1st, 2005 by an Act of Parliament. It is comprised of two counties namely Mityana and Busujju. The District has the following sub counties: - Ssekanyonyi, Namungo, Bulera, Kikandwa, Butayunja, Kakindu, Maanyi, Kalangaalo, Bbanda and Malangala. Town Councils include Busunju, Ssekanyonyi, Zigoti and Bbanda Town Council. This was because they are easily accessible and within Mityana district. This particular area was selected because of continued decline of students' academic performance in the Municipality (Murunga et al. 2023; Mbabaali, 2023).

3.3 Sources of Information

Study collected information from both Primary and secondary Sources such as Self-administered questionnaires, Interview guides and Use of Key Informants. Both primary and secondary sources of data were used in gathering the right information for this research.

3.3.1 Primary data

The primary data was collected from the study respondents, and this was the first-hand data that is collected by the researcher for the first-time using questionnaires, interview guide and focus group discussions. Questionnaires were designed using Likert scale.

3.3.2 Secondary data

Secondary data was gathered from studies, surveys newspapers, journals, magazines and statements from experts, the researcher collected secondary data for this research from the

published documents, government reports, school archives and NGO reports on the comparing Teacher motivation and students' academic performance in both Public and Private Secondary Schools in Mityana Municipality, Mityana District, Central Uganda.

3.4 Population and Sampling Techniques

3.4.1 Population

The study population included; teachers and Head teachers as well as Members of Board of governors, students from selected public and private selected secondary schools in Mityana Municipality, central Uganda. There are about 10 secondary schools in Mityana Municipality (School guide Uganda, 2024). A total population of one hundred and sixty participants categorized as follows; (Students representatives (80), teachers (200), administrators (30 i.e Head-teachers (10), deputy head teachers (10), and DOS (10)), and Chairperson Board of Governors (10). This population was chosen because it was assumed to have adequate knowledge of the subject and the research variables under investigation. Head teachers, and directors of studies were interviewed to get variety of views to make the study findings more reliable and comprehensive for the benefit of this society. BOGs and teachers were also selected in order to obtain reliable and valid information required for this study.

3.4.2 Sample Size Determination

The students representatives, teachers, administrators, members of Board of Governors (B.O.G) samples were selected based on Krejcie and Morgan's (1970) table approach shown in Appendix IV. A sample selection where by 10 out of 10 Schools, 60 out of 80 students representatives, 75 out of 200 teachers, 30 out of 30 administrators and 10 out of 10 Chairpersons Board of Governors (B.O.G). This gives a total of 175 out of 320 respondents

being selected as key informants. The study population, sample size and selection were clearly illustrated in Table 3.1 below.

Table 3.1: Population, Sample Size and Selection

Category of Respondents	Population	Sample Size	Sampling Strategy
Students representatives	80	60	Simple Random
Teachers	200	75	Simple Random
Administrators –Head teachers	10	10	Purposive
Administrators- DOS	10	10	Purposive
Administrators – Deputy head teachers	10	10	Purposive
BOG Chairpersons	10	10	Purposive
TOTAL	320	175	

Source: *Self-Constructed by Researcher Basing on Krejcie & Morgan (1970) table*

In this regard, out of 320 target population, 175 sample size was considered for this research. Teachers were selected to provide quantitative data. On the other hand, head teachers, deputy head teachers, directors of studies, students’ representatives, and Chairperson BOGs were also purposively chosen to provide qualitative data. This enabled the researcher to get a variety of views and unbiased response which made the study a reality.

3.4.3 Sampling Selection

The sampling methods provide information required about the selection of the samples. It also provided a detailed foundation where the research sample could be drawn, and for a population that is enough for a high-quality selection of the participants (Lewis & Ritchie, 2003). The research was based on purposive and simple random sampling. Purposive sampling was used on the administrators /head teachers, students’ representatives, directors of studies, and selected members of Board of Governors / Trustees in schools who were

knowledgeable about what were examined. Purposive sampling is popular in qualitative research, and those respondents were chosen purposively and interviewed to provide qualitative data. Purposive sampling is a non-random sampling technique where respondents were selected because of some characteristic. Teachers on the other hand were randomly selected to participate in the study. Convenient sampling was used because not all teachers who were available at all times.

3.5 Variables and Indicators

The study variables are: Teacher motivation (Independent variable) and student' Performance (Dependent Variable). This was put on Likert scale. The study is meant to establish if the following teacher motivation strategies are available in the schools: teachers' monetary-based motivation (like salary enhancement, allowances, bonuses, and honorarium), school environment, promotions, and fringe benefits such as, accommodation/housing, gifts, health insurance and team-work.

Nwoye (2018), explains that academic performance is commonly measured by examinations or continuous assessment- The dependent variables(indicators) which need being corroborated with the motivation strategies included: PLE – grades (Prior to Joining Secondary), Local O'-Level grades, Local A'- Level grades, National O'- Level grades, National A'- level grades, Students' daily School attendance as a percentage, Students' daily Lesson attendance as a percentage, Students' punctuality to school programs' attendance and Communication skills (students' level of participation in leadership)- A study of the UCE- grades (National O'-Level grades) for example, relative to the PLE – entry grades in S1 for the same students can depict value addition or otherwise. The same should be done for another set of cohorts by comparing their exit grades at UACE (National A'- level grades) and their entry grades at S.5

i.e their National O'-Level grades). These trends in performance shall also be tracked along the way by looking at Local O' and A'-Level continuous assessment grades.

The observations were then corroborated with the times when the teachers' motivator strategies were in place and when they were not introduced or enhanced. The key driving indicators should be **Value Addition** which can be exhibited in improved academic performance or improved students' self-management in terms of Students' daily School attendance as a percentage, Students' daily Lesson attendance as a percentage, students' punctuality to school programs' attendance and improved Communication skills (students' level of participation in leadership)

3.6 Measurement Levels

The variables were measured by operationally defining concepts. For instance, the questionnaire was designed to ask responses about key effects/comparisons. These were channeled into observable and measurable elements to enable development of an index of the concept. Both the dependent (teacher motivation) and independent (students' academic performance) were measured on a 5-point Likert scale. The dimensions too were measured on this scale. A likert scale is a scale that was used when responding to a questionnaire whereby respondents specify their level of agreement or disagreement to a statement. This was put on a five point Likert scale with items on the Independent and Dependent Variables subjected to responses based on a Scale; (3) *For accepted*, (2) *for not sure*, and (1) *for disagree*. The measurement levels considered multi-variable levels. Multivariable analysis (MVA) was based on the statistical principle of multivariable statistics, which involved observation and analysis of more than one statistical outcome variable in the study. The scale

measured the opinion of respondents which was quantified and standardized to ensure regression analysis was conducted.

3.7 Procedures for Data Collection

The researcher obtained introductory letter from the School of Education as well as Uganda Christian University Research Ethics Committee (UCUREC) to ensure that the ethical guidelines were followed throughout the data collection process. The letter introduced the researcher to head-teachers/school authorities in the study area and selected key participants. After, the school authority acceptance, selected respondents and individuals were contacted with the view of seeking permission to collect data and explained the purpose of the study. Once this was done, the researcher distributed the questionnaires to the teachers. Completed questionnaires were collected immediately, where not possible, arrangements were also made to pick them on a later date. The researcher also made an appointment with key informants to schedule for the interview. The interviews were conducted after assuring the participants confidentiality of their information.

Subsequently, data was collected using various instruments; questionnaire for teachers, interview schedule for head-teachers and directors of studies, BOGs representatives as well as focus group discussions with students' representatives. Each questionnaire contained an opening introductory letter requesting for the respondent's cooperation in providing the required information for the study. Respondents were adequately informed about the procedures of the data collection and the survey remained anonymous (no provision for identifying the respondent on the questionnaire to exist). Both the questionnaire and interviews were only conducted with willing respondents. The respondents were further

assured of confidentiality of the information they provided and that the study findings were used for academic purposes only.

3.8 Data Collection Instruments

The study used a survey and interview approaches where both qualitative and quantitative data were collected. Four types of data collection tools were used in this study. These included questionnaires, interview guides, a checklist and focus group discussions which briefly explained in the following sub-section.

3.8.1 Self-administered Questionnaires

A self-administered questionnaire using scales of measurement was used to collect data from teachers. It consisted of background information, and other detailed objective information. The questionnaire contained a list of possible alternatives from which respondents selected the answer that best suits the situation. A standard questionnaire on a ten point Likert scale was used to get quantifiable primary data from individual respondents on a scale of; (3) *For accepted*, (2) *for agree*, and (1) *for disagree*. It consisted of closed ended questions. These were intended to help the respondents making quick decisions and also helped the researcher to code information easily (Sekaran, 2003). Questionnaires were designed to fulfill a specific research objective. Closed questions permit only certain responses. These types of questions were employed as data-gathering instruments. On the other hand, open-ended questions were used for complex questions that cannot be answered in a few simple categories but require detailed discussions. The questionnaires were also easy to administer, time saving and data collected was easy to analyze (Amin, 2005).

3.8.2 Interview guides

The researcher designed a simple oral interview guide specifically for administrators like Head-teachers, director of studies seeking their opinion by asking probing questions. The interviews helped gaining detailed information about the problem (Mugenda & Mugenda 1999). The interview schedules included open discussion of open-ended questions with the Head teacher's with the help of an interview guide. This involved first making an appointment with the respondents. In this study, the probing interviewing tactic was used extensively to obtain a deeper explanation of the issue at hand from the respondents. This was largely due to the fact that the respondents often need stimuli to expand or clarify their own answers and ideas more broadly, so that a broader understanding was more easily reached later on in the findings of this study. It was also good because it gave the research control over the line of questioning hence saving time. Data obtained during the interview supplemented that of the questionnaire.

3.8.3 Focus Group Discussion Guide

A focus group discussion tool was designed with several questions depending on the objectives and people were interviewed together a small groups. The group was chosen due to predefined demographic traits, and the questions were designed to shed light on a topic of interest. The interviews were face-to-face between the researcher and participants enhancing confidentiality and observing of non-verbal behaviors. In this research, it had been used to interview the students' representatives since they had in-depth information. A total of four focus group session per school was conducted. With a group constituted of two members in the case the researcher interacting with students and 5-10 members where the searcher interacted with the students' representatives. In this research, it was used to interview

students since they had in-depth information and they could all be got at school on the same day. Key information from these people was an account of what exactly administration was doing in line with the reach objectives as well as the general experience of teachers' and students' conduct in relation to the teachers' motivation strategies available.

3.9 Quality/Error Control

The research ensured credibility, transferability, dependability and confirmability through practical measures to be applied at each stage of collecting primary data and analysis. To establish credibility, researcher conducted member checks by sharing preliminary findings with school administrators for their feedback and validation, ensuring the interpretations reflect their lived views and experiences.

More so, transferability was achieved by providing a detailed contextual description of the Mityana Municipality, including socio-cultural and historical factors influencing motivation of teachers, allowing future researchers to assess the applicability of my findings to similar settings. Transferability will be achieved by providing a detailed contextual description of the Mityana Municipality allowing future investigators to assess the applicability of my findings to similar settings.

Similarly, dependability was ensured through the use of a detailed audit trail, where researcher documented the entire research process, including data collection methods, instruments of data collection, field notes and analytical decisions. This provided transparency and allowed for the research process to be reviewed for accuracy and consistency.

Finally, confirmability was ensured through data triangulation, where researcher compared findings from interviews and information got from questionnaires. Cross-referencing these sources to ensure that the basic conclusions being drawn are grounded in the data rather than in researcher bias. These practical strategies ensured the rigor and validity of my study. Validity and reliability of the research instruments were measured as follows:

3.9.1 Validity of Instruments

Validity was established through test-retest of the questionnaires to the same sample after two weeks and the higher the reliability coefficient the higher the reliability of instrument (Sekaran, 2003). The pre-test sample was done using 10 respondents who were not included in the study. This was done as a way of eliminating or reducing errors in the study instruments in order to ensure the quality of research findings. Pre-testing helped to estimate the time it took towards filling the questionnaires, relevancy of the questions, and accuracy of the questions in measuring the subject under study.

$$\text{CVI} = \frac{\text{No. Item}}{\text{Total No. Item}}$$

Where by' CVI= Content Validity Index

The researcher first enumerated the number of relevant items for the study and divided them by the number of items in the instruments. Ten questionnaires were pilot-tested in teachers, outside the sampled secondary schools in Mityana Municipality that did not participate in the study. The instrument was valid when the CVI is above 0.7 being recommended value for validity.

Table 3.2: Validity and Reliability Test Results

Variables	CVIs	Cronbach's alpha values	No. of items
Gender	0.78	.798	9
Age bracket	0.77	.787	9
Education level	0.77	.787	9
Period spent working	0.78	.795	9
Teachers' monetary-based motivation	0.80	.816	9
Teachers' work environment	0.79	.804	9
Teachers' promotions	0.79	.807	9
Fringe benefits	0.81	.824	9
Students' academic performance	0.77	.783	9

Source: *Primary data (Dec, 2024)*

From the above validity statistics tables above, it can see that the total CVI is **0.78**, which indicated a high level of validity for our scale. Furthermore, it should also be noted that the CVI is above the recommended .70 that is (0.78) which implies that the questionnaire is valid and suitable for data collection.

Similarly, the interview items were constructed such that they were related to the questions in order to ensure that the research questions were well covered. The validity of the interview guide was determined by pre-testing this tool, which helped to estimate the time it took to complete conducting the interviews, relevancy of the set questions in measuring the subject under research.

3.9.2 Reliability

Reliability of a measure indicates the extent to which it is without bias and therefore ensures consistent measurement across time and across the various items in the statement suggesting

that the finding would be consistently the same if the study was done over again (Amin, 2005). In this study a Cronbach's alpha coefficient was computed to show how reliable the data is using Statistical Package for Social Sciences (SPSS) and taking only variables scoring above 0.70.

Table 3.3: Reliability of instruments

Variables.	No. of items.	Cronbach Alpha Co-efficient
Teachers' monetary-based motivation	10.	0.79
Teachers' work environment	10	0.83
Teachers' promotions	08	0.87
Fringe benefits	09	0.81

The Cronbach's alpha coefficients as indicated in Table 3.3 are above 0.70, the recommended reliability value (Amin, 2005). The results implied that the questionnaire is suitable for collecting the necessary data.

Similarly, the investigator ensured reliability of interview guide by ensuring consistent of selection method, that is, the five pilot study candidates were interviewed twice using the same questions to rate the candidate's similarity and get the reliable interview. Therefore, the investigator pre-tested and re-tested the designed tools on a small number of key respondents and this was done in an interval of two days. Before real collection of data, the tools of data collection were tested on five participants before the real data collection to properly determine their reliability and these respondents were not among the respondents (interviewers).

3.10 Data Presentation, Analysis and Interpretation

Data processing, involved use manipulation of data by use of a computer based program into a more meaningful format aided by SPSS software.

3.10.1 Analysis and Interpretation

Mugenda and Mugenda (1999) maintain that data obtained from the field in raw form is difficult to interpret. Therefore, such data must be cleaned, coded, keypunched into a computer and analyzed. And it was from the results of analysis that researchers are able to make sense of the data. Both quantitative and qualitative approaches were used in analysis. This is supported by Amin (2005) in his observations that a choice of only one of these approaches (qualitative and quantitative) often presents a myopic view of things.

After data collection, the researcher edited the data to detect and eliminate obvious errors. The researcher then categorized the data by coding responses to each question. Since processing of data was done with the use of Statistical Package for Social Scientists (SPSS), the researcher transcribed each completed Data Collection Instrument (DCI) into the computer. The coded data was summarized and presented for analysis using tables. The researcher employed frequencies for the descriptions of views, perceptions, feelings and attitudes of the respondents. The correlation analysis was used to examine teacher motivation strategies used in both selected private and public secondary schools and how they affect students' academic performance in Mityana Municipality.

3.10.2 Analysis of Data

The collected data was analyzed using both quantitative and qualitative data analysis approaches.

3.10.2.1 Qualitative Analysis

Content analysis was used to analyze qualitative data. Qualitative data from interviews were reviewed thoroughly, sorted and classified into themes and categories to support the quantitative data. Thematic content analysis was used where soft wares like Atlas Ti were used. Therefore, qualitative data was reported in a narrative form. Under qualitative analysis, relationships between categories and patterns were considered and established within themes.

3.10.2.2 Quantitative Analysis

The statistical Program for Social Sciences (SPSS) was used for data entry and analysis to yield descriptive statistics like: Cross tabulations, mean, standard deviation. A Pearson correlation analysis test was used to compare the degree of relationships between teacher motivation and students' academic performance. Regression analysis ascertains factors that are significant in predicting teacher motivation and students' academic performance that cause impact on students' performance. Descriptive statistics are frequency distribution, percentages, measures of central tendencies (mean) and measures of dispersion (Std deviation). The data was then presented in tables and figures. Quantitative data from structured questionnaires (Appendix 1B) were analyzed using the five-point Likert scale while qualitative method relied on interviews and study of documents. The relational change can either be positive or negative. Regression analysis was also used for estimation of relationships between a dependent variable and one or more independent variables. That is to say, the relationship between study variables.

3.11 Ethical Considerations and Approvals

There were several reasons why it was important to adhere to ethical norms in research. First, norms promote the aims of research, such as knowledge, truth, and avoidance of error (Rowley, 2012). The ethics framework is essential as it entails the voluntary informed consent of the participants. The researcher took into consideration a number of ethical issues including:

3.11.1 Ethical Clearance

The research followed all the guidelines as stipulated by the academic office of the Uganda Christian University – Mukono. Approval from the Research Ethics Committee of the Uganda Christian University -Mukono was obtained before research begins.

3.11.2 Informed Consent

Potential participants of this research were allowed to make their own decision whether to participate or not participate in this study. This was done through a process which informed them of the purpose, benefits, the level of confidentiality and how this research relates with their work and welfare so that they could make a voluntary decision about whether to participate.

3.11.3 Participants' Confidentiality

The research process ensured utmost confidentiality for all participants and the data collected by ensuring that respondents' answer the research questions confidently and without fear or biases including anonymity in some cases where requested. Each tool had an opening consent enhancing paragraph written in a very simple language that facilitates easy dialogue between the interviewee and the interviewer. The socio-cultural considerations were respected wherever possible and the respondents were assured of the same.

3.11.4 Anonymity

The identity of research participants were kept as secret by ensuring responses cannot be linked back to specific respondents. Consideration was also made that no personal identification details such as names and residential addresses are collected during the research.

3.11.5 Plagiarism

All the sources of literature were acknowledged throughout the whole study through proper citations and referencing.

3.11.6 Deception

To take care of the principle of deception, the investigator clearly explained the purpose of the study, the potential risks and harm of participating in the research and the likelihood of compensation or not in case of any risk or harm to inflict on the participants during their participation in the research. The investigator did not make promises of incentives being offered to the participants.

3.12 Methodological Constraints

The researcher was faced with a number of problems among which are:-

Testing: The use of research assistants brought about inconsistency in the administration and conducting interviews in terms of time of administration, understanding of the items in the interview schedule and explanations given to the respondents. To minimize this threat, the research assistants first oriented and briefed on the procedures being followed/done in data collection.

Limited funds and time constraints: This limited the intensity of the spread or area of coverage of the study. This was solved by the researcher through borrowing funds from

friends and family members. In addition to the above, the researcher made sure; she followed the scheduled work plan.

Attrition: Not all selected participants were willing to participate in this study and this due to circumstances on the part of the participants such as supervising exams, travels, sickness, hospitalization and refusal/withdrawal to participate. In anticipation to this, the researcher reserved more respondents by exceeding the minimum sample size.

The researcher met un-co-operative respondents who were not unwilling to give information. This was solved by the researcher through showing and giving them a copy of an introductory letter and promising them that the information they were going to give remains confidential.

The researcher faced another challenge of getting and accessing relevant documents needed for the success of this study. Some of the students' academic reports for example were not consistently filed for easy reference and data capture. Some of those records that were available, was restricted from public viewing for fear of embarrassment in case the reality was different from what is known by the publics. Nevertheless, the researcher tried to read widely, consult many books; visited various websites and library as possible to obtain comprehensive data for this research.

The researcher faced a challenge of limited time, family constraints and work related challenges. However, the researcher tried to hurry up with the process of research to catch up with time.

“Sample bias” or “Respondent selection bias”- This arisen where the sampling strategy for respondents was random and the chosen population was not represent the appropriate

population concerned. This results in limitations of your study known as “sample bias” or “selection bias.”

The researcher experienced **conflicts arising from cultural bias and other personal issues-** Research assistants hold biased views due to their cultural backgrounds or perspectives of certain phenomena, and this affected a study’s legitimacy. Also, it was possible that researcher assistants had biases toward data and results that only support their hypotheses or arguments. In order to avoid these problems, the investigator proposed studying and examining whether the way the investigator prepared the research problem was stated and the data-gathering process was carried out appropriately.

The researcher anticipated using “comparison analysis” between public and private secondary schools; however, this was impossible since the research was based on a cross sectional survey design and triangulation approach, where correlation analysis was applied courtesy of the objective formant, research question and used hypothesis.

CHAPTER FOUR

PRESENTATION OF RESULTS, ANALYSIS AND INTERPRETATION

4.0 Introduction

The study established the effects of teacher motivation on students' academic performance in selected public and private secondary schools in Mityana Municipality, Mityana District-Central Uganda. This chapter details with the detailed presentation, analysis and interpretation of primary results highlighting the purpose as well as which was answered by the respective objectives. This chapter highlights the data presentations and analysis, as well as interpretation of research findings. The presentations are done according to the research objectives. Participants interviewed were administrators (head teachers, directors of studies, and deputy head teachers), Chairperson BOGs, students and teachers from different private and public secondary schools.

Research results being presented in tables; narratives have been provided for each of the tables. Interview findings were obtained to further explain qualitatively how the ways teacher motivation affects students' academic performance in selected public and private secondary schools in Mityana Municipality in form of verbatim and narrative individual statements as per participants' opinions in line to each research objectives. These personal views supplemented findings obtained with the help of the self-administered questionnaire.

To effectively taste the hypothesis, the inferential statistics were used. The investigator used regressions and correlations to effectively tasting the research hypothesis. This later clearly indicated the nature of correlations that exists between study variables, in addition to clarifying on the magnitude of study relationship that exists between the variables at hand. The study further give the presentation of the response rate of the respondents, clearly

indicating the actual number of participants that properly responded to the research questions. Lastly, the personal details of the participants were also covered.

4.1 Participants' Response Rate:

The above sub-section covers the response rate summary of the selected participants. Response rate is referred to as return or completion rate, is the number of individual who answers the distributed tools, and this is divided by the number of the targeted sample (Orodho, 2019). Further response rate details are presented in summary in Table 4.1.

Table 4.1: Number of respondents participated in this research study

Category(s)	Targeted participants.	No. actually involved.	% of response rate.
Teachers	75	70	93.3%
Student	60	60	100%
Head teachers	10	10	100%
Deputy head teachers	10	10	100%
Directors of Studies	10	10	100%
Chairperson BOGs	10	10	100%
TOTAL.	175	170	97.2%

Source: Primary data (2024, December)

Out of the targeted total participants of 175, only 170 were reached. These 175 participants responded positively by accepting to participate in the research, giving the study a chance to get 97.2% of the response rate. However, the non-achievement of only 2.8% occurred as a result of the targeted participants was being too busy and others being out of work station during that particular period for the study despite several attempts made to reach them. This response rate found being higher than 70% as proposed and recommended by the Katamba and Nsubuga (2014) being good for a study to provide satisfactory results.

4.2 Background Details of the Participants

The background details of the participants included; gender, age of the respondents, highest education level, working period, ever filled the performance appraisal form, and its related other details. Profiles of the participants who fully participated in this research are clearly shown in Table 4.2 below:

Table 4.2: Participants' Background Information

Demographic Information:			
		Freq. (f)	Percent (%)
Gender	Male.	98	57.6
	Female.	72	42.4
	Total	170	100%
Respondents' Age	14 to 19 years	60	35.3
	20 to 27 years	8	4.7
	28 to 37 years	14	8.3
	38-47 years	68	40
	48 – 57 years	18	10.5
	58 years and above	2	1.2
	Total.	170	100%
Respondents' education level	Secondary level	60	35.3
	Bachelors' degree	98	57.6
	Masters' degree	10	5.9
	PhD holders	2	1.2
	Total.	170	100%
Marital Status	Married	88	51.7
	Single	72	42.4
	Divorced/separated	4	2.4
	Widow/widower	6	3.5

	Total.	170	100%
Period serve in the school	Less than 5 years	130	76.5
	6 to 10 years:	34	20
	11 to 15 years:	4	2.3
	16 years and above	2	1.2
	Total.	170	100%

Source: Primary data (December, 2024)

The gender difference was one of the main variables analyzed in the study. It aimed at ascertaining to whether the selected study sample was gender balanced. It is clearly observed in Table 4.2 above, that 170 participants participated in this study. Out of them, 98 respondents (57.6%) were males and 72 respondents (42.4%) were females. This implies that male participants were more during the study. This may imply that many school administrators and teachers in Mityana Municipality are male in secondary schools compared to female. The many female teachers were mostly in the capacity of students and subject teachers.

As shown in Table 4.2 above, 60 respondents (35.3%) were between 14-19 years, and these were mostly students; 68 respondents (40%) were between 38-47 years, while 49 respondents (51.6%) were between 38-47 years, and only 2 respondents (1.2%) were aged 58 years and above. This implies that those participants who fall in the age category of 38-47 years made the majority during the research carried out in different secondary schools in Mityana Municipality.

As shown in above Table 4.2, respondents varied in terms of education level. Majority of the respondents 98 (57.6%) were holders of bachelors' degree, 60(35.3%) were secondary level, and these were students, 10(5.9) were masters' degree holders, while only 2(1.2%) were PhD holders. These results also indicated that the majority of participants were at Bachelors level

of education, but every participant had reasonable knowledge on the teachers' motivation strategies as their responses were appropriate and corresponded to the questions asked.

The findings from the above Table 4.2 indicated that 88 (51.7%) of the respondents were married; while, single (never married) with 72 (42.4%), divorced/separated with 4 (2.4%), and widow/widower with 6(3.55) of the respondents. These implies that most of the respondents were married and these are the category of people with families, followed by single who were mostly school going children. Marital status influenced the respondents' willingness to participate in composting probably because the married have a higher sense of responsibility.

Lastly, the majority of the participants 130(76.5%) indicated they have been studying or working with selected secondary schools for a period of less than 5 years. Also, 34(20%) of the participants have indicated 6 to 10 years, 4(2.3%) indicated of 11 to 15 years, while, 2 (1.2%) stated of 16 years and above. The indication of these results is that, all the participants were too familiar with several ways of teacher motivation and their related consequences to the students' academic performance in selected secondary schools in Mityana Municipality. Put differently, majority of the sampled teachers had stayed long enough in the teaching profession hence understood specific challenges affecting them in handling secondary school learners.

The results of the research are presented, and this is done in accordance with the stated research objectives that is to say: comparing the effect of teachers' monetary-based motivation on students' academic performance in both private and public secondary schools, comparing the effect of teachers' work environment on students' academic performance in both private and public secondary schools, comparing the effect of teachers' promotions on

students' academic performance in both private and public secondary schools, and comparing the effect of fringe benefits on students' academic performance in both private and public secondary schools in Mityana Municipality. The findings are the views of respondents from teacher motivation ("independent variable"); while, the students' academic performance ("dependent variable"). The descriptive statistics have been presented in form of frequency tables and they answer the research questions and correlations analysis was also presented.

4.3 The Effect of Teachers' Monetary-Based Motivation on Students' Academic Performance in Both Private and Public Secondary Schools

Objective one sought towards examining the effect of teachers' monetary-based motivation on students' academic performance in both private and public secondary schools in Mityana Municipality. The structure was illustrated and measured by use different study variables and 5-point Likert scale whose findings are clearly elaborated in the below Table 4.3.

Table 4.3: The effect of teachers’ monetary-based motivation on students’ academic performance in both private and public secondary schools in Mityana Municipality

Statement	Response	Extent of (dis)agreement		Mean	Std. Devt
		(f)	(%)		
In our school, teachers given overtime allowances tend to have high syllabus content coverage	Accepted	64	91.5	3.95	0.987
	Neutral.	4	5.7		
	Disagree	2	2.8		
	Total	70	100%		
Our school offers cash prizes especially when students perform well	Accepted	61	87.2	3.83	0.905
	Neutral.	7	10.0		
	Disagreed.	2	2.8		
	Total:	70	100%		
In our school, salary increment leads to teachers involvement in assessment	Accepted	57	81.4	3.78	0.845
	Neutral.	9	12.8		
	Disagreed.	4	5.8		
	Total:	70	100%		
Timely payment to teachers motivate them to finish workload in the required specified time in our school	Accepted	54	77.2	3.91	0.985
	Neutral	11	15.7		
	Disagreed	5	7.1		
	Total:	70	100%		
Our school offers cash for extra lesson taken and teachers take it up	Accepted	51	72.8	3.78	0.857
	Neutral.	13	18.6		
	Disagreed.	6	8.6		
	Total	70	100%		
Monetary-based motivation in education would motivate teachers to be better educators.	Accepted	47	67.2	3.09	0.835
	Neutral.	14	20		
	Disagreed.	9	12.8		
	Total:	70	100%		

Our school provides house allowances to teachers and are valued	Accepted	44	62.8	3.07	0.747
	Neutral.	9	12.8		
	Disagreed.	17	24.4		
	Total:	70	100.0		
Our school offers equitable transport allowances to teachers	Accepted	41	58.6	3.04	0.643
	Neutral.	11	15.7		
	Disagreed.	18	25.7		
	Total:	70	100.0		
Our school has different financial rewards which are impactful	Accepted	39	55.7	3.13	0.542
	Neutral.	12	17.1		
	Disagreed.	19	27.2		
	Total:	70	100.0		
Our school offers cash for teachers overtime which has a great impact	Accepted	37	52.8	3.11	0.473
	Neutral.	15	21.4		
	Disagreed.	18	25.8		
	Total:	70	100.0		
Basing my yearly increases in salary on my yearly evaluations is a fair compensation system	Accepted	35	50	3.03	0.643
	Neutral.	18	25.7		
	Disagreed.	17	24.3		
	Total:	70	100.0		
In our school, there is high teachers punctuality among well paid teachers	Accepted	33	47.2	3.01	0.643
	Neutral.	16	22.8		
	Disagreed.	21	30		
	Total:	70	100.0		

Source: Primary data (2024, December)

Table 4.3 above clear gives a clear representation of the descriptive statistics on the effect of teachers' monetary-based motivation on students' academic performance in both private and public secondary schools in Mityana Municipality. The results from the field showed that 64(91.5%) of the participants accepted to this statements that teachers given overtime

allowances tend to have high syllabus content coverage (represented by Mean=3.95); followed by 61(87.2%) of the respondents who accepted that secondary school offers cash prizes to teachers especially when their students perform well (represented by Mean=3.83); the respondents equivalent to 57(81.4%) accepted that salary increment leads to teachers involvement in assessment (represented by Mean=3.78); and, lastly, 54(77.2%) of the respondents accepted that timely payment to teachers motivate them to finish workload in the required specified time in secondary school (represented by Mean=3.91).

4.3.1 Presentation of Qualitative Results on the Effect of Teachers’ Monetary-Based Motivation on Students’ Academic Performance

Thematic Area	Frequency	Percentage
There is high teachers involvement in assessment of students’ academic work	81	81.0%
Experience high coverage of syllabus	73	73.0%
Teachers devote more of their time to teaching when given overtime allowance	67	67.0%
There is high teachers punctuality among well paid teachers	59	59.0%
Teachers motivated to be better performers when motivated	56	56.0%
School managers offers cash for extra lesson taken like remedial lessons	51	51.0%
Our school offers cash prizes especially when students perform well	47	47.0%

Source: Primary data (2024, December) (n=100)

The first objective was also set to examine the effect of teachers’ monetary-based motivation on students’ academic performance in both private and public secondary schools in Mityana Municipality. The interviews managed to solicit adequate information from the administrators

(head teachers, deputy head teachers and directors of studies), students and chairperson BOGs considered. These participants were fully involved and participate in answering the interviews.

In interviews, it was showed that there is high teachers' involvement in assessment of students' academic work when financially motivated; in fact one of the head teachers asserted that;

“...for teaching staff, their involvement in assessment can increase their professional autonomy, confidence and satisfaction, as well as their understanding of their learners' learning needs, strengths and challenges. For students, teachers' involvement in assessment after being motivated can enhance their engagement, motivation and achievement, as well as their sense of ownership and responsibility for their learning. When students are assessed, it can help them to develop key skills such as self-regulation, critical thinking and peer collaboration....” (Head teacher B from School E, 2024)

This might imply that with financial motivation, it boosts teachers' involvement in assessing their students. Thus, teachers' involvement in assessment can have multiple benefits for both students and teachers. It can also foster a culture of inquiry, reflection and improvement. Where teachers can learn from each other and share best practices

The study noted that with teachers' monetary-based motivation, teachers experience high coverage of syllabus. The interviewed deputy head teacher noted that;

“.....motivated teachers are likely to be more engaged, perform to their highest potential and positively affect those around them. When teachers are well motivated, they devote more of their time to teaching, leading to timely completion of syllabus. On the other hand, teachers with inadequate motivation may lack interest in their work, disengage from peers and learners and perform at a minimum rate or less....” (Deputy head teacher C, from School E, 2024).

This implies that motivated teachers can create a stimulating learning environment that fosters learners' enthusiasm for learning and internal motivation. The study's findings suggest that teaching staff should use a range of financial incentive tactics to raise the morale of teachers while handling syllabus content. Teachers are considered the light in the classroom. It requires a variety of teaching styles or techniques just to capture the interests of the learners, and such teachers' morale can be attained with adequate motivation of teaching staff.

The study revealed that teachers devote more of their time to teaching when given overtime allowance. While interviewing the director of studies from School E noted that:

“.....with financial motivation of teachers, more time is given unto teaching and learning process. Teachers recognize individual academic differences among his/her learners and able to adjust instructions that best suit to the students. Teachers spare time to attend to remedial classes when given overtime allowance...” (DOS from School A, 2024)

It is evident from the opinions that teachers being the focal figure in education, when adequately motivated, must be competent and knowledgeable in order to impart the knowledge they could give to their learners. Effective teaching in the classroom depends on the teachers' ability to maintain the interest that brought learners to the course in the first place.

It's clear from the views that there is high teachers' punctuality among well paid teachers.

When the head teachers were interviewed, XYD noted that:

“.....motivation is the key to success in education institutions, and it empowers a teacher to work with an affection that contributes to the accomplishment of hierarchical objectives. Besides, arriving late and having students waiting outside of

your teaching room shows disorganized attitude and your students are less likely to take your advice seriously.....” (Head teacher XYD, School D, 2024)

This clearly indicates that motivating individuals in a school is essential because it can encourage teachers’ behavior and actions regarding perceived goals. In the present economic world, where competitiveness is at its peak, school managers have realized that motivation plays a vital role in influencing teachers’ punctuality and job effectiveness. Indeed, with better financial motivation of teaching staff, their punctuality and effectiveness for duty increases. Therefore, teachers’ punctuality and regularity to classes being identified as a factor that plays a major role in students’ attendance in school.

The study noted that teachers motivated to be better performers when motivated. One of the interviewed deputy head teacher noted;

“.....motivated teachers are likely to be more engaged, perform to their highest and positively affect those around them. On the other hand, teaching staff with low motivation may lack interest in their work, disengage from their duties and become low performers.....” (Deputy head teacher M, from School B, 2024)

Similarly, another director of studies had this to say;

“....when teachers are motivated, they see teaching not as a job, but as a mission. This enthusiasm is infectious, inspiring learners to set their sights higher and push their boundaries further. A motivated teacher learns to appreciate the journey of teaching, understanding that each step, no matter how small, is a stride towards larger goal.....” (Director of Studies B from School A, 2024)

This implies that a motivated teacher is crucial to a successful classroom. Imagine a classroom where learners are not just present, but are deeply engaged, their eyes sparkling with curiosity and their hands eager to rise. This is the power of motivation in action. A motivated teacher does not just transit information; they ignite a passion for learning that can

last a lifetime. When motivated teachers present information with enthusiasm and passion, they transcend the traditional role of information conveyors. They become inspirers, role models and the very embodiment of the joy of learning. This infectious passion has a profound effect on learners, often igniting interest in subjects that previously seemed unappealing or irrelevant to them.

Subsequently, the study also noted that school managers offers cash for extra lesson taken like remedial lessons. In addition to this, YD a head teacher in School D noted that.

“....school managers always offer cash to teachers for the extra lessons especially remedial lessons. When teachers devote more of their time to teaching especially through remedial lessons, extra money is given to them as a form of motivation. These teachers given extra cash, they are able to help students who could be struggling with a particular subject or skill. They are able to identify and address the root causes of students’ difficulties....” (Head teacher YD, from School D, 2024)

This indicates that when teachers are given addition extra allowance for the extra time devoted to teaching, they are able to help students with academic challenges. Teachers are able to get involved in remedial teaching which is helpful in identifying learners who may be struggling and providing them with the targeted sport they need to succeed.

Lastly, the study revealed that school offers cash prizes to teachers especially when their students perform well. One of the interviewed chairperson BOGs had these to say:

“...when teachers are paid more based on their performance, they would be more effective. Cash prizes given to teachers motivate them to teach better....” (BOGs member A from School C)

This indicates that financial incentives are one way of motivating teachers to perform better by providing them with rewards based on direct measures of their performance.

The qualitative findings complement the quantitative data by providing deeper analysis and insights into the effect of teachers’ monetary-based motivation on students’ academic performance in both private and public secondary schools in Mityana Municipality.

4.3.2 The Correlation Coefficient Results on teachers’ monetary-based motivation and students’ academic performance in both private and public secondary schools in Mityana Municipality.

Table 4.4: The correlation coefficient results

		Teachers’ monetary based motivation	Students’ academic performance
Teachers’ monetary based motivation	Pearson Correlation	1	.640**
	Sig. (2-tailed)		.000
	N	70	70
Students’ academic performance	Pearson Correlation	.640**	1
	Sig. (2-tailed)	.000	
	N	70	70
**. Correlation is significant at the 0.01 level (2-tailed).			

Results in Table 4.4 above show the results from the correlations computed. The findings show that there was a strong positive correlation ($r = .640$, $n = 70$, $p < .01$) between teachers’ monetary-based motivation and students’ academic performance in both private and public secondary schools in Mityana Municipality. This implies that any attempt where teachers are given overtime allowances, they tend to have high syllabus content coverage. Salary increment leads to teachers’ involvement in assessment, and school offers cash prizes especially when students perform well.

4.4 The Effect of Teachers' Work Environment on Students' Academic Performance in both Private and Public Secondary Schools in Mityana Municipality.

Objective two sought to examine the effect of teachers' work environment on students' academic performance in both private and public secondary schools in Mityana Municipality. The structure was also measured by use of different study variables, while, 5-point Likert scale whose findings are clearly indicated in the below Table 4.5.

Table 4.5: The effect of teachers' work environment on students' academic performance in both private and public secondary schools

Statement	Extent of dis(agree)ment			Mean	Std. Devt
	Responses	(f)	(%)		
Our school offers ICT facilities for teaching and learning.	Accepted	66	94.3	3.99	0.648
	Neutral.	0	00		
	Disagreed.	4	5.7		
	Total:	70	100%		
Our school offers equitable accommodation allowances to teachers staying out of school	Accepted	64	91.5	9.87	0.871
	Neutral	2	2.8		
	Disagreed.	4	5.7		
	Total:	70	100%		
Our School offers a good and conducive space for teaching and learning.	Accepted	61	87.2	3.89	0.840
	Neutral.	3	4.3		
	Disagreed	6	8.5		
	Total:	70	100%.		
Our School provides accommodation to the teachers and they value it.	Accepted	59	84.3	3.78	0.783
	Neutral.	4	5.7		
	Disagreed.	7	10		
	Total:	70	100%		

Most of the teachers are involved in decision making in the school.	Accepted	57	81.4	3.71	0.574
	Neutral.	6	8.6		
	Disagreed.	7	10		
	Total:	70	100%.		
Most teachers respect school administration and there is healthy communication among staff.	Accepted	51	72.8	3.62	0.721
	Neutral.	9	12.8		
	Disagreed.	10	14.4		
	Total:	70	100.0		
Conflicts within staff or between staff and administration are resolved amicably	Accepted	49	70	3.58	0.691
	Neutral.	7	10		
	Disagreed.	14	20		
	Total:	70	100.0.		
A good teachers' work environment allows students perform well.	Accepted	47	67.2	3.49	0.432
	Neutral.	11	15.7		
	Disagreed.	12	17.1		
	Total	70	100%		
Our School deliberately works to continue improving the teachers' work environment.	Accepted.	45	64.3	3.47	0.3749
	Neutral.	10	14.2		
	Disagreed.	15	21.5		
	Total	70	100%		
Our school has a good teachers' work environment which is impactful	Accepted.	43	61.4	3.43	0.3643
	Neutral.	11	15.7		
	Disagreed.	15	21.4		
	Total	70	100%		
A good teacher work environment would motivate teachers to be better educators.	Accepted.	41	58.6	3.39	0.3441
	Neutral.	13	18.6		
	Disagreed.	16	22.8		
	Total	70	100%		

Most of the teachers find it easy to talk to administration over issues that affect them	Accepted.	37	52.8	3.37	0.3342
	Neutral.	15	21.4		
	Disagreed.	18	25.8		
	Total	70	100%		
Decisions and resolutions made in meetings are respected by most teachers.	Accepted.	35	50	3.31	0.3312
	Neutral.	15	21.4		
	Disagreed.	20	28.6		
	Total	70	100%		

Source: Primary data (Dec, 2024)

The Table 4.5 represents the results on the effect of teachers' work environment on students' academic performance in both private and public secondary schools in Mityana Municipality. The findings indicated that 66(94.3%) of the participants accepted to the statements that secondary schools offers ICT facilities for teaching and learning (Mean=3.99); school offers equitable accommodation allowances to teachers staying out of school, and this was accepted by 64(91.5%) of the respondents (Mean=9.87); school offers a good and conducive space for teaching and learning, and this was accepted by 61(87.2%) of the respondents (Mean=3.89); and lastly, school provides accommodation to the teachers and they value it, and this was also accepted by the participants equivalent to 59(84.3%) (Mean=3.78).

4.4.1 Presentation of Qualitative Results on the Effect of Teachers’ Work Environment on Students’ Academic Performance

Thematic Area	Frequency	Percentage
School offers ICT facilities for teaching and learning.	78	78.0%
School offers a good and conducive space for teaching and learning.	73	73.0%
School provides accommodation to the teachers and they value it.	68	68.0%
Teachers are involved in decision making in the school.	63	53.0%
There is healthy communication among staff where teachers respect administration within school	57	57.0%
School offers equitable accommodation allowances to teachers staying out of school	50	50.0%
Most of the teachers find it easy to talk to administration over issues that affect them	46	46.0
Conflicts within staff or between staff and administration are resolved amicably	41	41.0%

Source: Primary data (2024, December)

(n=100)

The second objective was also set to examine the effect of teachers’ work environment on students’ academic performance in both private and public secondary schools in Mityana Municipality. The interviews managed to solicit adequate information from the administrators (head teachers, deputy head teachers and directors of studies), students and chairperson Board of Governors considered. These participants were fully involved and participate in answering the interviews.

In interviews, it was showed that secondary school offers ICT facilities for teaching and learning; in fact, one of the directors of studies explained that;

“...ICT in education simplifies the administrative and teaching aspects of teaching, allowing teachers to focus on lesson planning and helping students. ICT improves

concentration and comprehension, and encourages critical thinking. It promotes learners flexibility and autonomy. In this way, it encourages debate and the acceptance of other individual's opinions. Such exchange of thoughts allows students to learn about different cultures and teaching subjects quickly....” (Director of Studies B, from School D, 2024)

This implies that the consensus is that improving the quality of education cannot be achieved without implementing digital solutions to make ICT and teaching more inclusive and engaging in a school's curriculum. ICT indeed facilitates communication between teachers and learners. The whole educational community has quick access to the same resources. In this way, digital tools allow direct and immediate interaction, which enhance learning and accelerate academic performance outcomes.

The study also noted that secondary schools offer a good and conducive space for teaching and learning. Another interviewed head teacher had these to say;

“.....an engaging teaching and learning environment boosts students' interaction with teachers and other peers. Students are able to be given frequent feedback. It can also help learners to feel more comfortable with their teachers. When teachers create a positive learning environment where students feel accepted, seen and valued, they are more likely to persist in their course, in their majors and at the final exams.....” (Head teacher X, from School A, 2024)

This implies that a learning environment that is positive can lead greater student achievement. It creates learners who are comfortable, confident, who make friends easily, take risks, and aren't afraid towards making mistakes. Those students who study in a positive learning environment have been shown to be more motivated, engaged, and have a higher overall learning ability.

The study also noted that secondary school provides accommodation to the teachers and they value it. Another interviewed participants had these to say;

“...presence of adequate and conducive housing facilities within school premises help teachers to devote more of their ample time to learners through helping them in academic issues, remedial lessons and career sessions. They are able to access classes quickly, not exhausted, have ample time to conduct research before classes begin and able to concentrate in teaching-learning with limited distractions...” (Student C from School E, 2024)

Similarly, another interviewed director of studies had these to say;

“...the lack of decent and safe accommodation for teachers is a widespread challenge in up-country districts. Several teachers in these areas often have to live in overcrowded and dilapidated housing, with no access to basic amenities such as electricity, water and sanitation. In some cases, teachers are forced to share accommodation with their students, which can compromise their safety and dignity. Such poor living conditions of teachers not only affect their well-being but also their ability to provide quality education to their learners...” (Chairperson BOGs from School G)

This implies that teachers who stay within school premises experience limited distractions. They devote more of their time to academic work. They are able to attend to individual academic differences. Those teachers staying within school premises, are able to access classrooms quickly and do their teaching work effectively and efficiently with limited distractions.

The study further revealed that teachers are involved in decision making in the school. One of the interviewed participants noted that;

“...school managers have created an environment where teachers get involved in daily school programs. Their decisions to the school activities tend to be given a priority in taking decision making. Teachers are the experts on the frontlines of

education, and their insights are invaluable in shaping policies and practices that lead to better educational outcomes.....” (Head teacher Z from School B, 2024)

This implies that teachers’ involvement in decision making can lead to improved student outcomes, increased teacher satisfaction, enhanced school climate , and a more passionate teaching profession. Teachers’ expertise and unique perspective on the students can inform effective educational decisions.

The study further revealed that there is healthy communication among staff where teachers respect administration within school; in fact one of the respondents explained that;

“...effective and efficient communication is key in all schools and ensures the full school community is connected. Effective communication and sharing of vital information between teachers and school leaders maintain and accelerates effective sharing of education challenges and ideas within the school stakeholders.....” (Deputy head teacher A from School C, 2024)

This implies that effective communication and sharing of ideas underpins the skills, knowledge and dispositions principals require having a direct and indirect influence on students’ academic outcomes. A classroom with effective communication supports teachers to accomplish the goal of meeting the learning outcomes while creating positive connections.

The study further revealed that secondary school offers equitable accommodation allowances to teachers staying out of school. One of the interviewed participants noted that;

“.....accommodation allowances motivate teachers to rent for the houses nearby school premises. Those teachers staying near school premises tend to be punctual for classes. They always spend more of their time within school, implying that they spare a lot of time to help students academically. However, inadequate accommodation can lead to stress, fatigue and health challenges, which can impact the teachers’ effectiveness and productivity in the classroom. Teachers who are not adequately housed may also be more likely to abandon their teaching posts or seek employment

opportunities elsewhere, which can lead to a shortage of teachers in the schools.....”
 (Head teacher B, from School D, 2024)

This implies that teachers with families often appreciate the flexibility of the accommodation allowance. This allows them to find a home that best suits them. Therefore, providing accommodation allows encourages teachers to stay near school, and such accommodation reduces late coming and absenteeism since teachers stay near school.

The overall interpretation of the above results is that teachers’ work environment have a significant effect on students’ academic performance among secondary schools in Mityana Municipality.

4.4.2 The Correlation Coefficient Results on the Effect of Teachers’ Work Environment on Students’ Academic Performance in Both Private and Public Secondary Schools

Table 4.6: The correlation coefficient results

		Teachers’ work environment	Students’ Academic Performance
Teachers’ work environment	Pearson Correlation	1	.816**
	Sig. (2-tailed)		.000
	N	70	70
Students’ Academic Performance	Pearson Correlation	.816**	1
	Sig. (2-tailed)	.000	
	N	70	70
**. Correlation is significant at the 0.01 level (2-tailed).			

The correlation coefficient results presented in the table indicate a strong positive relationship between teachers’ work environment and students’ academic performance in both private and public secondary schools in Mityana Municipality. The Pearson correlation coefficient for the

relationship between teachers' work environment and students' academic performance is 0.816, which is statistically significant at the 0.01 level (2-tailed), as shown by the p-value of 0.000. This high correlation value suggests that as teachers' work motivation increase, there is a strong positive impact on the academic performance of students. In practical terms, this means that teachers' work environment, school offers a good and conducive space for teaching and learning. With the presence of ICT facilities, schools achieve effective teaching and learning. The result is significant across the 70 samples used in the analysis, confirming the strength of the relationship. The 0.816 correlation indicates that the two variables (teachers' work environment and students' academic performance) are closely linked, though it does not imply causation. It is important to consider that while a strong relationship exists, other factors could also influence the academic performance of students.

The qualitative findings complement the quantitative data by providing deeper insights and views into the effect of teachers' work environment on students' academic performance in both Private and Public secondary schools in Mityana Municipality.

4.5 The Effect of Teachers' Promotions on Students' Academic Performance in Both Private and Public Secondary Schools in Mityana Municipality

Objective three sought to establish the effect of teachers' promotions on students' academic performance in both private and public secondary schools in Mityana Municipality. Different study variables were therefore applied and used. This was guided by the 5-point Likert scale whose findings are clearly indicated in Table 4.7.

Table 4.7: The effect of teachers' promotions on students' academic performance in both private and public secondary schools in Mityana Municipality

Statement	Extent of dis(agree)ment			Mean	Std. Devt
	Responses	(f)	(%)		
Our school has a fair distribution of duties and responsibilities amongst staff.	Accepted.	67	95.6	3.37	0.6382
	Neutral.	3	4.3		
	Disagreed.	0	0.0		
	Total:	70	100%		
Most teachers take duties and responsibilities willingly without grudging	Accepted.	63	90	3.10	0.842
	Neutral.	3	4.3		
	Disagreed.	4	5.7		
	Total:	70	100%		
Our school assigns duties based on skills and experience	Accepted.	60	85.7	3.28	0.764
	Neutral.	4	5.7		
	Disagreed.	6	8.6		
	Total:	70	100%		
Our school promotes teachers based on skills and experience.	Accepted.	57	81.4	3.17	0.862
	Neutral.	5	7.2		
	Disagreed	8	11.4		
	Total:	70	100%		
Our school has deliberate programs to mentor teachers in career growth	Accepted.	55	78.6	3.16	0.794
	Neutral.	7	10		
	Disagreed	8	11.4		
	Total:	70	100%		
Our school orients new teachers to be able to do full fill the expectations of the school	Accepted	52	74.3	3.67	0.785
	Neutral.	8	11.4		
	Disagreed.	10	14.3		
	Total:	70	100%		
Promoted teachers are motivated to produce better academic results from	Accepted	49	79		
	Neutral.	8	11.4		

students.	Disagreed.	13	18.6	3.63	0.574
	Total	70	100%		
Promoted teachers keep a good relationship with the Junior.	Accepted.	47	67.2		
	Neutral.	11	15.7		
	Disagreed.	12	17.1	3.32	0.432
	Total	70	100%		
Promoted teachers positively influence the teaching and learning processes in the school.	Accepted.	45	64.3		
	Neutral.	12	17.1		
	Disagreed.	13	18.6	3.17	0.3749
	Total	70	100%		
Recently promoted teachers e.g class teachers have caused academic performance improvement.	Accepted.	41	58.6		
	Neutral.	13	18.6		
	Disagreed.	16	22.8	3.15	0.3432
	Total	70	100%		
Teacher promotion in my school attracts and retains the most competent teachers.	Accepted.	38	54.3		
	Neutral.	12	17.1	3.13	0.3210
	Disagreed.	20	28.6		
	Total	70	100%		
It is evident that many teachers are eager to be promoted in my school.	Accepted.	36	51.4		
	Neutral.	14	20	3.17	0.3197
	Disagreed.	20	28.6		
	Total	70	100%		
I can defend the fact that teacher promotions translate into students' better academic performance.	Accepted.	34	48.6		
	Neutral.	17	24.3	3.07	0.3012
	Disagreed.	19	27.1		
	Total	70	100%		

Source: Primary data (Dec, 2024)

Table 4.7 represents the descriptive results on the effect of teachers' promotions on students' academic performance in both private and public secondary schools in Mityana Municipality. The findings indicated that 67(95.6%) of the participants accepted to the study statements that school has a fair distribution of duties and responsibilities amongst staff (Mean= 3.37);

most teachers take duties and responsibilities willingly without grudging, and this was accepted by 63(90%) of the respondents (Mean=3.10); school assigns duties based on skills and experience, and this was accepted by 60(85.7%) of the respondents (Mean=3.28); and lastly, school promotes teachers based on skills and experience, and this was finally accepted by 57(81.4%) of the participants (Mean=3.17).

4.5.1 Presentation of Qualitative Results on the Effect of Teachers’ Promotions on Students’ Academic Performance

Thematic Area	Frequency	Percentage
School assigns duties based on skills and experience	75	75.0%
Teachers take duties and responsibilities willingly without grudging	71	71.0%
School has a fair distribution of duties and responsibilities amongst staff.	67	67.0%
School promotes teachers based on skills and experience.	61	51.0%
School has deliberate programs to mentor teachers in career growth	54	54.0%
Promoted teachers are motivated to produce better academic results from students	47	47.0%
Promoted teachers keep a good relationship with the Junior.	41	41.0
Teacher promotion in my school attracts and retains the most competent teachers	34	34.0%

Source: Primary data (2024, December) (n=100)

The third objective was also set to establish the effect of teachers’ promotions on students’ academic performance in both private and public secondary schools in Mityana Municipality. The interviews managed to solicit adequate information from the administrators (head teachers, deputy head teachers and directors of studies), students and chairperson Board of Governors considered. These participants were fully involved and participate in answering the interviews.

In the study, it was accepted that school assigns duties based on skills and experience; as one head teacher explained that;

“.....school leaders assign roles and other responsibilities to teachers who are competent enough and skilled to handle the work. For instance, not all teachers are allowed to teach candidate classes. The years has spent teaching candidate classes and how his/her students have been performing in class, automatically make him/her becoming teacher for candidate class..” (Tom pseudo name personal communication, Dec, 2024)

This implies that the experience teacher who spend within school, the expertise he/she has shown at work and years of experience in teaching, automatically influence school leaders to assign him/her additional roles and responsibility.

The study revealed that teachers take duties and responsibilities willingly without grudging, and one of the interviewed deputy head teachers had these to say;

“.....when teachers take duties and responsibilities willingly, they help students achieve their learning goals, increases student engagement in the classroom, enhances the quality of feedback to learners and devote more time to teaching, thus able to handle individual students’ academic difference.....” (Kafeero pseudo name personal communication, Dec, 2024)

This implies that in the ever-changing education setting, effective teaching practices are helping them to enhance their instructional style. Using these teaching methods strategies to fit both the learners and the material, recognizing that different learners learn in different ways, teachers are able to engage learners in the learning process and support their academic accomplishments.

Both quantitative and qualitative data highlight key issues related to the effect of teachers' promotions on students' academic performance in both private and public secondary schools in Mityana Municipality.

4.5.2 Correlation coefficient results on the effect of teachers' promotions on students' academic performance

Table 4.8: Correlation coefficient results

		Teachers' promotion	Students' academic performance
Teachers' promotion	Pearson Correlation	1	.814**
	Sig. (2-tailed)		.000
	N	70	70
Students' academic performance	Pearson Correlation	.814**	1
	Sig. (2-tailed)	.000	
	N	70	70

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

Table 4.8 shows a very strong positive correlation ($r = 0.814$, $p < 0.01$) between teachers' promotions and students' academic performance in both private and public secondary schools in Mityana Municipality. The results suggest that the academic performance of students is highly associated with the secondary schools having a fair distribution of duties and responsibilities amongst staff. The high correlation indicates that the quality of students' academic performance reflected in teachers' promotion is significantly linked to the school managers assigns duties based on skills and experience. This suggests that teachers' promotion can have a positive impact on students' academic performance, especially when teachers take duties and responsibilities willingly without grudging.

4.6 The Effect of Fringe Benefits on Students' Academic Performance in Both Private and Public Secondary Schools in Mityana Municipality

Objective fourth sought to establish the effect of fringe benefits on students' academic performance in both private and public secondary schools in Mityana Municipality. Different study variables were therefore applied and used. This was guided by the 5-point Likert scale whose findings are clearly indicated in Table 4.9.

Table 4.9: The effect of fringe benefits on students' academic performance in both private and public secondary schools in Mityana Municipality

Statement	Extent of dis(agreement)			Mean	Std. Devt
	Responses	(f)	(%)		
Accommodation facilitate teachers on their content and work to be covered	Accepted.	68	97.2	3.39	0.657
	Neutral.	0	00		
	Disagreed.	2	2.8		
	Total:	70	100%		
Meals at school encourage teachers on our evaluation and assessment students class exercise	Accepted.	65	92.8	3.37	0.742
	Neutral.	2	2.8		
	Disagreed.	3	4.4		
	Total:	70	100%		
Teachers' housing facilities motivates them to be punctual and attend regularly in our school	Accepted.	61	87.2	3.68	0.774
	Neutral.	4	5.7		
	Disagreed.	5	7.1		
	Total:	70	100%		
Annual leave influence teachers on their attendance (regularity and punctuality)	Accepted.	58	82.8	3.47	0.863
	Neutral.	5	7.2		
	Disagreed	7	10		
	Total:	70	100%		
Pension propels them to work harder and	Accepted.	55	78.6		
	Neutral.	6	8.6		

finish their work assignments	Disagreed	9	12.8	3.18	0.783
	Total:	70	100%		
Our School Offers medical insurance to teachers.	Accepted	51	72.8		
	Neutral.	7	10		
	Disagreed.	12	17.2	3.77	0.765
	Total:	70	100%		
The students' attitude to academic work has improved with increased fringe benefits	Accepted	47	79		
	Neutral.	9	11.4		
	Disagreed.	14	18.6	3.63	0.574
	Total	70	100%		
In our school, lack of accommodation for teachers makes them at times report late	Accepted.	47	67.2		
	Neutral.	11	15.7		
	Disagreed.	12	17.1	3.32	0.432
	Total	70	100%		
Maternal leave propels teachers to have better preparation	Accepted.	44	62.8		
	Neutral.	11	15.7		
	Disagreed.	15	21.5	3.27	0.379
	Total	70	100%		
Teachers' enthusiasm to work is better when given incentives compared to when they are not given.	Accepted.	37	52.8		
	Neutral.	14	20		
	Disagreed.	19	27.2	3.13	0.342
	Total	70	100%		

Source: Primary data (Dec, 2024)

Table 4.9 represents the descriptive results on the effect of fringe benefits on students' academic performance in both private and public secondary schools in Mityana Municipality. The findings indicated that 68(97.2%) of the participants accepted to the study statements that accommodation facilitate teachers on their content and work to be covered (Mean= 3.39); meals at school encourage teachers on our evaluation and assessment students class exercise, and this was accepted by 65(92.8%) of the respondents (Mean=3.37); teachers'

housing facilities motivates them to be punctual and attend regularly in our school, and this was accepted by 61(87.2%) of the respondents (Mean=3.68); and lastly, annual leave influence teachers on their attendance (regularity and punctuality), and this was finally accepted by 58(82.8%) of the participants (Mean=3.47).

4.6.1 Presentation of Qualitative Results on the Effect of Fringe Benefits on Students' Academic Performance

Thematic Area	Frequency	Percentage
Teachers' housing facilities motivates them to be punctual and attend regularly in school	64	64.0%
Meals at school encourage teachers on their evaluation and assessment students class exercise	57	57.0%
Annual leave propels teachers to have better reparation	53	53.0%
Accommodation influence teachers on their attendance (regularity and punctuality)	48	48.0%
School offers medical insurance to teachers.	43	43.0%
Pension propels them to work harder and finish their work assignments	37	37.0%

Source: Primary data (2024, December) (n=100)

The fourth objective was also set to establish the effect of fringe benefits on students' academic performance in both private and public secondary schools in Mityana Municipality. The interviews managed to solicit adequate information from the administrators (head teachers, deputy head teachers and directors of studies), students and chairperson Board of Governors considered. These participants were fully involved and participate in answering the interviews. In the study, it was accepted that teachers' housing facilities motivates them to be punctual and attend regularly in school; as one head teacher explained that;

“.....teachers are always punctual for classes when they stay within school houses or teachers quarters. Teachers’ punctuality is crucial for maintaining classroom discipline as it establishes authority, models expected behaviors, creates routine, maximizes instructional time and fosters positive relationships.....” (Tom pseudo name personal communication, Dec, 2024)

Similarly, another interviewed head teacher had these to say:

“.....to achieve improved teachers’ punctuality and regularity, they need to be given accommodation. This better housing are given to teachers as a form of motivation so as to improve on their effectiveness and ability to work.....” (Head teacher D from School E, 2024)

This implies that with availability of accommodation facilities within school premises, teachers are always in time on duty. When teachers are punctual, their professional image appears polished and organized. Teachers who stay within available accommodation facilities in schools tend to be always available for academic affairs. They are able to supervise morning preps or classes, and help students with academic challenges to cope up with their fellow learners. Indeed, housing facilities make teachers to stay nearby school premises. Thus, teachers may have more time to get involved in handling individual learners’ academic differences, be punctual for classes, able to have remedial classes as well as private discussions with students after classes and morning hours before classes, which eventually boost their effectiveness.

The study revealed that transport facilitation given to teachers make them become effective and give best of their abilities to the school. It was revealed that teachers attend regularly when they are given transport allowances which make them capable of affording daily life expenses. As one of the deputy head teachers noted that;

“...teachers are normally given study leave as a target to promote continuous professional development that equips them with more working skills. Schools have tried to improve on teachers’ hygiene and sanitation practices in schools through renovation of latrines, offices, and their houses. Teachers are given safari day allowance when they are either in study trip or any other official duty....” (Deputy head teacher F from School B, 2024)

This means that there is regular employee appraisal for teachers which help to evaluate their productivity, guide them as per their job commitment, and their weaknesses be solved to weaknesses at workplace. School usually encourages their teachers for more or further training so as to gain and get more equipped with new skills at work. Teachers are provided with job training especially in information technology field among teachers’ themselves or through inter-department exchange programs. Thus, when teachers are given free transport facilitation, it motivates them to easily access school premises thus being punctual for classes. Transport facilitation boost teachers’ satisfaction thus enhancing their retention as well as commitment at work.

The study revealed that meals at school encourage teachers on their evaluation and assessment students class exercise, and one of the interviewed deputy head teachers noted;

“.....teachers who feel supported by meal programs are more likely to view their work as both rewarding and feasible, enhancing their intrinsic motivation. Food is universally accepted as one of the vital human needs. Providing several meals contribute to teachers’ health. It also gives them more time to attend to students and prepare their lessons.....” (Kafeero pseudo name personal communication, Dec, 2024)

Similarly, another interviewed participants revealed that meals at school encourage teachers on evaluation and assessment students’ class exercise. Interviewed participants also revealed

that when teachers are given meals at workplace like break tea, they tend to have more energy to handle the required work load within the specified period of time. And one of the deputy head teacher explained;

“.....sometimes, welfare programs are hard to administer to teachers because of the financial constraints. Sometimes, schools has a lot to run yet, it has less finances, and still some government delays to disburse/release the school resources budgeted for; and in the end there are less finances to cover up the various welfare programs...” (Deputy head teacher A from School D, 2024)

This implies that school meal is essential for supporting teachers’ cognitive development, concentration at work and overall well-being. Meal provision acts as an external factor that increases the perceived value of the profession by addressing a critical need for nourishment and well-being. Teachers who feel supported by meal programs are more likely to view their work as both rewarding and feasible, enhancing their intrinsic motivation. School feeding or meal programs are crucial interventions in both development and humanitarian contexts. Providing school meals has gained increasing recognition as a fundamental factor influencing students’ academic performance.

The study noted that annual leave propels teachers to have better reparation. One of the directors of studies also noted that;

“.....school managers usually motivate their workers through encouraging them for go for further studies so as to cope up with increasing technology, and innovations which shall eventually facilitate them improve on their working abilities.....” (Director of Studies E from School H, 2024)

This means that annual leave given to teachers as part of their human rights help them to get relieved from work exhaustion and fatigue, thus becoming fresh to exert more time and

labour on their daily routine. Interestingly, such fringe benefit is vital and fundamental to achieve teaching and learning process in a school. However, if teachers are not properly motivated, they may not be able to be committed to their work and they may not be able to achieve the goal.

It was also revealed that accommodation facilitates teachers on their content and work to be covered. Interviewed head teacher had this to say;

“.....teachers are punctual throughout the week and year when they stay near their schools. Teachers attend regularly when they are given transport allowances which make them capable of affording the tax affairs on daily basis. Existence of well-furnished classrooms encourages teachers to work harder and like what they are doing.....” (Deputy head teacher C from School B, 2024)

This implies that teachers staying at school encourage them and have more ample time to devote to teaching-learning process; and this help them to complete the academic syllabus in time as required. The extra payment given to teachers motivates them to work even more harder. Teachers when given medical allowances, they tend to get proper treatment when they are sick and this reduces the increasing cases of sickness among teaching staff thus low absenteeism.

It was however revealed that secondary school offers medical insurance to teachers; in fact one of the respondents explained that;

“.....when teachers are given free medical care especially provided by school nurse at school, they are able to have more ample time to concentrate at their work. Teachers excuse to be sick cannot happen in such school, and teachers are always at work....” (Deputy head teacher a from School C, 2024)

This implies that when class teacher access better health services, their life and health status remains good, thus enhancing their ability to concentrate at their work. Teachers devote more of their time to work when their health conditions are good.

The study revealed that maternal leave propels teachers to have better preparation. Further, from the field interviews, the interviewed head teachers were noted saying that;

“... maternal leave as a right entitled to pregnant teachers makes them to have an earlier preparation to effectively complete the syllabus content in time. Sometimes, they always delegate their duties to other competent personnel, and this become more effective when the scheme of work is properly arranged and they (delegates) can follow that. Thus, fringe benefits can be taken as an upper hand in increasing teachers’ commitment to work.....” (Head teacher J from School R, 2024)

This implies that teachers are rewarded in form of study leave and maternal leave. Most of them have been encouraged and financially supported by the schools to go for continuous development programs like training seminars and upgrading. In other words, intrinsic reward is crucial for the teachers’ performance in secondary schools. Such benefits given to teachers are supposed to boost their morale and enable them to do their work better. School managers motivate their teachers through promotions, welfare packages like accommodation, organization transport system, increase in salaries and other allowances with the intention of improving on performance of schools.

Lastly, the study noted that pension propels them to work harder and finish their work assignments, and one of the interviewed deputy head teachers had these to say;

“...teachers as other employees in public institutions are entitled to pension. Teachers can work to their expectations when they are sure of getting their pension after their service (retirement). They feel motivated to work harder and complete

their daily and termly academic assignments to avoid anytime that may tarnish their name at work...” (Deputy head teacher F from School D).

Consequently, this implies that the desire and the ultimate goal of education in secondary schools seem to be in jeopardy with existence of gaps in motivation.

Both quantitative and qualitative data highlight key issues related to the effect of fringe benefits on students’ academic performance in both private and public secondary schools in Mityana Municipality.

4.6.2 Correlation coefficient results on the effect of fringe benefits on students’ academic performance

Table 4.10: Correlation coefficient results

		Fringe benefits	Students’ academic performance
Fringe benefits	Pearson Correlation	1	.643 ^{**}
	Sig. (2-tailed)		.000
	N	70	70
Students’ academic performance	Pearson Correlation	.643 ^{**}	1
	Sig. (2-tailed)	.000	
	N	70	70

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

Results in Table 4.10 above show the results from the correlations computed. The findings show that there was a strong positive correlation ($r = .643$, $n = 70$, $p < .01$) between teachers’ monetary-based motivation and students’ academic performance in both private and public secondary schools in Mityana Municipality. This implies that where teachers are given accommodation, they tend to finish the content syllabus in time.

4.7 The Students' Academic Performance

The last aspect of the study aimed at ascertaining the students' academic performance in both Private and Public secondary schools in Mityana Municipality. Different study variables were therefore applied and used. This was guided by the 5-point Likert scale whose findings are clearly indicated in Table 4.11.

Table 4.11: The students' academic performance

Statement	Extent of dis(agreement)			Mean	Std. Devt
	Responses	(f)	(%)		
There is steady improvement of students' academic grades in my school.	Accepted.	0	00	3.87	0.631
	Neutral.	3	4.3		
	Disagreed.	67	95.6		
	Total:	70	100%		
Most students sit their exams diligently without engaging in exam malpractice.	Accepted.	6	8.6	3.79	0.837
	Neutral.	4	5.7		
	Disagreed.	60	85.7		
	Total:	70	100%		
Students' attendance in school is generally good.	Accepted.	5	7.2	3.27	0.852
	Neutral.	8	11.4		
	Disagreed.	57	81.4		
	Total:	70	100%		
Academic competition is evident in the students' academic results	Accepted.	7	10	3.34	0.814
	Neutral.	8	11.4		
	Disagreed	55	78.6		
	Total:	70	100%		
The school enrollment of my school has kept improving over time.	Accepted.	10	14.3	3.19	0.723
	Neutral.	8	11.4		
	Disagreed	52	74.3		
	Total:	70	100%		

Students in my school are known for good academic work by the community.	Accepted	8	11.4	3.19	0.735
	Neutral.	13	18.6		
	Disagreed.	49	79		
	Total:	70	100%		
Most students in my school exit with better grades at UCE compared to their grades from PLE	Accepted	12	17.1	3.23	0.574
	Neutral.	11	15.7		
	Disagreed.	47	67.2		
	Total	70	100%		
Most students in my School exit with better grades at UACE compared to their grades from UCE	Accepted.	12	17.1	3.42	0.442
	Neutral.	13	18.6		
	Disagreed.	45	64.3		
	Total	70	100%		
Most of the students from my school easily get placement for further studies in higher institutions.	Accepted.	13	18.6	3.27	0.374
	Neutral.	16	22.8		
	Disagreed.	41	58.6		
	Total	70	100%		
Most students keep time for lessons and other school programs.	Accepted.	20	28.6	3.35	0.332
	Neutral.	12	17.1		
	Disagreed.	38	54.3		
	Total	70	100%		
My school attracts first Grades for both S1 and S5 admissions.	Accepted.	14	20	3.23	0.321
	Neutral.	20	28.6		
	Disagreed.	36	51.4		
	Total	70	100%		

Source: Primary data (Dec, 2024)

Table 4.11 represents the descriptive results on the students' academic performance in both Private and Public secondary schools in Mityana Municipality. The findings indicated that 67(95.6%) of the participants disagreed to the study statements that there is steady improvement of students' academic grades in secondary schools (Mean= 3.87); most students sit their exams diligently without engaging in exam malpractice, and this was disagreed by

60(85.7%) of the respondents (Mean=3.39); students' attendance in school is generally good, and this was disagreed by 57(81.4%) of the respondents (Mean=3.27); and lastly, academic competition is evident in the students' academic results, and this was finally accepted by 55(78.6%) of the participants (Mean=3.34). One of the interviewed participants had these to say;

“...we have continued to experience a good number of pupils performing below the school management expectations. The academic performance of learners in secondary schools has remained very low for several years. Secondary schools always register some pupils who do not qualify to be admitted to join secondary education because of low academic results obtained at UNEB exams...” (Head teacher from School C)

This implies that a majority of students does not excellently pass their UNEB with grades. They does not performance in accordance to the expectations of the school management. Some of the students fail progressing to the next level of education that is to say secondary level or tertiary institutions for practical/ hands on courses like plumbing, hair dressing, building and others.

Lastly study findings in Table 4.10 also show that that majority of the respondents (51.8%) did not accepted that those “the school enrollment of my school has kept improving over time” with Mean=3.19, this means that the students who sat for UNEB exams does not excel in their academic performance outcomes. The declining students' academic performance in secondary schools is still experienced and said to remain rife in the district.

From the field study, different measures were suggested by the participants that should be adopted to improve on the students' academic performance in selected private and public secondary schools in Uganda and Mityana Municipality, Mityana District in particular so as it is clearly indicated this report at the end of chapter five.

CHAPTER FIVE

DISCUSSIONS OF RESULTS

5.0 Introduction

This chapter presents the discussions of results towards examining the teacher motivation and students' academic performance in selected public and private secondary schools in Mityana Municipality, Mityana District based on the study findings, following the sequence developed from the stated research objectives. This chapter also contains the conclusion of findings and study suggested recommendations. The areas of further researcher were equally presented.

5.1 Discussion of Results

The discussion of results is done basing on the results presented in chapter four in thematic manner as follows:

5.1.1 The Effect of Teachers' Monetary-Based Motivation on Students' Academic Performance in Both Private and Public Secondary Schools in Mityana Municipality

The above study theme of establishing the effect of teachers' monetary-based motivation on students' academic performance in both private and public secondary schools in Mityana Municipality was discussed as follows:

The findings revealed that there was a strong positive correlation ($r = .640$, $n = 70$, $p < .01$) between teachers' monetary-based motivation and students' academic performance in both private and public secondary schools in Mityana Municipality. This implies that any attempt where teachers are given overtime allowances, they tend to have high syllabus content coverage boosting students' academic performance. Salary increment leads to teachers' involvement in assessment, and school offers cash prizes especially when students perform

well in academics. This concurs with Agaba (2024) who asserts that monetary incentives offered to teachers significantly impact on the academic performance of learners. This meant that teachers should be well motivated if students' academic performance is to be achieved. Monetary incentives as a form of incentive, emphasized rewarding people at the place of work (Rachael et al. 2023). Similarly, Winny et al. (2023) also observed that academic performance was measured by the ability to integrate experiences, teaching methods, teaching materials, knowledge and skills in delivering the curriculum to students in and out of the classroom, boosting students' academic outcomes.

The study was based on the Herzberg's (1957] Motivation-Hygiene Theory and The Mutual Reward theory. Herzberg (1957), in his Motivation-Hygiene Theory also referred to as the two factor theory, applied Maslow's thoughts to a working environment, by studying work motivation. The aim of his research was to discover which work situations and conditions were experienced positively versus negatively by the workers; the causes of work satisfaction. The study revealed that employees are influenced by two factors, known as motivator factors and hygiene factors (Adair, 2006). The motivator factors lead to satisfaction when they are fulfilled, contrary to the hygiene factors that trigger dissatisfaction when they are unfulfilled. Similarly, rewards are commonly based on the assumption that the only thing that motivates people is money (Armstrong, 1993). According to Herzberg, money is a hygiene factor that creates dissatisfaction if not received in appropriate amounts, but it is not seen as a potential satisfier or positive motivator.

The study noted that there is high teachers' involvement in assessment of students' academic work when financially motivated. This is in line with Ntirandekura (2022) who argued that with financial motivation, it boosts teachers' involvement in assessing their

students' academic work. Thus, teachers' involvement in assessment can have multiple benefits for both students and teachers commitment to academic work. More so, Nwoye (2018) noted that for teaching staff, their involvement in assessment can increase their professional autonomy, confidence and satisfaction, as well as their understanding of their learners' learning needs, thus promoting academic outcomes. For students, teachers' involvement in assessment after being motivated can enhance their engagement, motivation and achievement, as well as their sense of ownership and responsibility for their learning ability, thus enhances their academic outcomes. This means that when students are assessed, it can help them to develop key skills such as self-regulation, critical thinking and peer collaboration to perform better in class.

The study noted that with teachers' monetary-based motivation, teachers experience high coverage of syllabus, enhancing students' academic performance. This concurs with Ofoegbu (2023) who argued that motivated teachers can create a stimulating learning environment that fosters learners' enthusiasm for learning and internal motivation towards boosting academic outcomes of learners. Besides, Naomi (2022) noted that motivated teachers are likely to be more engaged, perform to their highest potential and positively affect those around them to engage more in their academic studies. When teachers are well motivated, they devote more of their time to teaching, leading to timely completion of syllabus in time to enhance students have ample time for self-revision, leading to high academic outcomes. The study's findings suggest that teaching staff should use a range of financial incentive tactics to raise the morale of teachers while handling syllabus content. Teachers are considered the light in the classroom. It requires a variety of teaching styles or techniques just to capture the interests of the learners, and such teachers' morale can be attained with adequate motivation of teaching staff.

The study revealed that teachers devote more of their time to teaching when given overtime allowance, thus able to devote more of their time to teaching and boosting students' academic performance. This concurs with Naomi (2022) who argued that teachers being the focal figure in education, when adequately motivated, must be competent and knowledgeable in order to impart the knowledge they could give to their learners so as to boost their academic outcome. Besides, Muhindo & Neal (2022) argues that effective teaching in the classroom depends on the teachers' ability to maintain the interest that brought learners to the course in the first place, and this eventually motivate them to achieve better academic results. This implies that teachers recognize individual academic differences among his/her learners and able to adjust instructions that best suit to the students. Teachers spare time to attend to remedial classes when given overtime allowance.

The study further noted that there is high teachers' punctuality among well paid teachers, enhancing their ability to complete syllabus in time, leading to better academic results. This concurs with Muhindo & Neal (2022) argued that motivating individuals in a school is essential because it can encourage teachers' behavior and actions regarding perceived goals. In the present economic world, where competitiveness is at its peak, school managers have realized that motivation plays a vital role in influencing teachers' punctuality and job effectiveness, which eventually enhances students' commitment to their academic studies and attainment of high academic results. Indeed, with better financial motivation of teaching staff, their punctuality and effectiveness for duty increases. Therefore, teachers' punctuality and regularity to classes being identified as a factor that plays a major role in students' attendance in school as ascertained by Murunga & Turyamureeba (2013). This implies that motivation is the key to success in education institutions, and it empowers a teacher to work with an affection that contributes to the accomplishment of hierarchical objectives.

The study noted that teachers motivated to be better performers when motivated. Subsequently, the study also noted that school managers offers cash for extra lesson taken like remedial lessons. This concurs with Mohinder & Anastasia (2017) who noted that a motivated teacher is crucial to a successful classroom. Ntirandekura (2022) who argued that when teachers are given addition extra allowance for the extra time devoted to teaching, they are able to help students with academic challenges, boosting their academic outcomes. Teachers are able to get involved in remedial teaching which is helpful in identifying learners who may be struggling and providing them with the targeted sport they need to succeed. This implies that school managers always offer cash to teachers for the extra lessons especially remedial lessons. When teachers devote more of their time to teaching especially through remedial lessons, extra money is given to them as a form of motivation. These teachers given extra cash, they are able to help students who could be struggling with a particular subject or skill. They are able to identify and address the root causes of students' difficulties.

Lastly, the study noted that school offers cash prizes to teachers especially when their students academically perform well. This concurs with Oppong (2021) who argued that financial incentives are one way of motivating teachers to perform better by providing them with rewards based on direct measures of their academic performance outcomes. This implies that when teachers are paid more based on their performance, they would be more effective. Cash prizes given to teachers motivate them to teach better in class, attend to individual academic differences and conduct remedial lessons, all aiming at enhancing the academic performance of students in secondary schools.

5.1.2 The Effect of Teachers' Work Environment on Students' Academic Performance in both Private and Public Secondary Schools in Mityana Municipality.

The above study theme of examining the effect of teachers' work environment on students' academic performance in both private and public secondary schools in Mityana Municipality ranges from:

The study noted that there is a strong positive relationship between teachers' work environment and students' academic performance in both private and public secondary schools in Mityana Municipality (0.816), which is statistically significant at the 0.01 level (2-tailed), as shown by the p-value of 0.000. This high correlation value suggests that as teachers' work motivation, there is a strong positive impact on the academic performance of students. This concurs with Rwelamila (2019) who noted that a dull learning environment can be fostered by uninspired teachers, which would lower student achievement. Teachers' Motivation and teaching tactics Teachers' motivation is crucial in developing their teaching tactics. Motivated teachers are more likely to adopt cooperative learning and problem-based learning, two innovative, student-centred educational practices (Rachael et al. 2023). These strategies have been linked to increased student accomplishment and performance. In practical terms, this means that teachers' work environment, school offers a good and conducive space for teaching and learning. With the presence of ICT facilities, schools achieve effective teaching and learning.

The study noted that secondary school offers ICT facilities for teaching and learning; and this concurs with Ormrod (2018) who noted that the consensus is that improving the quality of education cannot be achieved without implementing digital solutions to make ICT and teaching more inclusive and engaging in a school's curriculum. More so, Ntirandekura

(2022) argued that ICT indeed facilitates communication between teachers and learners. The whole educational community has quick access to the same resources. In this way, digital tools allow direct and immediate interaction, which enhance learning and accelerate academic performance outcomes. This means that ICT in education simplifies the administrative and teaching aspects of teaching, allowing teachers to focus on lesson planning and helping students. ICT improves concentration and comprehension, and encourages critical thinking. It promotes learners flexibility and autonomy. In this way, it encourages debate and the acceptance of other individual's opinions. Such exchange of thoughts allows students to learn about different cultures and teaching subjects quickly.

The study also noted that secondary schools offer a good and conducive space for teaching and learning. This concurs with Messerli (2021) noted that a learning environment that is positive can lead greater student achievement. It creates learners who are comfortable, confident, who make friends easily, take risks, and aren't afraid towards making mistakes. Those students who study in a positive learning environment have been shown to be more motivated, engaged, and have a higher overall learning ability as ascertained by Mutua (2022). This implies that an engaging teaching and learning environment boosts students' interaction with teachers and other peers. Students are able to be given frequent feedback. It can also help learners to feel more comfortable with their teachers. When teachers create a positive learning environment where students feel accepted, seen and valued, they are more likely to persist in their course, in their majors and at the final exams.

The study also noted that secondary school provides accommodation to the teachers and they value it. This concurs with Mutua (2022) who argued that teachers who stay within school premises experience limited distractions. They devote more of their time to academic

work. They are able to attend to individual academic differences. Those teachers staying within school premises, are able to access classrooms quickly and do their teaching work effectively and efficiently with limited distractions. Besides, Mbabaali (2023) noted that presence of adequate and conducive housing facilities within school premises help teachers to devote more of their ample time to learners through helping them in academic issues, remedial lessons and career sessions. They are able to access classes quickly, not exhausted, have ample time to conduct research before classes begin and able to concentrate in teaching-learning with limited distractions. This implies that the lack of decent and safe accommodation for teachers is a widespread challenge in up-country districts. In some cases, teachers are forced to share accommodation with their students, which can compromise their safety and dignity. Such poor living conditions of teachers not only affect their well-being but also their ability to provide quality education to their learners.

The study further noted that teachers are involved in decision making in the school. This is in line with Maicibi (2013) arguing that teachers' involvement in decision making can lead to improved student outcomes, increased teacher satisfaction, enhanced school climate, and a more passionate teaching profession. Messerli (2021) further noted that teachers' expertise and unique perspective on the students can inform effective educational decisions. This implies that school managers have created an environment where teachers get involved in daily school programs. Their decisions to the school activities tend to be given a priority in taking decision making. Teachers are the experts on the frontlines of education, and their insights are invaluable in shaping policies and practices that lead to better educational outcomes.

The study further noted that there is healthy communication among staff where teachers respect administration within school; and this concurs with Kigoye & Wampamba (2020) who argued that effective communication and sharing of ideas underpins the skills, knowledge and dispositions principals require having a direct and indirect influence on students' academic outcomes. More so, Mbabaali (2023) further stated that a classroom with effective communication supports teachers to accomplish the goal of meeting the learning outcomes while creating positive connections. This implies that effective and efficient communication is key in all schools and ensures the full school community is connected. Effective communication and sharing of vital information between teachers and school leaders maintain and accelerates effective sharing of education challenges and ideas within the school stakeholders.

The study further noted that secondary school offers equitable accommodation allowances to teachers staying out of school. This concurs with Mbabaali (2023) arguing that teachers with families often appreciate the flexibility of the accommodation allowance. This allows them to find a home that best suits them. Therefore, providing accommodation allows encourages teachers to stay near school, and such accommodation reduces late coming and absenteeism since teachers stay near school. Besides, Kiwanuka & Kasibante (2020) noted that accommodation allowances motivate teachers to rent for the houses nearby school premises. Those teachers staying near school premises tend to be punctual for classes. They always spend more of their time within school, implying that they spare a lot of time to help students academically. However, inadequate accommodation can lead to stress, fatigue and health challenges, which can impact the teachers' effectiveness and productivity in the classroom. This implies that teachers who are not adequately housed may also be more

likely to abandon their teaching posts or seek employment opportunities elsewhere, which can lead to a shortage of teachers in the schools.

5.1.3 The Effect of Teachers' Promotions on Students' Academic Performance in both Private and Public Secondary Schools in Mityana Municipality.

The above study theme of establishing the effect of teachers' promotions on students' academic performance in both private and public secondary schools in Mityana Municipality; and these ranges from:

The study noted that there is a very strong positive correlation ($r = 0.814$, $p < 0.01$) between teachers' promotions and students' academic performance in both private and public secondary schools in Mityana Municipality. The results suggest that the academic performance of students is highly associated with the secondary schools having a fair distribution of duties and responsibilities amongst staff. The high correlation indicates that the quality of students' academic performance reflected in teachers' promotion is significantly linked to the school managers assigns duties based on skills and experience. This concurs with Joventa et al. (2023) who noted that the decline in promotion a problem affecting both primary and secondary school sectors, which has undermined Nigerian's teaching career. Several researchers (Buchanan and Huczynski, 2020) have tried to find out the effect of promotions on staff performance and in schools, the corresponding effect to students' academic performance. This suggests that teachers' promotion can have a positive impact on students' academic performance, especially when teachers take duties and responsibilities willingly without grudging.

More so, the study was also based on the theory of Mutual Reward stating that running a business is easier if both the managers and employees feel that they are appreciated. The

theory indicates that a manager cannot be a good leader if his/her underlings don't have incentives to be good followers (Adair, 2006). If both leaders and followers motivate each other for good performance, it will encourage them to work together for the benefit of the company or organisation and themselves. Mutual reward theory is not about cash. Pearson Higher Education states in "The Supervisor-Teacher Relationship," that you will get better results when you focus on intangible but more satisfying rewards. A school manager can reward his employees for instance by giving them a say in decision making and trusting them to work without close supervision.

The study noted that school assigns duties based on skills and experience; and this concurs with Kawada (2023) who argued that the experience teacher who spend within school, the expertise he/she has shown at work and years of experience in teaching, automatically influence school leaders to assign him/her additional roles and responsibility. This implies that school leaders assign roles and other responsibilities to teachers who are competent enough and skilled to handle the work. For instance, not all teachers are allowed to teach candidate classes. The years has spent teaching candidate classes and how his/her students have been performing in class, automatically make him/her becoming teacher for candidate class.

The study noted that teachers take duties and responsibilities willingly without grudging, and this concurs with Kigoye & Wampamba (2020) who argued that in the ever-changing education setting, effective teaching practices are helping them to enhance their instructional style. Using these teaching methods strategies to fit both the learners and the material, recognizing that different learners learn in different ways, teachers are able to engage learners in the learning process and support their academic accomplishments. This implies

that when teachers take duties and responsibilities willingly, they help students achieve their learning goals, increases student engagement in the classroom, enhances the quality of feedback to learners and devote more time to teaching, thus able to handle individual students' academic difference.

5.1.4 The Effect of Fringe Benefits on Students' Academic Performance in both Private and Public Secondary Schools in Mityana Municipality.

The above study theme of establishing the effect of fringe benefits on students' academic performance in both private and public secondary schools in Mityana Municipality; and these ranges from:

The study indicated that there was a strong positive correlation ($r = .640$, $n = 195$, $p < .01$) between teachers' monetary-based motivation and students' academic performance in both private and public secondary schools in Mityana Municipality. Murunga et al. (2023), in their article about fringe benefits and student performance, they highlighted a number of issues related to teacher motivation by fringe benefits and how that motivation arising from them affects students' academic performance. Mohinder et al. (2017) argued that fringe benefits are some of the benefits that teachers get and these can be in form of extra pay given to the teacher in addition to the stipulated amount of salary given to the employee. These extra benefits can include extra time allowance and others which might not be necessarily financial. This implies that any attempt where teachers are given overtime allowances, they tend to have high syllabus content coverage. Salary increment leads to teachers' involvement in assessment, and school offers cash prizes especially when students perform well.

The study noted that teachers' housing facilities motivates them to be punctual and attend regularly in school. This concurs with Ntirandekura (2022) who argued that with availability

of accommodation facilities within school premises, teachers are always in time on duty. When teachers are punctual, their professional image appears polished and organized. Teachers who stay within available accommodation facilities in schools tend to be always available for academic affairs. They are able to supervise morning preps or classes, and help students with academic challenges to cope up with their fellow learners. Indeed, Mbabaali (2023) argued that housing facilities make teachers to stay nearby school premises. Thus, teachers may have more time to get involved in handling individual learners' academic differences, be punctual for classes, able to have remedial classes as well as private discussions with students after classes and morning hours before classes, which eventually boost their effectiveness. This implies that teachers are always punctual for classes when they stay within school houses or teachers quarters. Teachers' punctuality is crucial for maintaining classroom discipline as it establishes authority, models expected behaviors, creates routine, maximizes instructional time and fosters positive relationships.

The study noted that transport facilitation given to teachers make them become effective and give best of their abilities to the school. It was revealed that teachers attend regularly when they are given transport allowances which make them capable of affording daily life expenses. This concurs with Kiwanuka & Kasibante (2020) who argued that there is regular employee appraisal for teachers which help to evaluate their productivity, guide them as per their job commitment, and their weaknesses be solved to weaknesses at workplace. School usually encourages their teachers for more or further training so as to gain and get more equipped with new skills at work. More so, Messerli (2021) noted that teachers are provided with job training especially in information technology field among teachers' themselves or through inter-department exchange programs. Thus, when teachers are given free transport facilitation, it motivates them to easily access school premises thus being punctual for

classes. Transport facilitation boost teachers' satisfaction thus enhancing their retention as well as commitment at work. This implies that teachers are normally given study leave as a target to promote continuous professional development that equips them with more working skills. Schools have tried to improve on teachers' hygiene and sanitation practices in schools through renovation of latrines, offices, and their houses. Teachers are given safari day allowance when they are either in study trip or any other official duty.

The study noted that meals at school encourage teachers on their evaluation and assessment students class exercise, and this concurs with Kigoye & Wampamba (2020) noted that school meal is essential for supporting teachers' cognitive development, concentration at work and overall well-being. Meal provision acts as an external factor that increases the perceived value of the profession by addressing a critical need for nourishment and well-being. More so, Musaibah & Wigdor (2023) argued that teachers who feel supported by meal programs are more likely to view their work as both rewarding and feasible, enhancing their intrinsic motivation. School feeding or meal programs are crucial interventions in both development and humanitarian contexts. Providing school meals has gained increasing recognition as a fundamental factor influencing students' academic performance. This implies that teachers who feel supported by meal programs are more likely to view their work as both rewarding and feasible, enhancing their intrinsic motivation. Food is universally accepted as one of the vital human needs. Providing several meals contribute to teachers' health. It also gives them more time to attend to students and prepare their lessons.

The study noted that annual leave propels teachers to have better reparation. This concurs with Mohinder & Anastasia (2017) argued that annual leave given to teachers as part of their human rights help them to get relieved from work exhaustion and fatigue, thus becoming

fresh to exert more time and labour on their daily routine. Interestingly, such fringe benefit is vital and fundamental to achieve teaching and learning process in a school. However, if teachers are not properly motivated, they may not be able to be committed to their work and they may not be able to achieve the goal as ascertained by Muhindo & Neal (2022). This implies that school managers usually motivate their workers through encouraging them for go for further studies so as to cope up with increasing technology, and innovations which shall eventually facilitate them improve on their working abilities.

The study noted that accommodation facilitates teachers on their content and work to be covered. This is in line with Naomi (2022) who argued that teachers staying at school encourage them and have more ample time to devote to teaching-learning process; and this help them to complete the academic syllabus in time as required. The extra payment given to teachers motivates them to work even more harder. Besides, Ntirandekura (2022) noted that teachers when given medical allowances, they tend to get proper treatment when they are sick and this reduces the increasing cases of sickness among teaching staff thus low absenteeism. This implies that teachers are punctual throughout the weak and year when they stay near their schools. Teachers attend regularly when they are given transport allowances which make them capable of affording the tax affairs on daily basis.

The study noted that secondary school offers medical insurance to teachers; and this concurs with Mutua (2022) who argued that when class teacher access better health services, their life and health status remains good, thus enhancing their ability to concentrate at their work. Teachers devote more of their time to work when their health conditions are good. This implies that when teachers are given free medical care especially provided by school nurse at

school, they are able to have more ample time to concentrate at their work. Teachers excuse to be sick cannot happen in such school, and teachers are always at work.

The study noted that maternal leave propels teachers to have better preparation. This concurs with Kaweesa (2024) arguing that teachers are rewarded in form of study leave and maternal leave. Most of them have been encouraged and financially supported by the schools to go for continuous development programs like training seminars and upgrading. In other words, Ofoegbu (2023) noted that intrinsic reward is crucial for the teachers' performance in secondary schools. Such benefits given to teachers are supposed to boost their morale and enable them to do their work better. This implies that maternal leave as a right entitled to pregnant teachers makes them to have an earlier preparation to effectively complete the syllabus content in time. Sometimes, they always delegate their duties to other competent personnel, and this becomes more effective when the scheme of work is properly arranged and they (delegates) can follow that. Thus, fringe benefits can be taken as an upper hand in increasing teachers' commitment to work.

Lastly, the study noted that pension propels them to work harder and finish their work assignments, and this concurs with Nwoye (2018) who argued that the desire and the ultimate goal of education in secondary schools seem to be in jeopardy with existence of gaps in motivation. Teachers as other employees in public institutions are entitled to pension. Teachers can work to their expectations when they are sure of getting their pension after their service (retirement). They feel motivated to work harder and complete their daily and termly academic assignments to avoid anytime that may tarnish their name at work.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

The study established the effects of teacher motivation on students' academic performance in selected public and private secondary schools in Mityana Municipality, Mityana District-Central Uganda. The chapter covers the conclusions and pertinent recommendations basing on the research objectives and results presented in chapter four of this report. The areas of further research were also covered and equally presented.

6.1 Conclusions

The study conclusions were reached basing on the themes developed from the research objectives. This section concludes the key results in collaboration with the stated research objectives in order to formulate the recommendations of the study.

The study concluded that where teachers are given overtime allowances, they tend to have high syllabus content coverage. Salary increment leads to teachers' involvement in assessment, and school offers cash prizes especially when students perform well academically. These are the major effects of teachers' monetary-based motivation on students' academic performance in both private and public secondary schools in Mityana Municipality.

From the objective two, the study concluded that with teachers' work environment, school offers a good and conducive space for teaching and learning. With the presence of ICT facilities, schools achieve effective teaching and learning, enhancing students' academic performance. These are the major effects of teachers' work environment on students' academic performance in both private and public secondary schools in Mityana Municipality.

The study concluded that the academic performance of students is highly associated with the secondary schools having a fair distribution of duties and responsibilities amongst staff. The high correlation indicates that the quality of students' academic performance reflected in teachers' promotion is significantly linked to the school managers assigns duties based on skills and experience. This suggests that teachers' promotion can have a positive impact on students' academic performance, especially when teachers take duties and responsibilities willingly without grudging.

Lastly, it is concluded that where teachers are given overtime allowances, they tend to have high syllabus content coverage. Salary increment leads to teachers' involvement in assessment, and school offers cash prizes especially when students academically perform well. These are the major effects of fringe benefits on students' academic performance in both private and public secondary schools in Mityana Municipality.

6.3 Recommendations

Following the findings and conclusions of this study the following recommendations were suggested to be put in place by policy makers and all other stakeholders in education.

The study recommends that the education service commission should enhance performance appraisal and incorporate motivation aspects such effective teacher reward system which will automatically promote or upgrade the teachers' job group using the performance scales to avoid wasting time and other resources on conducting promotional interviews.

The study recommends that there is for secondary schools to get financial support from the government and development partners so as to still increase salaries and allowances of teachers so as to cope up with the increasing social and economic demands of nature thus

able to fully concentrate in work for effective teachers' job commitment. Teachers should be paid for the extra time spent on the field study work so as to make them feel well at work.

The study recommends that the school managers and HoDs who are the appraisers should provide regular and timely feedback to the teachers. The school head teachers should ensure that performance appraisal feedback is free from errors based on personal bias like stereotyping to have positive effect on students' academic performance.

Basing on the study findings, the study recommends that the school administrators should be a streamlined motivation strategy ensuring that problems related to motivation of teachers are dealt with speedily and effectively.

The study recommends that the government, and education stakeholders should keep trying to improve teachers' creativity because it is evident that teacher work creativity is a key element of teacher performance. The government must be able to create various programs that can improve teachers' work creativity in both private and public secondary schools.

The study recommends that there is need for refresher courses to the teachers so as to equip them with new skills required at work places for effective workload coverage and enhance performance and job commitment.

Lastly, the government, school directors and the general public, should be able to improve the reward of teachers in both extrinsic and intrinsic form. The school authority to raise the salary of teachers; should be able to do so, and people who are always in touch with teachers can give more appreciation to the teachers, especially in terms of giving priority in relation to the provision of legal aid, and so forth.

6.4 Recommendations for Further Studies

The investigator carried this research in order to establish “Teacher Motivation and Students’ Academic Performance in Selected Public and Private Secondary Schools in Mityana Municipality –Mityana District- Central Uganda” but this research has not been extensively exhausted owing to several bottlenecks. More areas that need more research is vital in scope of:

1. The study recommends a that similar studies should be done in other district in the country for comparison purpose and allow generalization of the findings on the effects of teacher motivation on students’ academic performance among secondary schools in other districts in Uganda.
2. A study should also be conducted to determine influence of appraisal on teachers’ moral and job satisfaction among secondary schools across Uganda.
3. The study was only confined in public and private secondary schools in Mityana Municipality, Mityana District, Uganda. Related research needs to be done in all other schools especially primary schools in Uganda, thus able to identify other areas for improvement.

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APPENDIX 1A: INFORMED CONSENT FORM

(Individual Interviews, Focus Group Discussion and questionnaire)

TITLE OF STUDY: Teacher motivation and students’ academic performance in selected public and private secondary Schools in Mityana Municipality – Mityana District- Central Uganda

Principal investigator: Kizito Geoffrey **Institution:** Uganda Christian University

Introduction

I Kizito Geoffrey +256 772539161, is doing research entitled, “Teacher motivation and students’ academic performance in selected public and private secondary Schools in Mityana Municipality, Mityana District- Central Uganda”. My study is aimed at fulfilling the requirements for the award of a Masters in Educational Administration and Planning. The purpose of the study is to compare teacher motivation strategies used in selected private with those in public secondary schools and how they affect students’ academic performance in Mityana Municipality, Mityana District, then, make recommendations to schools and other stake holders. This informed consent document basically explains the nature of the study to you the respondent. In case you have any questions, they will be answered after the study has been explained to you. If you decide to participate in the study, you will be asked to sign a consent document, a copy of which you will be given a copy to keep.

The study is sponsored by the researcher (Kizito Geoffrey)

Purpose of Study:

The purpose of the study is to compare teacher motivation strategies used in selected private with those in public secondary schools and how they affect students’ academic performance in Mityana – Municipality-Mityana District.

Study Procedures:

Your participation in this study will involve a semi-structured individual interview which will involve experience sharing and your opinions regarding records management practices and school management decisions in selected secondary schools. The individual interview will last about 15-20 minutes and will involve audio recording. These transcripts and audio records will be transcribed later for verification purposes and coding. Interviews will be scheduled based on your availability.

Who will Participate in the Study? The study will comprise head teachers, deputy head teachers, directors of studies, students and BOG members. Head teachers, deputy head teachers and directors of studies will be interviewed from the ten sampled schools; teachers will participate in focus group discussions and only teachers will be asked to fill a questionnaire.

Risks: This study poses no risks to you personally or your institution except the risk of inconveniencing you for your time during the interview or answering the questionnaire.

Benefits: There will be no direct benefit to you for participating in this study. However, we hope that the information obtained from this study may help schools to devise means of encouraging school stakeholders to adopt better motivation practices in schools. The school administrators may request a copy of the final report for reference and in agreement with the principal investigator may request for a presentation to aid knowledge sharing sessions with the school management, teachers and other support staff.

Confidentiality: For the purposes of this research study, your comments will not be anonymous. Every effort will be made by the researcher to preserve your confidentiality including the following: assigning code names/numbers for participants that will be used on all research notes

and documents, and keeping notes, interview transcriptions, and any other identifying participant information in a locked file cabinet in the personal possession of the researcher. Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents. These incidents may include, but not limited to, incidents of abuse and suicide risk.

Contact Information or Questions: If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher whose contact information is provided on the first page. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the Primary Investigator, please contact the Chairperson Uganda Christian University Research Board on [Tel:+256\(0\)772 405357](tel:+256(0)772405357), Email: pwaiswa@musph.ac.ug and the REC administrator on [Tel:+256\(0\)775737627](tel:+256(0)775737627), Email: oahimbisibwe@ucu.ac.ug

Voluntary Participation: Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

Statement of Consent:

I grant consent that as a Head teacher, director of studies, Teacher, B.O.G representative, student selected on account of my knowledge, skills, experience and willingness to communicate my opinions do accept that the information I share during my interaction may be used by **Kizito Geoffrey** for research purposes.

I am aware that my discussions maybe audio recorded and grant consent for these audio recordings, provided that my privacy will be protected. I understand that by signing this form, I do not waive off my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate.

A copy of this will be provided to me.

Participant's Name: ----- Signature: -----

Researcher's Name: Kizito Geoffrey Signature : -----

Date : -----

APPENDIX IB: RESEARCH QUESTIONNAIRE

Introduction

Dear respondent,

I am Kizito Geoffrey, a student of Uganda Christian University, pursuing a Master Degree of Education in Planning and Administration. This questionnaire is designed to study “Teacher motivation and students’ academic performance in selected secondary Schools in Mityana Municipality – Mityana District- Central Uganda”. Because you are the one who can give the correct picture, I am requesting you to respond to the questionnaire frankly and honestly. Only the members of the research team will access the information you give. The researcher will be grateful if you could spare a few minutes to complete this questionnaire. Thank you very much for your time and co-operation.

Section A: Background Information

Please tick () the most appropriate option that applies to the topic of study in relation to your school.

1. What’s your gender?

Gender	1. Male	2. Female
Tick		

2. What is your age bracket?

Age	1. 14-19yrs	2. 20-27yrs	3. 28-37yrs	4. 38-47yrs	5. 48-57yrs	6. Others (specify)
Tick						

3. What is your highest level of education?

Education	1.Certificate	2.Diploma	3.Degree	4.Masters	5.PhD
Tick					

4. How long have you spent serving in this school?

Period serve in the School	1.Less than 5 ye	2. 6-10 years	3.11 -15 year	4. Above 15 years
Tick				

5. What is your marital status?

Marital status	1. Single	2. Married	3. Divorced	4. Widow
Tick				

6. What is your job title/Responsibility/Category?

job title/Responsibility/Category	1.B.O.G representative	2.Administrator		3.Teacher	4.Student
		2.1 Head teacher	2.2 Dos		
Tick					

7. What is your School's category i.e (Is your School Private Secondary School or Government School?)

School Category	Government secondary School	Private secondary School
Tick		

Section B: The effect of teachers’ monetary-based motivation

Instructions

Indicate the extent to which you agree with the following observations on the effect of teachers’ monetary-based motivation on students’ academic performance in both Private and Public secondary schools in Mityana Municipality.

Please use the key below to answer the following questions by indicating:

(1) if you disagree, (2) for not sure (3) if you Agree

	Comparing the effect of teachers’ monetary-based motivation	SCALE		
		D	NS	A
		1	2	3
1	Our School has different financial rewards which are impactful			
2	Our School offers cash prizes especially when students perform well			
3	In our school, salary increment leads to teachers involvement in assessment			
4	Our School provides house allowances to teachers and are valued			
5	Our School offers equitable transport allowances to teachers			
6	Our School Offers cash for teachers overtime which has a great impact			
7	Our School Offers cash for extra lesson taken and teachers take it up			
8	Monetary-based motivation in education would motivate teachers to be better educators.			
9	Basing my yearly increases in salary on my yearly evaluations is a fair compensation system			
10	In our school, there is high teachers punctuality among well paid teachers			
11	In our school, teachers given overtime allowances tend to have high syllabus content coverage			
12	Timely payment to teachers motivate them to finish workload in the required specified time in our school			

Section C: The effect of teachers' work environment

Instructions

You are request to apply a tick where you see more applicable.

Please use the key below to answer the following questions by indicating:

(1) if you disagree, (2) for not sure and (1) if you Agree (

To establish the effect of teachers' work environment on students' academic performance in both Private and Public secondary schools in Mityana Municipality

	The effect of teachers' work environment	SCALE		
		D	NS	A
		1	2	3
1	Our School has a good teachers' work environment which is impactful			
2	A good teachers' work environment allows students perform well.			
3	Our School deliberately works to continue improving the teachers' work environment.			
4	Our School provides accommodation to the teachers and they value it.			
5	Our School offers equitable accommodation allowances to teachers staying out of school			
6	Our School offers a good and conducive space for teaching and learning.			
7	Our School offers ICT facilities for teaching and learning.			
8	A good teacher work environment would motivate teachers to be better educators.			
9	Most of the teachers are involved in decision making in the school.			
10	Most of the teachers find it easy to talk to administration over issues that affect them			
11	Decisions and resolutions made in meetings are respected by most teachers.			
12	Most teachers respect school administration and there is healthy communication among staff.			
13	Conflicts within staff or between staff and administration are resolved amicably			

Section D: The effect of teachers’ promotions

Instructions

Indicate the extent to which you agree with the following observations on the effect of teachers’ promotions on students’ academic performance in both Private and Public secondary schools in Mityana Municipality.

Please use the key below to answer the following questions by indicating:

(1) if you accepted, (2) for not sure and (1) if you Agree

	The effect of teachers’ Promotions	SCALE		
		D	NS	A
		1	2	3
1	Our School has a fair distribution of duties and responsibilities amongst staff.			
2	Most teachers take duties and responsibilities willingly without grudging			
3	Our school assigns duties based on skills and experience			
4	Our school has deliberate programs to mentor teachers in career growth			
5	Our School orients new teachers to be able to do full fill the expectations of the school			
6	Our School promotes teachers based on skills and experience.			
7	Promoted teachers are motivated to produce better academic results from students.			
8	Promoted teachers keep a good relationship with the Junior.			
9	Promoted teachers positively influence the teaching and learning processes in the school.			
10	Recently promoted teachers e.g class teachers have caused academic performance improvement.			
11	Teacher promotion in my school attracts and retains the most competent teachers.			
12	It is evident that many teachers are eager to be promoted in my school.			
13	I can defend the fact that teacher promotions translate into students’ better academic performance.			

Section E: The effect of fringe benefits

Instructions

Indicate the extent to which you agree with the following observations on the effect of fringe benefits on students’ academic performance in both Private and Public secondary schools in Mityana Municipality.

Please use the key below to answer the following questions by indicating:

(1) if you accepted, (2)for not sure and (1) if you Agree (

	The effect of fringe benefits	SCALE		
		D	NS	A
		1	2	3
1	Accommodation facilitate teachers on their content and work to be covered			
2	Annual leave influence teachers on their attendance (regularity and punctuality)			
3	Meals at school encourage teachers on our evaluation and assessment students class exercise			
4	Teachers’ housing facilities motivates them to be punctual and attend regularly in our school			
5	Pension propels them to work harder and finish their work assignments			
6	Our School Offers medical insurance to teachers.			
7	The students’ attitude to academic work has improved with increased fringe benefits			
8	In our school, lack of accommodation for teachers makes them at times report late			
9	Maternal leave propels teachers to have better preparation			
10	Teachers’ enthusiasm to work is better when given incentives compared to when they are not given.			

Section F: Students’ academic performance

Instructions

Indicate the extent to which you agree with the following observations on Students’ academic performance

Please use the key below to answer the following questions by indicating:

(1) if you accepted, (2) for not sure and (3) if you Agree

	Students’ academic performance	SCALE		
		D	NS	A
		1	2	3
1	Students’ attendance in school is generally good.			
2	Most students keep time for lessons and other school programs.			
3	My school attracts first Grades for both S1 and S5 admissions.			
4	There is steady improvement of students’ academic grades in my school.			
5	Most students sit their exams diligently without engaging in exam malpractice.			
6	Academic competition is evident in the students’ academic results .			
7	The school enrollment of my school has kept improving over time.			
8	Students in my school are known for good academic work by the community.			
9	Most students in my School exit with better grades at UCE compared to their grades from PLE			
10	Most students in my School exit with better grades at UACE compared to their grades from UCE			
11	Most of the students from my school easily get placement for further studies in higher institutions.			

Additional information on Teacher motivation and students’ academic performance in selected public and private secondary Schools in Mityana Municipality – Mityana District-Central Uganda

(g) What is the effect of teachers’ monetary-based motivation on students’ academic performance in both Private and Public secondary schools?

(h) What is the effect of teachers' work environment on students' academic performance in both Private and Public secondary schools?

(i) What is the effect of teachers' promotions on students' academic performance in both Private and Public secondary schools?

(j) What is the effect of fringe benefits on students' academic performance in both Private and Public secondary schools?

(h). How best do you want motivation of teachers to be done?

(i). How best should academic performance of students be achieved?

Thank you for your co-operation

APPENDIX 1C: INDIVIDUAL INTERVIEW GUIDE

(Head teacher, Directors of Studies, B.O.G representative)

Guiding Questions

1. What is the effect of teachers' monetary-based motivation on students' academic performance in your School?
2. What is the effect of teachers' work environment on students' academic performance in your School?
3. What is the effect of teachers' promotions on students' academic performance in your School?
4. What is the effect of fringe benefits on students' academic performance in your School?
5. How best do you want motivation of teachers to be done?
6. How best should academic performance of students be achieved?

Thank You for your cooperation

APPENDIX 1D: FOCUS GROUP DISCUSSION

(Students)

Guiding Questions

1. What is the effect of teachers’ monetary-based motivation on students’ academic performance in your School?

2. What is the effect of teachers’ work environment on students’ academic performance in your School?

3. What is the effect of teachers’ promotions on students’ academic performance in your School?

4. What is the effect of teachers’ incentives on students’ academic performance in your School?

5. How best do you want motivation of teachers to be done?

6. How best should academic performance of students be achieved?

Thank You for your cooperation

**APPENDIX IE: Krejcie and Morgan's (1970) Table for determining sample size
from a given Population**

	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

APPENDIX IF: UCUREC Authorization Letter



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Office of the Vice Chancellor
Research Ethics Committee UG-026



14th November, 2024

KIZITO GEOFFREY
Uganda Christian University
+256772539161
Email: jeoffkizito@gmail.com

UG-REC-026 APPROVAL NOTICE

To: Kizito Geoffrey, Principal Investigator

Re: UCU-REC Application titled: *Teacher motivation and students' academic performance: a comparative study of selected public and private secondary Schools in Mityana Municipality - Mityana District- Central Uganda.*

Application Number: UCUREC-2024-1119-2

Version: 4.1

Type: INITIAL REVIEW
 Protocol Amendment
 Letter of Amendment (Loa)
 Continuing Review
 Material Transfer Agreement
 Other, Specify:



I am pleased to inform you that the UG-REC-026; UCUREC approved the above referenced application.

Approval of the research is for the period from 14th November, 2024, to 14th November, 2025

This research is considered minimal risk category.

As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and additions to the protocol or the consent form must be submitted to the REC for re-review and approval prior to the activation of the changes. The REC application number assigned to the research should be cited in any correspondence.

1 of 2

Research and Ethics



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Research Ethics Committee UG-026



3. Reports of unanticipated problems involving risks to participants or other must be submitted to the REC. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for REC review.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by subjects and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Regulations require review of an approved study not less than once per 12-month period. Therefore, a continuing review application must be submitted to the REC **eight weeks** prior to the above expiration date of 14th November, 2025 in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study, at which point new participants may not be enrolled and currently enrolled participants must be taken off the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. Your research details have been shared with the Executive secretary of Uganda National Council for Science and Technology (UNCST) and you are not required to get clearance since you are a Master's Degree research. Refer to UNCST Research registration and clearance Policy and guidelines (July 2016) in Uganda section 6(e).

The following is the list of all documents approved in this application by UG-REC _026:

	Document Title	Language	Version	Version Date
1.	Protocol	English	1.0	2024-11-06
2.	Questionnaire	English	1.0	2024-11-06
3.	Informed consent form	English	1.0	2024-11-06
4.	Interview Guide	English	1.0	2024-11-06

Signed and Stamped

Prof. Peter Waiswa,
UCUREC Chairperson,
pwaiswa@musph.ac.ug



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Research and Ethics



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