

**EFFECTIVENESS OF HUMAN RESOURCE MANAGEMENT PRACTICES ON
TEACHER MOTIVATION IN BUTALEJA DISTRICT GOVERNMENT-AIDED
SECONDARY SCHOOLS**

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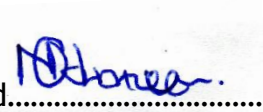


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DECLARATION

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

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NAMEE OLIVER

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.....
Date

APPROVAL

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

Signed 

Dr. David Okurut
Supervisor

30/06/2025
.....

Date

DEDICATION

This thesis is dedicated to my husband, whose unwavering love, encouragement, and belief in me have been my constant source of strength. To my parents, for their endless sacrifices and guidance, and to my friends, whose support and understanding helped me through the toughest of times—this work is a testament to your faith in me.

I also dedicate this thesis to all the educators who are dedicated to shaping the future of students, particularly those in Butaleja District, whose invaluable insights and contributions made this research possible.

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List of Abbreviations and Acronyms

CET: Cognitive Evaluation Theory

HRM: Human Resource Management

HPHRPs: High-Performance Human Resource Practices

PSM: Public Service Motivation

OCBs: Organisational Citizenship Behaviours

SDT: Self-Determination Theory

UPE: Universal Primary School

ABSTRACT

This study explores the impact of Human Resource Management (HRM) practices, particularly performance management, on teacher motivation in government-aided secondary schools in Butaleja District, Uganda. The objectives of the study were to analyse the effectiveness of performance planning, performance monitoring and performance appraisal on teacher motivation in secondary schools in Butaleja District. An initial examination of relevant literature indicated a scarcity of research on the impact of performance management strategies on teacher motivation especially in rural secondary schools in Uganda. Using a mixed-methods approach, the research integrates both quantitative and qualitative data collection techniques. A sample of 13 school administrators and 196 teachers from 13 secondary schools were selected through simple random and systematic sampling methods. Data collection involved self-administered questionnaires and semi-structured interviews. The quantitative data were analyzed using SPSS ver. 20 software, applying descriptive statistics, such as frequencies, percentages, and means, along with correlational analysis and regression models to examine the relationships between HRM practices and teacher motivation. The qualitative data were analyzed thematically to identify recurring themes and insights. The findings revealed that performance planning, monitoring, and appraisal significantly influence teacher motivation, which in turn affects their job satisfaction and classroom performance. The study concludes that while HRM practices positively impact teacher motivation, challenges such as resource constraints and insufficient support need to be addressed for greater effectiveness. It also highlights the importance of intrinsic motivators, such as professional development opportunities and a supportive work environment. The study recommends that educational leaders focus on fostering intrinsic motivation, implement consistent performance monitoring systems, and restructure performance appraisal processes to prioritize developmental feedback. Additionally, non-monetary forms of recognition should be emphasized, and schools should advocate for increased resource allocation to enhance teaching and learning conditions.

CHAPTER ONE

1.0 Introduction

According to Thomson, Ouedraogo, Horbay, and Khan (2021), the way an organisation, including the government, handles its human resources (HR) from the surrounding human environment will have a substantial effect on its success or failure. Nurjaman (2023) notes that effectively implementing human resource management (HRM) strategies can be challenging due to the need to address the unique needs of each teacher. HRM approaches should demonstrate sensitivity to individual requirements, as teachers have diverse motivations and work contexts. Therefore, this study will examine the effectiveness of human resource management practices on teacher motivation in secondary schools.

This chapter presents the background of the study, statement of the problem, general objective of the study, specific objective of the study, research questions, hypotheses of the study, significance of the study, conceptual framework, justification of the study, scope of the study and operational definitions.

1.1 Background to the Study

The background to the study is presented in four perspectives: historical, theoretical, contextual and conceptual background.

1.2.1 Historical Background

During the early 20th century, the study of personal motivation gained significant attention in scientific research. By the close of the 21st century, motivation had firmly solidified its position as a separate and identifiable discipline within the realm of psychology. Nevertheless, the concept of motivation is intricate, as evidenced by the existence of more than 100 distinct definitions (Arkhipova, Belova, Gavrikova, Nikolskaya, & Pleskanyuk, 2020). Scholars have studied different types of motivation independently due to the absence of a cohesive theory. The field of motivation research has undergone significant development over the past century, since early pioneers have established the foundation for contemporary methodologies and perspectives. The various strands of research have been intertwined, resulting in the current state of the discipline (Heckhausen, 2018). Mostafa, Gould-Williams, and Bottomley (2015) argue that managers must devote sufficient resources to successfully execute high-performance human resource practices (HPHRPs) such as training, performance appraisal, and pay. These particular HPHRPs exert influence

on public service motivation (PSM), affective commitment, and organisational citizenship behaviours (OCBs), which refer to voluntary actions that go beyond formal employment obligations and benefit the organisation. Research on teacher motivation has experienced substantial growth since the late 1990s. It has a significant impact in different educational settings, encompassing student motivation, teaching methods, educational restructuring, and instructors' mental health (Han & Hongbiao, 2016). Nevertheless, a study conducted by Kumari and Kumar in 2023 emphasises that secondary school teachers' motivation is influenced by various circumstances, including a poor appraisal system, small class sizes, absence of staff rooms, and inadequate educational resources. In Africa, by 2030 less than half of primary will have the training they need to do their jobs (Taylor, 2022). In most countries, the emphasis of teachers is on making students passing exams than equip them with lifelong skills (Akala, 2021; Kellaghan & Greaney, 2019). Teachers exhibit low effectiveness in many African countries. Taking the example of South Africa, the country is dealing with a huge number of dysfunctional schools due to underperforming teachers and high unprofessional conduct (Moloi, 2019). In Nigeria, many teachers in primary schools do not give time to their work and learn progressively enhance their skills. Therefore, there is the lack of effective teachers in schools (Prince-Ifoh, 2022). In Kenya, the situation of teacher ineffectiveness is also high. Teachers are not innovative in teaching and largely use teacher-centred teaching approaches in the instructional and learning process, which are not ideal for teaching problem-solving skills (Akala, 2021; Nganga & Kamutu, 2017). In Tanzania, absenteeism, alcohol abuse, sexual misconduct, examination malpractices, use of obscene language, drug abuse, and indecent dressing are rampant (Mabagala, 2016).

In Uganda, teacher ineffectiveness is also high. Teachers hardly fully cover the curriculum, absenteeism is high and many have a negative attitude toward the profession (Mazaki, 2017). Many teachers in Uganda fail to execute all their professional obligations like effectively attending to students, monitoring discipline and learners' regularity. Approximately 15 per cent of teachers hardly turn up to teach their classes. Habitually, the teachers report late for work, fail to make schemes of work, prepare lesson plans, and to perform weekly duties (Zikanga et al., 2021). Further, teachers hardly assess learners' activities and cover the syllabus; and they do not use appropriate teaching methods

preferring the ineffective teacher-centered other than student-centered teaching methods that actively involve learners in the instructional and learning process (Okia et al., 2021). Primary teachers in Uganda have been under scrutiny for high-level ineffectiveness with many of them unable to read and write in English which is the language used for teaching. Teachers also lack the requisite skills for delivering effective lessons. Poor performance of learners in primary leaving national examinations reflected the ineffectiveness of teachers over the years (Porro et al., 2019). In Bulaago Coordinating Centre in Bulambuli District, performance of teachers was among the worst in the country (National Assessment of Progress in Education [NAPE], 2016).

1.2.2 Theoretical Background

The study was based on Deci and Ryan's (1985) Cognitive Evaluation Theory (CET), which specifically examined intrinsic and extrinsic motivation. The study examined the factors that either strengthened or weakened intrinsic motivation. Intrinsic motivation was the driving force behind people's engagement in an activity just for the satisfaction it brought them. Extrinsic motivation, on the other hand, derived from external incentives or penalties, such as grading systems, employee evaluations, rewards and recognition, and the esteem and adoration of others. Deci and Ryan contended that interpersonal events, rewards, communication, and feedback had the potential to affect one's sense of competence when engaging in an activity. When these qualities coincided with competence, intrinsic motivation was intensified (Ryan & Deci, 2000). In short, external consequences influenced internal motivation. Their overarching Self-Determination Theory (SDT) proposed three essential needs: Competence (the aspiration to feel proficient and capable), Autonomy (the requirement for authority over one's actions), and Relatedness (the yearning for significant connections with others) (Ryan & Deci, 2017).

1.2.3 Conceptual Background

Teacher motivation refers to the combination of a teacher's inclination to teach and their interpersonal approach towards pupils during instruction (Reeve & Yu-Lan, 2014). A teacher's personal motivation is determined by the level of psychological fulfilment that they derive from teaching. It is evident by the level of enthusiasm displayed by teachers and their overall job happiness. According to Han and Hongbiao (2016), when teachers have a sense of fulfilment in their profession, they

are more likely to effectively inspire and engage their students. Teachers' motivating style encompasses both the quality of their sentiment, which refers to the tone of their interaction, and their behaviour, which includes what they say and do. This style aims to encourage student initiative and active involvement. Autonomy-supportive teaching encompasses the act of considering and supporting students' viewpoints and encouraging their independent actions (Reeve & Yu-Lan, 2014). Motivated teachers have the ability to generate a beneficial chain reaction, influencing students' educational experiences and general welfare (Pourtousi & Ghanizadeh, 2020). Human resource management practices, on the other hand, refers to a methodical approach of overseeing the human components inside a workplace, encompassing the entire employee lifecycle from recruitment to departure within a company (Kabiru, 2021). The components of the process include recruiting, selection, training, performance management, and remuneration, among other factors (Thomson, Ouedraogo, Horbay, & Khan, 2021). The study examined performance management aspect of HRM practices, which is a continuous process of communication between a supervisor and an employee that takes place throughout the year, with the aim of achieving the strategic objectives of the company. MoES (2020) defines performance management as a process that encompasses performance planning, performance monitoring, performance appraisal, and performance improvement. The performance plan outlines a teacher's responsibilities for a specific assessment period and offers a structure for evaluating an individual's performance at the end of that period. The monitoring of the implementation of performance agreements and plans involves preparing reports to assess the level of attainment of the established targets. These reports are used to inform management's decision-making process. Performance improvement is when a performance gap has been identified, the Appraiser and the Appraisee agree upon a remedial measure. Performance improvement refers to the process of addressing a performance gap that has been identified, where the Appraiser and the Appraisee mutually agree on a corrective action.

1.2.4 Contextual Background

The effectiveness of education may well be determined by the motivation and performance of individual teachers (Tumwebaze & MacLachlan, 2012). However, Teacher motivation in Uganda is a critical issue with wide-ranging implications for

educational quality and student outcomes. A study conducted by Maani and Otaala (2022) reveals that Ugandan teachers experienced demotivation as a result of low payment, excessive workloads, and low social standing. A research conducted by Kabuuka (2022) found that the level of training in UPE schools was often inadequate, the awards were generally unsatisfactory, and there was a lack of effective resource management. Several UPE schools lacked effective screening procedures for job candidates, resulting in the recruitment of inadequately competent teachers (Kabuuka, 2022). Consequently, the study conducted by Angundaru, Lubogoyi, and Bagire (2016) emphasises the significance of harmonising HR practices with the specific circumstances of schools in Uganda. It was upon this background that the study seeks to examine the effectiveness of human resource management practices on teacher motivation in secondary schools in Butaleja District.

1.3 Statement of the Problem

The performance and motivation of teachers have positive effects on pupils and the education sector as a whole. When a teacher is motivated to teach, he or she will go an extra mile to ensure his or her learners are have excelled. According to Mugenyi and Asiimwe (2023), reports suggest that in Uganda, over 50% of teachers lack motivation to work owing to various issues. In order to strengthen teacher motivation, the government has implemented several regulations, such as salary rises specifically for science teachers. Nevertheless, various media sources suggest that the government is facing a significant challenge as a large number of teachers are opting for early retirement. This is particularly concerning considering that the current shortage of teachers is at 42% with some schools having as few as five teachers on the government payroll (DEO Report, 2023). The issue may be attributed to the methods of human resource management. Research has emphasised the need of efficient human resource management (HRM) strategies in improving teachers' motivation. Hence, the research will investigate the effectiveness of human resource management practices on teacher motivation in secondary schools in Butaleja District.

1.4 Purpose of Study

The general objective of the study was to examine the effectiveness of human resource management practices on teacher motivation in secondary schools in Butaleja District.

1.5 Objectives of Study

The specific objectives of the study were:

1. To analyse the effectiveness of performance planning on teacher motivation in secondary schools in Butaleja District
2. To examine the effectiveness of performance monitoring on teacher motivation in secondary schools in Butaleja District
3. To assess the effectiveness of the performance appraisal on teacher motivation in secondary schools in Butaleja District

1.6 Research Questions

1. What is the effect of effective performance planning have on teacher motivation in secondary schools in Butaleja District?
2. What is the effect of effective performance monitoring have on teacher motivation in secondary schools in Butaleja District?
3. What is the effect of effective performance appraisal have on teacher motivation in secondary schools in Butaleja District?

1.7 Research Hypotheses

The study tested the following null hypotheses:

H₀1: There is no statistically significant effect of good performance planning influence teacher motivation in secondary schools in Butaleja District.

H₀2: There is no statistically significant effect of effective performance monitoring on teacher motivation in secondary schools in Butaleja District.

H₀3: There is no statistically significant effect of an effective performance appraisal on teacher motivation in secondary schools in Butaleja District.

1.8 Conceptual Framework

The study's Conceptual Framework shows a linear relationship between human resource management practices, the independent variable and teacher motivation, the dependent variable. It is illustrated in Figure 1.1 below.

Independent Variable

Human Resources Management Practices



Dependent Variable

Teacher Motivation

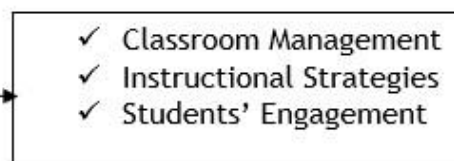


Figure 1.1: Conceptual Framework

Source: MoES, (2020) *Performance Management Guidelines for Schools and Tertiary Institutions* & Deci, E., & Ryan, R. (1985) *Cognitive Evaluation Theory*

Figure 1:1 shows the relationship between the HRM practice of Performance Management and teacher motivation. The conceptual framework posits that HRM practices have an impact on teachers' autonomy and competence, which in turn influences their intrinsic and extrinsic motivation. Thus, by giving teachers the authority to influence decisions pertaining to their teaching methods and professional growth, as well as offering them choices to regulate their work schedules and instructional approaches enhance their motivation. If the performance management approaches improve teachers' autonomy, thereby boost their intrinsic motivation by promoting a sense of ownership and control over their work. Besides, providing constructive feedback that helps teachers understand their strengths and areas for improvement helps teachers become more competent and effective; hence, they are more likely to experience increased intrinsic motivation due to a sense of accomplishment and mastery. Effective human resource management (HRM) strategies have a dual impact on teachers. They not only improve job satisfaction and performance but also foster a more motivated and engaged teaching workforce.

1.9 Scope of Study

This will be conceptualized in terms of geographical scope, content scope, and time scope.

1.9.1 Geographical Scope

The research was conducted within government-aided secondary schools in Butaleja District. According to reports, there was a lack of collaboration between the head teachers and their staff in Butaleja District (Omagor, 2024). Butaleja District is situated in Eastern Uganda and is adjacent to Namutumba district to the west, Tororo and Bugiri to the south, Budaka to the north, and Mbale to the east. There were 29 secondary schools, consisting of 16 privately owned schools and 13 government-operated schools.

1.9.2 Content Scope

This study focused on analysing the effect of human resource management policies, namely performance management, on teacher motivation in government-aided secondary schools in Butaleja District, Uganda. Performance management practices were conceptualised into performance planning, performance monitoring, and performance appraisal, while teacher motivation was conceptualised into his/her instructional strategies, classroom management, and learner engagement.

1.9.3 Time Scope

The study was limited to a period between 2023 and 2024. During this period, there had been an increase in teacher dissatisfaction caused by the impact of Covid-19 and the unequal salaries between arts and science teachers.

1.10 Significance of the Study

The importance of examining the efficacy of Human Resource Management (HRM) strategies on teacher motivation is manifold:

Findings from this research could provide valuable information for making policy decisions at many levels, including individual schools, districts, or even the entire nation. Developing policies that promoted good HRM practices could establish a work environment that was more helpful and encouraging for teachers.

The study could establish standards for determining the effectiveness of HRM practices in the field of education. Additionally, it could illuminate exemplary methods that other establishments could embrace in order to enhance teacher motivation.

Schools could utilise the results of the study to strategically design their human resource management (HRM) activities, ensuring they were in line with their objectives for enhancing teacher contentment and promoting student achievement. Studying the impact of HRM practices on teacher motivation was crucial since it directly affected teacher performance, retention, and overall school effectiveness. This, in turn, would influence student outcomes and the quality of education.

1.11 Justification of the Study

Studying the effectiveness of Human Resource Management (HRM) practices on teacher motivation was justified for several compelling reasons:

1. Understanding how HRM practices affected teacher motivation could lead to improvements in teaching quality, which directly impacted student learning and achievement.
2. High turnover rates could disrupt learning environments and incur significant costs. Effective HRM practices that enhanced teacher motivation could improve job satisfaction and retention, leading to greater stability in schools.
3. HRM practices often included professional development opportunities. Studying their effectiveness helped ensure that these opportunities were relevant and engaging, ultimately supporting teachers' growth and motivation.
4. Schools operated with limited budgets. Identifying which HRM practices were most effective allowed for more efficient allocation of resources, ensuring that investments in HRM made a meaningful difference in teacher motivation.
5. Effective HRM practices required careful planning and implementation. Research could guide schools in developing strategic HRM plans that aligned with their goals for teacher motivation and overall school improvement.

1.12 Definition of Key Terms and Concepts

This part deals with the operational definition of key terms as used in the study: **Human Resource Management (HRM) practices** refer to the policies, procedures, and activities that organizations implement to effectively manage and develop their workforce. These practices are designed to maximize employee performance, enhance job satisfaction, and align workforce capabilities with organisational goals. These HRM practices include: Recruitment and Selection, Training and Development,

Performance Management, Compensation and Benefits, Employee Relations, Workforce Planning, Compliance, and Health and Safety

Performance Management is a systematic process used by schools to ensure that employees' activities and outputs align with the school's goals and objectives. It involves setting performance expectations, monitoring progress, providing feedback, and assessing performance outcomes.

Teacher Motivation refers to the internal and external factors that influence a teacher's enthusiasm, commitment, and drive to perform their role effectively. It encompasses the reasons and incentives that inspire teachers to engage in their work, pursue professional development, and strive for excellence in their teaching practices.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of related literature concerning the school environment in terms of physical facilities, school safety and security, social inclusiveness and learners' attendance. The literature was reviewed from journals, textbooks, publications, internet sources, and official reports related to the school environment. It has been reviewed according to the study objectives. The chapter also includes the conceptual review and the definitions of the variables in the study according to professional scholars.

2.2 Theoretical Review

Cognitive Evaluation Theory (CET), proposed by Deci and Ryan, is a subsidiary theory of Self-Determination Theory (SDT) that specifically examines the impact of external factors on intrinsic motivation. The theory examines the impact of external factors, such as rewards and social situations, on intrinsic motivation via influencing an individual's feelings of autonomy and competence (Reeve, 2023; Deci & Ryan, 1985). CET proposes that intrinsic motivation is fuelled by internal incentives, including a personal gratification and genuine pleasure in the task (Reeve, 2023; Deci & Ryan, 1985). According to the theory, extrinsic rewards can have either a positive or negative impact on intrinsic motivation, depending on how they are perceived. Perceiving incentives as a form of control has the potential to reduce intrinsic motivation. In contrast, if they are seen as providing information and help, they can improve it (Reeve, 2023; Deci & Ryan, 1985). CET highlights the significance of autonomy (the sense of being in charge of one's actions) and competence (the feeling of being capable in one's pursuits) in sustaining and amplifying intrinsic motivation (Reeve, 2023).

Within organisational contexts, Cognitive Evaluation Theory (CET) can be utilised to develop motivating tactics that promote employee engagement and satisfaction through the facilitation of their autonomy and competence (Reeve, 2023; Deci & Ryan, 1985). By offering helpful and optimistic feedback, professional growth opportunities, and a school culture that encourages cooperation, teachers' perceived ability can be improved, thus increasing their internal drive to succeed (Deci, Koestner, & Ryan, 1999). Schools can promote intrinsic motivation in teachers and

improve teaching effectiveness and educational outcomes by implementing the principles of CET (Reeve, 2023).

Nevertheless, critics contend that CET overly simplifies the differentiation between internal and extrinsic motivation. The richness and multidimensional nature of human motivation may not be fully captured by the dichotomous framework of the theory (Fripp, 2024). In addition, the theory's capacity to be applied in different cultural settings is being doubted due to the huge variances in what motivates individuals across cultures. It is possible that CET does not sufficiently consider these differences (Fripp, 2024). Moreover, certain empirical research have discovered variations in inherent motivation without concomitant differences in perceived locus of causality or competence, hence questioning the assumptions of the theory (Reeve, 2023). Ultimately, the theory may fail to adequately account for the wider social and environmental factors that impact motivation. Organisational culture, social conventions, and individual characteristics are influential factors that have a substantial impact on motivation (Reeve, 2023). Despite these criticisms, CET remains a foundational theory in the study of motivation, particularly within the broader framework of Self-Determination Theory.

2.3 Conceptual Review

HRM practices are essential for improving teacher motivation and performance. Jyoti, Sharma, and Rani (2020) assert that continuous professional development chances help teachers in enhancing their skills and remaining abreast of the most recent educational methodologies. This not only enhances their self-assurance but also increases their motivation to achieve higher levels of performance. Additionally, teacher motivation can be considerably influenced by the implementation of effective performance management systems, which encompass regular feedback and appraisals. Teachers are more likely to feel respected and motivated when they receive constructive comments and praise for their achievements. Further, granting teachers the authority to participate in decision-making processes and allowing them independence in their classrooms can result in increased work satisfaction and motivation. Teachers who perceive themselves as having influence over their work environment tend to exhibit higher levels of commitment and motivation (Jyoti, Sharma, & Rani, 2020; Runhaar, 2017). Still, an encouraging and affirming professional atmosphere, where educators experience admiration and backing from

their peers and management, has the potential to amplify their motivation. This entails ensuring sufficient resources are available and addressing any concerns that may arise (Jyoti, Sharma, & Rani, 2020; Runhaar, 2017). Lastly, it is crucial to consider the significance of competitive remuneration and perks. When teachers perceive that they receive adequate remuneration for their efforts, their motivation and job satisfaction tend to rise (Jyoti, Sharma, & Rani, 2020; Hashmi, 2014). When implemented properly, these human resource management (HRM) methods can establish a favourable atmosphere for teachers, resulting in enhanced performance and superior educational outcomes for students. This study aims to examine the impact of school administrators' effectiveness of performance management on teachers' motivation.

Performance management in education entails the assessment and enhancement of teacher performance with the aim of enhancing student outcomes. Important elements encompass a range of techniques employed to evaluate the effectiveness of teachers, including classroom observations, student evaluations, and self-assessments. Performance metrics, such as student achievement, teacher attendance, and engagement in professional development activities, are also significant. Additionally, offering constructive feedback and creating opportunities for professional growth are essential for fostering continuous improvement (Fernández & Martínez, 2022).

The level of motivation that teachers possess has a substantial influence on their performance, which in turn has a direct effect on the outcomes of their students. Intrinsic motivation refers to the drive that comes from within oneself, fuelled by internal benefits such as personal satisfaction and a sense of accomplishment (Fernández & Martínez, 2022). On the other hand, extrinsic motivation is driven by external incentives, such as monetary compensation, bonuses, and acknowledgement (Fernández & Martínez, 2022).

Effective performance management can boost teacher motivation by establishing clear and attainable objectives that help teachers comprehend expectations and strive for excellence. Offering sufficient resources, expert training, and emotional assistance can enhance motivation. The act of acknowledging and recognising the efforts and triumphs of teachers can have a positive impact on their motivation and

job satisfaction (Kumari & Kumar, 2023; Fernández & Martínez, 2022).

2.3 Performance Management Practices and Teacher Motivation

The empirical review was guided by the three key themes forming the basis for specific objectives that guided the study.

2.3.1 The performance Planning and Teacher Motivation

Performance planning can have a substantial influence on teacher motivation through various means: Performance planning facilitates the establishment of objectives, which can provide teachers with direction in their day-to-day tasks and long-term professional growth (UNESCO, 2024). Performance planning frequently incorporates prospects for professional improvement. Consequently, teachers who notice a path for progression and enhancement of their skills are more inclined to maintain motivation and dedication to their jobs (Kumari & Kumar, 2023). Consistent feedback and acknowledgement are essential elements of performance planning.

Providing teachers with positive feedback and acknowledging their accomplishments enhance their morale and motivation (Portey, 2021). Efficient performance planning guarantees that teachers are equipped with the essential tools to achieve their objectives. This encompasses the provision of teaching resources, technological tools, and assistance from the administrative staff (Forson, Ofosu-Dwamena, Opoku, & Adjavon, 2021). Performance planning can also encompass workload management, assisting teachers in maintaining a harmonious equilibrium between work and personal life. Sustaining long-term motivation and preventing burnout are crucial aspects, as highlighted by Kumari and Kumar (2023).

The challenge, however, is that the effectiveness of performance planning in enhancing teacher motivation depend on meticulous and consistent execution, impartiality, and sufficient support from school administration (Nachshoni, 2024; Kumari & Kumar, 2023; Puri, Ahmad, & Wahidy, 2023; Javornik & Klemenčič, 2023). While numerous studies have demonstrated the positive impact of performance planning, goal setting, feedback, and professional development on teacher motivation and effectiveness (Criss, Konrad, Alber-Morgan, & Brock, 2024; Burroughs, et al., 2019; Mahler, Großschedl, & Harms, 2018), there is a lack of research specifically examining the influence of performance planning on teacher motivation in Ugandan secondary schools.

2.3.2 The Performance Monitoring and Teacher Motivation

Performance monitoring can have a substantial impact on teacher motivation, both positively and negatively. Performance monitoring can strengthen teachers' feeling of accountability (Affuso, et al., 2023), and can assist teachers identify areas for growth and professional development (Criss, Konrad, Alber-Morgan, & Brock, 2024) thereby enhancing teachers' morale and motivation. Nevertheless, researchers contend that excessive levels of or poorly implemented performance monitoring can result in heightened stress and pressure (Affuso, et al., 2023) and can cause teachers to feel unnecessarily controlled or disrespected (Criss, Konrad, Alber-Morgan, & Brock, 2024), ultimately having a negative effect on their motivation.

A study conducted by Atwebembeire, Musaazi, Sentamu, and Malunda (2018) agrees with this opinion. Their study revealed that while performance monitoring has a good influence on the quality of teaching and research in private universities in Uganda, it is also coercive and not sustainable. While the relationship between performance monitoring and teacher motivation is intricate and can be influenced by factors such as implementation methods and individual teacher traits (Affuso et al., 2023; Pekrun, 2021), there is a lack of research specifically examining the impact of performance monitoring on teacher motivation in secondary schools in Uganda.

2.3.3 The Performance Appraisal and Teacher Motivation

The appraisal of performance can have a substantial influence on the motivation of teachers, either in a positive or negative manner. Transparent, objective, and constructive performance appraisals have the potential to boost teacher motivation. Teachers who perceive the appraisal process as fair and acknowledge that their efforts are acknowledged are more inclined to be motivated and enhance their performance (Elliot, 2015; Singh & Rana, 2014). Appraisals that prioritise professional development rather than solely evaluation can result in heightened motivation. Teachers value the use of appraisals as a means to enhance their career development and professional advancement (Elliot, 2015). Research has demonstrated that performance incentives, such as bonuses or promotions, have a favourable impact on teacher motivation. These incentives have the potential to enhance work performance and elevate student success (Oluoch & Gogo, 2022; Wamimbi & Bisaso, 2021). Conversely, if the appraisal process is seen as biased or

too critical, it might discourage teachers.

Unfavourable encounters with appraisals can result in stress and a decline in job contentment (Kagema & Irungu, 2018). Moreover, the influence of performance appraisals can be contingent upon cultural and environmental factors. An illustration from Pakistan emphasised the significance of harmonising appraisal methods with local requirements and circumstances to guarantee their efficacy (Kumari & Kumar, 2023). Studies by Okoth and Oluoch (2019), and (Mwai, 2015) determined that the successful implementation of performance appraisal methods improves teacher motivation. However, the study conducted by Atugonza (2017) found a notable disparity in the performance appraisal methods between public and private schools. Public schools typically adhere to more rigid and formal appraisal procedures. Nonetheless, there is a scarcity of research on the impact of various performance appraisal approaches on teacher motivation in secondary schools in Uganda.

2.4 Summary of Literature Review

An initial examination of relevant literature indicates that performance management has both favourable and unfavourable impacts on teacher motivation. Moreover, there are differences in performance management strategies employed by government-aided and privately operated schools in Uganda. Nevertheless, there is a scarcity of research on the impact of performance management strategies on teacher motivation in secondary schools in Uganda.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the research design, study population, sample size, sampling strategies, data collection instruments, data quality control methods, data analysis methodologies, and ethical considerations that will be utilised in conducting this study.

3.2 Research Design

The researcher employed a cross-sectional survey research design to gather data from samples comprising school administrators and teachers. A cross-sectional study is an observational study design that examines data from a population at a single moment in time. It involves the simultaneous measurement of both outcomes and exposures in the study individuals (Wang & Cheng, 2020). The study employed a mixed method that combined qualitative and quantitative approaches. Creswell (2014) contended that the use of a mixed methodology approach yielded a more exhaustive comprehension of the issue or subject in contrast to applying either strategy independently. The study primarily employed quantitative data, complemented by qualitative information acquired through in-depth interviews.

3.3 Study Population

The sample consisted of staff from 13 government secondary schools in Butaleja District. The group included 13 school administrators and 384 teachers, bringing the study's total population to 397 respondents. The school administrators were chosen for their role in overseeing performance management and teacher motivation. Teachers, on the other hand, were the recipients of performance management efforts, and their overall job satisfaction and performance were influenced by motivation.

3.4 Sample Size

A sample size refers to a subset of the target population that is carefully chosen to reflect the entire population. It might consist of cases, participants, events, or records (Cooper & Schindler, 2008). The study employed Yamane's (1973) sample selection method to choose 13 school administrators and 196 teachers for the study. Table 3.1 displays the target population, sample size, and sampling techniques.

Table 3.1: Target Population, Sample Size, and Sampling Techniques

Respondent	Popn	Sample Size	Sampling technique	Instrument
School Administrators	13	13	Census inquiry	Interview guide
Teachers	384	196	Simple random sampling	Questionnaire
Total	397	209		

Source: Butaleja ASSHU Records, 2024

3.5 Sampling Techniques

The researcher used Simple Random Sampling techniques to select the required sample.

3.5.1 Simple Random Sampling

The researcher employed a simple random sampling method, wherein every member of the population had an equal likelihood of being chosen (Creswell, 2014). In this procedure, the researcher acquired the list of respondents from the head teacher. Next, she allocated a consecutive number to every individual in the sample frame. Ultimately, a computerized random sampling number generator selection process was used to choose individuals.

3.6 Data Collection Methods and Instruments

The researcher employed a combination of quantitative and qualitative methods to gather data, specifically using questionnaires and interviews. The obtained data was triangulated to facilitate analysis and interpretation.

3.6.1 Questionnaire Method

The researcher employed a questionnaire to gather quantitative data. In this approach, the researcher formulated closed-ended questions that the respondents were required to answer. The selection of this strategy was based on its cost-effectiveness and convenience, as it enabled the researcher to efficiently disseminate and collect questionnaires within a minimal timeframe.

3.6.2 Interview Method

The researcher employed the interview research approach to gather qualitative data. The participants were asked unstructured and open-ended questions during a face-to-face interview. This approach was used to extract perspectives and viewpoints from the school administrators regarding the impact of performance management on teacher motivation.

3.7 Instruments for Data Collection

The research employed two data collection instruments: a questionnaire and an interview guide.

3.7.1 Questionnaire

The researcher created a self-administered questionnaire containing closed-ended questions to gather primary data from teachers. The questionnaire was selected because it allowed the researcher to collect a large amount of information from many respondents quickly and inexpensively (Bowling, 2005). The questionnaire consisted of two parts. The first part provided an explanation of the study's purpose. The second part was divided into five sections: Section A focused on demographic information of the respondents, Section B on performance planning, Section C on performance monitoring, Section D on performance appraisal, and Section E on teacher motivation. The items were measured using a five-point Likert scale.

3.7.2 Interview Guide

Data from school administrators was collected using an interview guide. The responses obtained from interviews were utilised to complement the quantitative data. This tool and method allowed the researcher to investigate participants further in the event of ambiguous responses and to gather comprehensive information. Interviews provided an opportunity for the researcher to offer more detailed explanations to questions and address any misunderstandings, thereby enhancing clarity (Amin, 2005). The interview sessions lasted around 20-30 minutes and took place at the participants' individual workplaces. Consent from the respondents was required for the use of audio recording, and the responses were transcribed thereafter.

3.8. Validity and Reliability of Quantitative Instruments

The study verified the reliability and validity of both qualitative and quantitative data collection tools.

3.8.1 Validity and Reliability of Quantitative Data

The study determined the validity, which refers to the accuracy of measuring a concept, and reliability, which refers to the consistency of a research tool in producing the same results when used again in the same circumstances (Heale & Twycross, 2015), of the quantitative study.

3.8.1.1 Validity of Instrument

The validity of an instrument refers to its ability to accurately assess the intended construct, as defined by Creswell, (2014). To ensure the accuracy and reliability of the questionnaire, it was necessary to collaborate with specialists in the education administration and management. Three independent experts to guarantee construct validity then evaluated the questionnaire. These experts were chosen to impartially assess the relevance of the questions in the questionnaire to the research objectives using the categories of relevant (R) and irrelevant (IR).

Table 3.2: The Content Validity Index

Variable	Items	Valid	CVI
Teacher Motivation	6	6	1.00
Performance Planning	8	7	0.88
Performance Monitoring	8	7	0.88
Performance Appraisal	7	6	0.86
Total	29	26	0.90

Source: Primary Data, 2023

The coefficient was reported as 0.90. According to Bowling, (2014), if the coefficient of variation index (CVI) exceeded 0.7, the tool was considered suitable and acceptable for data collection.

3.8.1.2 Reliability of Instruments

Reliability, as defined by Heale & Twycross, (2015), refers to the overall consistency of a measure. A measure was considered to have high reliability if it consistently produced similar results under the same conditions. In this study, reliability was established by conducting a pre-test of the instruments in two schools in Mbale District. A group of 30 teachers was given a set of questionnaires. The data collected were entered into SPSS ver. 20 to calculate the Cronbach alpha coefficient, which was used to assess reliability. Results are presented in table 3.2 below

Table 3.3: Results of Reliability Statistics

Reliability Statistics		
	Cronbach's Alpha	N of Items
Teacher Motivation	.759	6
Performance Planning	.846	7
Performance Monitoring	.756	7
Performance Appraisal	.826	6
Overall	.925	26

Source: Primary data, 2024

Table 3.2 reveals the overall Cronbach alpha coefficient as 0.925. A Cronbach alpha coefficient was greater than 0.7 thus was highly reliable. Heale & Twycross, (2015) argued that a research instrument is reliable, acceptable, and suitable for data collection if its Cronbach alpha coefficient exceeds 0.7.

3.8.2 Validity and Reliability of Qualitative Data

According to Creswell (2014), validity in qualitative research refers to the accuracy of the results from the perspective of the researcher, the participant, or the readers of the account, whereas reliability concerns the consistency of the approach across different researchers and projects. To ensure that the findings accurately represent the phenomena being studied, the researcher took several steps:

- The researcher returned to participants with her findings or interpretations to confirm that they accurately reflected their perspectives and experiences. This helped validate the accuracy of the data.
- The researcher provided detailed and rich descriptions of the research context, participants, and processes. This allows others to understand and assess the applicability and transferability of the findings.
- The researcher maintained a detailed record of the research process, including decisions made, data collection, and analysis procedures. This demonstrated the credibility and reliability of the research process.
- The researcher engaged with peers or colleagues to review and discuss her research methods, findings, and interpretations. Their feedback offered an external check on the validity of the research.
- The researcher was aware of and disclosed her own biases, assumptions, and influences on the research process. Reflecting on how her background and perspectives might affect the research helped improve the validity of the findings.
- The researcher spent sufficient time in the field to gain a deep understanding of the research context and participants. Longer engagement led to more comprehensive and significant insights.
- The researcher ensured that data collection continued until no new themes or insights emerged, indicating that the data was comprehensive and adequately captured the research topic.
- The researcher actively sought out and analysed cases that did not fit the

emerging patterns or themes, ensuring that the findings were not overly generalized and accounted for variability.

3.9 Procedure for Data Collection

The study involved defending the proposal, and upon approval, the researcher received a letter of introduction from Uganda Christian University to the relevant head teachers of secondary schools in Butaleja District. The purpose of this letter was to request permission to gather data. The study was conducted only after receiving approval from the head teachers.

To ensure transparency and ethical conduct, the researcher familiarized herself with the respondents and clearly explained the objective of the study to obtain their agreement. Informed consent was obtained from all participants, ensuring that they understood the purpose of the study, their role, and the confidentiality of their responses.

During the study, a computer-generated random sample was used to select teachers, employing simple random sampling techniques. The sample size was determined based on a pre-established calculation for statistical significance. For school administrators, systematic sampling techniques were employed to ensure a balanced representation across the schools.

The respondents were provided with questionnaires and given a clear timeframe to complete them. The researcher ensured that all questionnaires were completed within this period, with reminders sent as necessary to encourage timely responses. Interview dates were arranged with school administrators, considering their preferred time and location. Interviews were conducted in person and audio recorded with the participants' consent. The recordings were stored securely, and the responses were then transcribed into written text for analysis. To ensure data accuracy, the researcher summarized the interview responses and shared them with participants for validation (member checking). If any points needed clarification, follow-up interviews were conducted.

Before data collection began, the researcher piloted the questionnaire and interview guide in two schools in Mbale District with a sample of 30 teachers to ensure the reliability and validity of the instruments. The data from the pilot test were entered

into SPSS ver. 20 to calculate the Cronbach alpha coefficient, ensuring that the instruments measured the intended constructs consistently.

The researcher ensured all ethical standards were met, including maintaining confidentiality, protecting participant anonymity, and obtaining informed consent.

Ethical approval was sought from the relevant committee at Uganda Christian University before the study began. Participants were assured that their involvement was voluntary, and they could withdraw at any time without consequence.

In the event that certain schools or participants were difficult to access, the researcher had alternative strategies in place. This included reaching out to other schools in the district or adjusting the sampling procedures to ensure the study proceeded without significant delays.

By following these procedures, the researcher aimed to gather comprehensive and reliable data while maintaining ethical integrity and transparency throughout the study.

3.10 Data Analysis

The analysis of the data was aligned with the specific objectives of the study. Both quantitative and qualitative approaches were used and triangulated in the final analysis.

3.10.1 Quantitative Data Analysis

The study involved the collection of quantitative data. Data collection tools and items were coded, entered using SPSS ver. 20 software, and cleaned for errors. Frequency distribution tables were generated for data presentation. Data were analysed using descriptive statistics such as frequencies, percentages, and means. Correlational analysis and regressions were conducted to determine the relationship and direction of the variables. The mean values were interpreted basing on the developed legend presented in table 3.4.

Table 3.4 Legend for Interpretation of Mean Values

RANGE	INTERPRETATION
1.00 - 1.49	very low
1.50 - 2.49	low
2.50 - 3.49	moderate
3.50 - 4.49	high
4.50 - 5.00	very high

3.10.2 Qualitative Data Analysis

The qualitative data obtained from interviews conducted with the school

administrators was transcribed, edited, thematically analysed and sorted to fit the research questions. The researcher thoroughly analysed the data to uncover recurring common themes, including subjects, concepts, and patterns of meaning. This process entailed becoming acquainted with the subject matter, programming, creating themes, evaluating themes, establishing and labelling themes, and documenting the findings. The results were examined and subsequently deliberated upon. Conclusions were derived from the observations using thematic data analysis. Creswell, (2014) argued that the value of qualitative data lies in its ability to investigate individuals in their authentic environment, emphasise interpretations and significance, and attain a more profound comprehension of the participant's understanding of the research.

3.11 Ethical Considerations

The researcher observed the following ethical issues during data collection and reporting:

- Participants were fully informed about the nature of the research, including its purpose, procedures, risks, and benefits. Their participation was entirely voluntary and free from coercion.
- Privacy was safeguarded by securing participants' personal data and restricting access to authorized individuals only. Data were anonymised whenever possible to prevent the identification of individuals.
- Data and findings were reported truthfully, with no fabrication, falsification, or misrepresentation of results. Transparency in methodology and analysis was maintained throughout the process.
- Participants' welfare was prioritized, and efforts were made to avoid causing harm or distress. The right of participants to withdraw from the study at any time without penalty was respected.
- Bias in data collection and analysis was minimized, and potential conflicts of interest affecting research outcomes were acknowledged.
- Measures were implemented to protect data from unauthorized access or breaches, following best practices for data storage and handling.
- Approval was obtained from the UCU research ethics committee, and their guidelines and recommendations were adhered to.
- Proper credit was given to original sources and collaborators. Plagiarism was avoided, and all contributions were appropriately acknowledged.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter deals with presentation and analysis of the researcher’s findings of the study. It includes the questionnaire return rate and participants’ demographic information. In addition are the findings on the influence of the effectiveness of human resource management practices on teacher motivation in secondary schools in Butaleja District. The data from the teachers questionnaires presented here were triangulated with the data obtained from in-depth interviews with some head teachers from Butaleja district.

4.1 Survey Response rate

The researcher hand-delivered the questionnaires to teachers at the participating schools in November and December 2024. This period was strategically chosen, as it aligned with the conclusion of the teachers’ term activities, ensuring their availability to complete the questionnaires. Table 4.1 outlines the distribution of questionnaires, the actual sample size, the response rates for the teachers’ questionnaires, and the overall response rate.

Table 4.1: Return Rate of the Questionnaires

Participants	Questionnaires Distributed	Actual Sample	Return Rate (%)
Teachers	196	196	100

Source: Primary data, 2024

As presented in Table 4.1, a total of 196 participants completed the questionnaires, resulting in a 100% response rate. This rate exceeds the typical response rate benchmarks for academic surveys, which, according to Holtom, Baruch, Aguinis, & Ballinger, (2022), range from 23% to 49% for surveys targeting top managers and from 40% to 80% for studies focused on mid-level managers or other employees. In this study, both the overall response rate surpass these recommended standards. This high response rate can be attributed to the use of a less intrusive and more convenient sampling method—simple random sampling (Holbrook, Krosnick, & Pfent, 2008)—combined with a ‘drop-and-pick’ technique for distributing the questionnaires (Holtom, Baruch, Aguinis, & Ballinger, 2022).

4.2 Biographical Information of the Respondents

The researcher sought respondents' biographic data about their Gender, Age, Teaching Experience, and Teaching Subjects to determine representativeness of the sample.

Gender

Table 4.2 presents the gender distribution of the respondents in this study. Understanding the gender composition of the sample is crucial, as it provides insight into the demographic characteristics of the teachers participating in the survey.

Gender distribution can have significant implications for analyzing various factors such as teaching experiences, professional development needs, and the perspectives on educational processes. By examining the representation of male and female teachers, we can assess whether the sample is balanced and ensure that the survey results reflect a diverse range of viewpoints. The findings offer a foundation for interpreting gender-based differences and similarities in the survey responses, which may contribute to more targeted and equitable educational policies and practices.

Table 4.2: Respondents' Gender

		Gender			
Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Male	116	59.2	59.2	59.2
	Female	80	40.8	40.8	100.0
	Total	196	100.0	100.0	

Source: Primary data, 2024

As shown in Table 4.2, the sample consists of 59.2% male and 40.8% female respondents, highlighting a higher representation of males compared to females. This gender distribution mirrors that of the broader population of secondary education teachers in Uganda (UBOS, 2020). Although there is a larger proportion of male respondents, the gender distribution remains relatively balanced, with females representing a notable 40.8% of the sample. This balance ensures that the survey results capture a diverse range of gender perspectives, contributing to the robustness of the findings.

Age

Table 4.3 presents the age distribution of the survey respondents, providing important insights into the demographic profile of the participating teachers. Age is a key factor in understanding the career stage and professional experiences of teachers, as it can influence their perspectives on teaching, performance processes,

and professional development needs. By analyzing the age range of respondents, this table helps to identify whether the sample is composed primarily of early-career, mid-career, or experienced teachers. The findings also shed light on the diversity of viewpoints that may emerge from different generational perspectives within the teaching profession, which can be valuable for tailoring professional development programs and educational strategies.

Table 4.3: Respondents' Age

		Freq	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Valid	Under 25 years	13	6.6	6.6	6.6		
	25-34 years	75	38.3	38.3	44.9		
	35-44 years	61	31.1	31.1	76.0		
	45-54 years	29	14.8	14.8	90.8		
	55 years and above	18	9.2	9.2	100.0		
	Total	196	100.0	100.0		2.82	1.066

Source: Primary data, 2024

Table 4.3 presents a mean age of 2.82, which indicates that, on average, respondents are between 25-34 and 35-44 years old. Since the mean is closer to 3, this suggests that the majority of teachers in the sample are likely within the 35-44 age range, although some may also fall within the 25-34 category. This indicates that the sample is primarily composed of teachers who are in the mid-stage of their careers, possessing considerable teaching experience while remaining actively engaged in the workforce.

The standard deviation of 1.066 reflects a moderate degree of variability in the ages of the respondents. This suggests that, while most teachers are concentrated within the 25-44 age group, there is some diversity in the sample, with a portion of teachers being either younger or older than the average. This variability could represent a range of generational perspectives on teaching practices, motivations, and professional development.

Teaching Experience

Table 4.4 provides a detailed breakdown of the respondents' teaching experience, offering valuable insights into the professional backgrounds of the teachers participating in the survey. Teaching experience is a significant factor in understanding how teachers perceive various professional processes, such as

performance planning, monitoring, and appraisal. It also influences their professional development needs and overall job satisfaction. By analyzing the distribution of teaching experience, this table helps to identify the proportion of respondents who are early-career, mid-career, or more experienced teachers. The findings are essential for understanding the diverse perspectives within the sample, as teachers at different stages of their careers may have varying views on educational practices and support mechanisms.

Table 4.4: Respondents’ Teaching Experience

		Freq	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev
Valid	<5 years	29	14.8	14.8	14.8		
	5-10 years	76	38.8	38.8	53.6		
	11-20 years	62	31.6	31.6	85.2		
	>20 years	29	14.8	14.8	100.0		
	Total	196	100.0	100.0		2.46	.919

Source: Primary data, 2024

According to Table 4.4, the majority, 76 (38.8%), of the respondents had 5-10 years of teaching experience, while the minority, 29 (14.8%), had less than 5 years of experience. Additionally, 62 (31.6%) of the respondents had 11-20 years of experience, and another 29 (14.8%) had more than 20 years of teaching experience. This illustrates that the majority of respondents were moderately to highly experienced teachers. By implication, this suggests that the respondents were well-positioned to provide informed and reliable responses, which contributed to the successful accomplishment of the study.

Teaching Subjects

Table 4.5 presents the distribution of teaching subjects among the survey respondents, offering insights into the diversity of subject areas taught by teachers in the sample. Understanding the subject distribution is essential, as it highlights which disciplines are more prevalent in the surveyed schools and can influence various aspects of teaching practices, professional development, and curriculum support. The data reveals the most commonly taught subjects, such as Geography, Mathematics, and CRE, while also identifying less frequently taught subjects like Food and Nutrition and General Paper. These findings are valuable for informing targeted professional development programs, ensuring that they address the specific needs of teachers across different subject areas and educational contexts. Additionally, the subject diversity reflects the range of teaching methodologies and

challenges present in the schools, contributing to a more comprehensive understanding of the teaching landscape.

Table 4.5: Respondents’ Teaching Subjects

		§TS Frequencies		
		Responses		Percent of Cases
Teaching Subjects ^a		N	Percent	
	English Language	22	6.5%	11.3%
	CRE	31	9.2%	16.0%
	History and PE	30	8.9%	15.5%
	Geography	34	10.1%	17.5%
	Kiswahili	8	2.4%	4.1%
	Local Language	4	1.2%	2.1%
	Mathematics	34	10.1%	17.5%
	Agriculture	16	4.7%	8.2%
	Physics	21	6.2%	10.8%
	Chemistry	25	7.4%	12.9%
	Biology	26	7.7%	13.4%
	Art and Design	11	3.3%	5.7%
	Entrepreneurship	15	4.5%	7.7%
	Physical Education	11	3.3%	5.7%
	ICT	16	4.7%	8.2%
	Literature	14	4.2%	7.2%
	IRE	4	1.2%	2.1%
	Music	6	1.8%	3.1%
	Economics	7	2.1%	3.6%
	Food and nutrition	1	0.3%	0.5%
	General Paper	1	0.3%	0.5%
	Total	337	100.0%	173.7%

a. Dichotomy group tabulated at value 1.

Source: Primary data, 2024

According to Table 4.5, the majority of respondents were involved in teaching Geography and Mathematics, each accounting for 34 responses (10.1% of the total responses), with 17.5% of cases represented in each subject. Other prominent subjects included CRE (31 responses, 9.2% of total responses, 16.0% of cases), History and PE (30 responses, 8.9% of total responses, 15.5% of cases), Biology (26 responses, 7.7% of total responses, 13.4% of cases), and Chemistry (25 responses, 7.4% of total responses, 12.9% of cases). Subjects with relatively fewer responses included Kiswahili (8 responses, 2.4%), Local Language (4 responses, 1.2%), IRE (4 responses, 1.2%), Music (6 responses, 1.8%), Economics (7 responses, 2.1%), Food and Nutrition, and General Paper (1 response each, 0.3%). This means that the majority of respondents teach subjects that are traditionally prioritized in the curriculum;

hence, the findings can be generalised in regard teacher development and support supervision.

4.3 Quantitative Analysis

4.3.1 Dependent Variable: Teacher Motivation

Table 4.6 presents findings related to teacher motivation, which is the dependent variable in this study. Teacher motivation plays a critical role in educational settings, as it directly affects teaching quality, student outcomes, and overall school performance. Therefore, it is essential to understand the factors that contribute to or hinder teacher motivation in order to develop effective policies and practices that foster and retain high-quality educators. The table outlines several key motivational factors, including intrinsic motivations (e.g., passion for teaching, desire for professional growth), extrinsic motivators (e.g., recognition from peers and administration), and the sense of fulfillment teachers derive from student achievements. Additionally, it reflects teachers' perceptions of how well their professional needs are addressed through the performance planning, monitoring, and appraisal processes. The responses are presented in table 4.6 with the following codes: Strongly Disagree (SDA), Disagree (DA), Neutral (N), Agree (A), Strongly Agree (SA) and Standard Deviation (SD).

Table 4.6: Teacher Motivation

Items	SDA	DA	N	A	SA	Mean	SD
I feel passionate about teaching and helping my students succeed.	1 (.5)	2 (1.0)	7 (3.6)	67 (34.2)	119 (60.7)	4.54	.667
I am motivated by my desire for professional growth and development.	2 (1.0)	2 (1.0)	14 (7.1)	91 (46.4)	87 (44.4)	4.32	.740
Recognition from peers and administration boosts my motivation to teach.	2 (1.0)	4 (2.0)	26 (13.3)	112 (57.7)	52 (26.5)	4.06	.755
I find fulfillment in the progress and achievements of my students.	2 (1.0)	2 (1.0)	15 (7.7)	114 (58.2)	63 (32.1)	4.19	.704
I feel that my contributions to the school are valued.	2 (1.0)	4 (2.0)	43 (21.9)	114 (58.2)	33 (16.8)	3.88	.741
Overall, I feel motivated to perform my best in my teaching role.	1 (1.0)	5 (2.6)	19 (9.7)	96 (49.0)	74 (37.8)	4.20	.795
Overall						4.20	0.73

Source: Primary data, 2024

Table 4.6 reveals that teachers exhibit high overall motivation, with the strongest intrinsic motivation reflected in the statement "I feel passionate about teaching and helping my students succeed," which received the highest mean score of 4.54 (SD = 0.67). This is closely followed by "I am motivated by my desire for professional growth and development," with a mean score of 4.32 (SD = 0.74), indicating that teachers are highly driven by a personal commitment to student success and ongoing professional advancement. In contrast, the statement "Recognition from peers and administration boosts my motivation to teach" received a relatively lower mean score of 4.06 (SD = 0.76), suggesting that external recognition is less influential in motivating teachers compared to intrinsic factors.

Teachers also report a moderate sense of fulfillment and satisfaction with their roles. The statement "I find fulfillment in the progress and achievements of my students" scored 4.19 (SD = 0.70), highlighting that teachers derive significant satisfaction from their students' success. However, the item "I feel that my contributions to the school are valued" yielded a mean score of 3.88 (SD = 0.74), indicating a somewhat lower perception of being valued within the school environment.

Overall, 49.0% of respondents agreed and 37.8% strongly agreed that they feel motivated to perform their best in their teaching roles, with a mean of 4.20 and a standard deviation of 0.73. This indicates that respondents are generally motivated by intrinsic factors such as passion for teaching, professional growth, and student success, though there is room to enhance external motivators such as recognition and feeling valued by the school.

Findings from qualitative data indicate that teacher motivation is heavily influenced by financial incentives and professional recognition. While monetary rewards are emphasized, verbal appreciation and support also play a role. One participant asserted,

Today's teachers... motivation is money, period. (Interviewee 4, 31 December 2024)

While another highlighted,

Verbal appreciation and small prizes also motivate teachers. (Interviewee 3, 30 December 2024)

However, maintaining motivation is challenging due to inconsistent financial rewards and support systems. For instance, one interviewee noted,

Many feel demotivated when resources are scarce or when their contributions go unrecognized. (Interviewee 5, 31 December 2024)

While another stated,

Sometimes teachers feel overstrained due to limited resources. (Interviewee 4, 31 December 2024)

While financial incentives are crucial, fostering a positive work environment through non-monetary recognition and support can sustain motivation, especially in resource-constrained settings.

4.3.2 The performance Planning and Teacher Motivation

Table 4.7 presents findings related to performance planning, a key dependent variable in this study. Performance planning is a vital component of the professional development process, as it establishes clear objectives, expectations, and strategies for teacher improvement. It functions as a tool for enhancing teaching effectiveness and ensuring alignment between individual goals and the broader mission of the school.

This section of the table explores various dimensions of performance planning, including its organization, clarity of objectives, teacher collaboration, and the extent to which teachers feel involved and supported throughout the planning process. Additionally, the data reflects teachers' perceptions of how well their professional needs are addressed within the performance planning framework.

Through the analysis of mean scores and standard deviations, the findings offer a detailed understanding of teachers' perceptions of the performance planning process in their schools. These insights are crucial for identifying strengths and areas that require improvement in the planning process, ultimately facilitating the development of more effective and engaging professional development initiatives. The responses are presented in table 4.7 with the following codes: Strongly Disagree (SDA), Disagree (DA), Neutral (N), Agree (A), Strongly Agree (SA) and Standard Deviation (SD).

Table 4.7: Performance Planning

Item	SDA	DA	N	A	SA	Mean	SD
The performance planning process in my school is well-organized.	2 (1.0%)	12 (6.1%)	45 (23.0%)	115 (58.7%)	22 (11.2%)	3.73	.780
I understand the objectives of my performance plan clearly.	2 (1.0%)	4 (2.0%)	43 (21.9%)	131 (66.8%)	16 (8.2%)	3.79	.658
I receive sufficient support from school management during the performance planning process.	5 (2.6%)	15 (7.7%)	60 (30.8%)	100 (51.3%)	15 (7.7%)	3.54	.845
The performance plan encourages collaboration among teachers.	2 (1.0%)	4 (2.0%)	27 (13.8%)	105 (53.6%)	58 (29.6%)	4.09	.776
My input is considered in the performance planning process.	2 (1.0%)	10 (5.1%)	55 (28.1%)	109 (55.6%)	20 (10.2%)	3.69	.765
I feel that the current performance planning adequately addresses my professional needs.	6 (3.1%)	9 (4.6%)	45 (23.0%)	101 (51.5%)	35 (17.9%)	3.77	.904
I am satisfied with my involvement in the performance planning process.	2 (1.0%)	9 (4.6%)	39 (19.9%)	111 (56.6%)	35 (17.9%)	3.86	.797
Overall						3.78	0.789

Source: Primary data, 2024

Table 4.7 demonstrates that teachers generally have a positive perception of the performance planning process. The statement "The performance planning process in my school is well-organized" received a mean score of 4.20 (SD = 0.80), indicating a strong sense of organization in the planning process. Additionally, teachers report a solid understanding of the objectives of the performance plan, as reflected in the mean score of 4.09 (SD = 0.78).

However, some teachers express concern about the level of support they receive from school management during the performance planning process, as evidenced by the lower mean score of 3.54 (SD = 0.85) for the statement "I receive sufficient support from school management during the performance planning process."

On a more positive note, the perception of collaboration within the performance planning process is favorable, as indicated by the mean score of 4.17 (SD = 0.78) for the statement "The performance plan encourages collaboration among teachers." Furthermore, teachers feel that their input is valued in the planning process, with a mean score of 4.13 (SD = 0.83).

Overall, the responses yielded a mean score of 3.78 and a standard deviation of 0.789, suggesting that while the performance planning process in schools is generally well-regarded, there is some room for improvement in areas like management support and addressing individual professional needs.

H₀1: There is no statistically significant effect of good performance planning influence teacher motivation in secondary schools in Butaleja District.

The researcher analyzed this relationship using a Pearson product-moment correlation coefficient. Table 4.8 shows the results of a Pearson product-moment correlation coefficient to the question.

Table 4.8: Performance Planning and Motivation Correlation Coefficient

Correlations		
Teacher Motivation		Performance Planning
	Pearson Correlation	.584
	Sig. (2-tailed)	.000
	N	195

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

Source: Primary data, 2024

The relationship between performance planning and teacher motivation was investigated using Pearson product-moment correlation coefficient. Preliminary analyses were conducted to ensure no violation of the assumptions of normality, linearity, and homoscedasticity. A moderate (Cohen, 1988) positive correlation was found between the two variables, $r = .584$, $n = 195$, $p < .01$, indicating that higher levels of performance planning were associated with increased teacher motivation. The correlation is statistically significant at the 0.01 level (2-tailed), leading to the rejection of the null hypothesis (H₀1), which stated that there is no statistically significant effect of an effective performance planning on teacher motivation. This suggests that effective performance planning play a significant role in enhancing teacher motivation.

The researcher conducted a regression analysis testing the hypothesis that good performance planning has a significant effect on teacher motivation in secondary schools in Butaleja District. The model summary, ANOVA, and coefficient tables are presented in table 4.9 below.

Table 4.9: Results of a linear regression of performance Planning and teacher motivation

Model Summary^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change in R Square	Change in F	df1	df2	Sig. F Change	
1	.584 ^a	.341	.338	2.41931	.341	99.962	1	193	.000	

a. Predictors: (Constant), Performance Planning

b. Dependent Variable: Teacher Motivation

ANOVA^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1 Regression	585.080	1	585.080	99.962	.000 ^b	

	Residual	1129.638	193	5.853						
	Total	1714.718	194							
a. Dependent Variable: Teacher Motivation										
b. Predictors: (Constant), Performance Planning										
Coefficients^a										
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error				Beta	Zero-order	Partial	Partial	Tolerance
1	(Constant)	13.695	1.162	11.789	.000					
	Performance Planning	.4343	.043	9.998	.000	.584	.584	.584	1.000	1.000

a. Dependent Variable: Teacher Motivation

Source: Primary data, 2024

Table 4.9 of the regression analysis demonstrates a moderate positive correlation between performance planning and teacher motivation, with an R value of 0.584. This suggests that performance planning accounts for 34.1% of the variance in teacher motivation ($R^2 = 0.341$). The adjusted R^2 value of 0.338 indicates that the model provides a good fit to the data and is not overfitted. The F-statistic of 99.962, with a significance level of 0.000, further affirms the statistical significance of the regression model. The ANOVA table confirms that the model significantly predicts teacher motivation ($F = 99.962$, $p = 0.000$). Since the p-value is less than the 0.05 threshold, we reject the null hypothesis (H_0), indicating that performance planning has a statistically significant effect on teacher motivation in secondary schools in Butaleja district. The coefficient for performance planning is $B = 0.434$, implying that for each unit increase in performance planning, teacher motivation increases by 0.434 units. The standardized coefficient ($\beta = 0.584$) reflects a moderate positive impact of performance planning on teacher motivation. The t-value of 9.998, with a p-value of 0.000, further supports the statistical significance of this relationship.

Moreover, the correlation coefficients show a strong and direct relationship between performance planning and teacher motivation, with zero-order, partial, and part correlations all equal to 0.584. The collinearity statistics, with Tolerance = 1.000 and VIF = 1.000, indicate that there are no concerns regarding multicollinearity in

the model. From qualitative data performance planning was described as a collaborative effort involving various stakeholders such as administrators, teachers, and occasionally parents. Effective planning aligns individual and institutional goals to improve outcomes. For instance, one interviewee noted,

Performance planning cannot be done by an individual. Administrators, teachers, and other stakeholders may, for example, include parents.
(Interviewee 1, 24 December 2024)

Another added,

We sit together with members of the department... and have a final review of what we've planned. (Interviewee 5, 31 December 2024)

However, despite its collaborative nature, the process is hindered by limited resources, conflicting priorities among stakeholders, and misaligned expectations. This challenge is exemplified by comments such as,

Each stakeholder wants their issues to be captured in the work plans
(Interviewee 2, 30 December 2024)

and another explaining

The mind-set of members—they think you are giving them an open check.
(Interviewee 4, 31 December 2024)

Table 4.10 presents the findings related to performance monitoring, a key dependent variable in this study. Performance monitoring is crucial for tracking teacher progress, identifying areas for improvement, and ensuring that teaching practices meet educational standards. It involves the systematic assessment of teacher performance, offering feedback that can guide professional growth and development.

This section of the table examines various dimensions of performance monitoring, including teachers' understanding of the monitoring processes, the clarity of the criteria used, the appropriateness of evaluation tools, and the timeliness and usefulness of the feedback received. The data also reflects teachers' perceptions of the effectiveness of the monitoring process in identifying areas for improvement and supporting their professional development.

By analyzing the mean scores and standard deviations, the findings provide a

comprehensive overview of how teachers perceive the performance monitoring systems in place within their schools. These insights are critical for evaluating the strengths of current practices and identifying potential areas for refining monitoring processes to better support teacher growth and enhance teaching quality. The responses are presented in table 4.10 with the following codes: Strongly Disagree (SDA), Disagree (DA), Neutral (N), Agree (A), Strongly Agree (SA) and Standard Deviation (SD).

Table 4.10: Performance Monitoring

	SDA	DA	N	A	SA	Mean	SD
I clearly understand the performance monitoring processes implemented in my school.	4 (2.0%)	4 (2.0%)	48 (54.5%)	126 (64.3%)	14 (7.1%)	3.72	.713
The criteria for performance monitoring are well-defined and communicated.	2 (1.0%)	14 (7.1%)	57 (29.1%)	112 (57.1%)	11(5.6%)	3.59	.749
The performance monitoring process is effective in identifying areas for my improvement.	2 (1.0%)	9 (4.6%)	31 (15.8%)	108 (55.1%)	46 (23.5%)	3.95	.818
The tools used for performance monitoring are appropriate for evaluating my teaching.	3 (1.5%)	6 (3.1%)	41 (20.9%)	125 (63.8%)	21 (10.7%)	3.79	.732
I receive timely feedback that helps me make necessary adjustments in my teaching.	7 (3.6%)	10 (5.1%)	74 (37.8%)	85 (43.4%)	20 (10.2%)	3.52	.880
The performance monitoring process leads to meaningful professional development opportunities.	1 (0.5%)	6 (3.1%)	21 (10.7%)	99 (50.5%)	69 (35.2%)	4.17	.776
I feel adequately trained to participate in the performance monitoring process.		16 (8.2%)	104 (53.3%)	58 (29.7%)	17 (8.7)	3.39	.761

Source: Primary data, 2024

The data presented in Table 4.10 indicates that teachers generally possess an understanding of and express satisfaction with the performance monitoring processes. The statement "I clearly understand the performance monitoring processes implemented in my school" received a mean score of 4.03 (SD = 0.73), while "The performance monitoring process is effective in identifying areas for my improvement" achieved a mean score of 3.95 (SD = 0.81), reflecting teachers' recognition of the monitoring system's potential to support their professional growth. However, the item "The tools used for performance monitoring are appropriate for evaluating my teaching" obtained a lower mean score of 3.79 (SD = 0.73), indicating some degree of dissatisfaction with the tools employed in the evaluation process.

H₀2: There is no statistically significant effect of effective performance monitoring on teacher motivation in secondary schools in Butaleja District.

The researcher analyzed this relationship using a Pearson product-moment correlation coefficient. Table 4.11 shows the results of a Pearson product-moment correlation coefficient to the question.

Table 4.11: Performance Monitoring and Teachers Motivation Correlation Coefficient

Correlations		
Teacher Motivation	Pearson Correlation	Performance Monitoring .585
	Sig. (2-tailed)	.000
	N	195

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

Source: Primary data, 2024

The relationship between performance monitoring and teacher motivation was examined using Pearson product-moment correlation coefficient. Preliminary analyses were conducted to ensure no violation of the assumptions of normality, linearity, and homoscedasticity. A moderate positive correlation was found between the two variables, $r = 0.585$, $n = 195$, $p < 0.01$, indicating that higher levels of performance monitoring are associated with increased teacher motivation. The correlation is statistically significant at the 0.01 level (2-tailed), leading to the rejection of the null hypothesis (H₀2), which stated that there is no statistically significant effect of an effective performance monitoring on teacher motivation.

This suggests that effective performance monitoring play a significant role in enhancing teacher motivation.

Table 4.12 presents the results of the regression analysis aimed at examining the influence of performance monitoring on teacher motivation in secondary schools in Butaleja District. The analysis includes the model summary, ANOVA, and coefficient results.

Table 4.12: Results of a linear regression of performance monitoring and teacher motivation

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change in R Square	F Change	df1	df2	Sig. F Change	
1	.585 ^a	.342	.339	2.41786	.342	100.313	1	193	.000	

a. Predictors: (Constant), Performance Monitoring

b. Dependent Variable: Teacher Motivation

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	586.435	1	586.435	100.313	.000 ^b
	Residual	1128.283	193	5.846		
	Total	1714.718	194			

a. Dependent Variable: Teacher Motivation

b. Predictors: (Constant), Performance Monitoring

Source: Primary data, 2024

Table 4.12 of the regression analysis demonstrates a moderate positive correlation between performance monitoring and teacher motivation, with an R value of 0.585. This suggests that performance monitoring accounts for 34.2% of the variance in teacher motivation ($R^2 = 0.342$). The adjusted R^2 value of 0.339, which adjusts for the number of predictors included, further indicates that the model provides a good fit to the data. The F-statistic of 100.313, accompanied by a p-value of 0.000, provides additional evidence for the statistical significance of the model. The ANOVA results confirm the overall significance of the regression model, with an F-value of 100.313 and a p-value of 0.000, signifying that the model significantly predicts teacher motivation. Since the p-value is less than 0.05, we reject the null hypothesis (H_0), concluding that performance monitoring has a statistically significant impact on teacher motivation in secondary schools in Butaleja District.

The correlation analysis shows a strong positive relationship between performance

monitoring and teacher motivation, with a zero-order correlation of 0.585, confirming the strength of this association. Both partial and part correlations also yield a value of 0.585, indicating that this strong relationship persists even when controlling for other variables.

The collinearity statistics indicate a Tolerance value of 1.000 and a VIF value of 1.000, signaling no multicollinearity concerns. These values confirm that performance monitoring is not highly correlated with any other independent variables in the model.

Findings from qualitative data shows monitoring performance in schools employs diverse methods, including direct classroom observation, peer supervision, and feedback from students. Monitoring is critical to ensuring accountability and identifying areas for improvement. As one interviewee described,

It is carried out by observation, peer supervision, and requesting students' feedback. (Interviewee 1, 24 December 2024)

Another noted,

We use lesson monitoring tools and reports from heads of departments. (Interviewee 3, 30 December 2024)

However, monitoring evokes mixed reactions. While some teachers feel supported and appreciate the guidance, others perceive it as overly critical. For example, one participant remarked,

A few feel supported, but the majority feel scrutinized. (Interviewee 1, 24 December 2024)

While another stated,

Some teachers see it as faultfinding. (Interviewee 4, 31 December 2024)

Monitoring is thus a double-edged sword: it drives accountability and improvement but can alienate teachers if perceived as punitive. Transparency and constructive feedback are essential to mitigate negative perceptions.

4.3.3 The performance appraisal and Teacher Motivation

Table 4.13 presents the findings related to performance appraisal, a key dependent variable in this study. Performance appraisal is a vital component of the professional development framework for teachers, as it provides a structured evaluation of their strengths, areas for improvement, and overall effectiveness in the classroom. This process plays a crucial role in promoting professional growth, ensuring accountability, and aligning individual performance with the educational institution's goals.

In this section, the table examines various aspects of the performance appraisal process, including teachers' understanding of the appraisal criteria, the clarity and communication of the appraisal process, and the perceived fairness and effectiveness of the evaluation tools used. It also addresses the level of training teachers receive concerning the appraisal process and assesses whether the appraisal effectively identifies both strengths and areas for improvement.

By analyzing the mean scores and standard deviations, the findings offer valuable insights into how teachers perceive the performance appraisal process within their schools. These insights are essential for evaluating how well the appraisal system supports teacher development and for identifying areas where improvements could be made to enhance its effectiveness, ensuring it contributes meaningfully to professional growth. The responses are presented in table 4.13 with the following codes: Strongly Disagree (SDA), Disagree (DA), Neutral (N), Agree (A), Strongly Agree (SA) and Standard Deviation (SD).

Table 4.13: Performance Appraisal

Item	SDA	DA	N	A	SA	Mean	SD
I understand the performance appraisal process used in my school.	4 (2.1%)	8 (4.1%)	43 (22.1%)	123 (63.1%)	17 (8.7%)	3.72	.763
The criteria for performance appraisal are clear and well-communicated.	3 (1.5%)	8 (4.1%)	37 (18.9%)	131 (66.8%)	17 (8.7%)	3.77	.726
I have received adequate training regarding the performance appraisal process.	6 (3.1%)	15 (7.7%)	71 (36.2%)	86 (43.9%)	18 (9.2%)	3.48	.880
The performance appraisal process effectively identifies my strengths as a teacher.	2 (1.0%)	8 (4.1%)	33 (16.9%)	103 (52.8%)	49 (25.1%)	3.97	.824
The performance appraisal helps me identify areas for improvement.	3 (1.5%)	6 (3.1%)	20 (10.3%)	99 (50.8%)	67 (34.4%)	4.13	.833
The appraisal tools used are appropriate for evaluating my performance.	1 (0.5%)	6 (3.1%)	26 (13.3%)	117 (59.7%)	46 (23.5%)	4.03	.733

Source: Primary data, 2024

The data presented in Table 4.13 reveals that teachers possess a solid understanding of the performance appraisal process, as evidenced by a mean score of 4.09 (SD = 0.77) for the statement, "I understand the performance appraisal process used in my school." Additionally, teachers perceive the appraisal process as effective in identifying both their strengths and areas for improvement, with mean scores of 4.09 (SD = 0.77) and 4.03 (SD = 0.77), respectively. However, the item "I have received adequate training regarding the performance appraisal process" yielded a lower mean score of 3.72 (SD = 0.83), suggesting a perceived deficiency in the training provided for performance appraisal.

H₀3: There is no statistically significant effect of an effective performance appraisal on teacher motivation in secondary schools in Butaleja District.

The researcher analyzed this relationship using a Pearson product-moment correlation coefficient. Table 4.14 shows the results of a Pearson product-moment correlation coefficient to the question.

Table 4.14: Performance Appraisal and Teachers Motivation Correlation Coefficient

Correlations		
Teacher Motivation	Pearson Correlation	Performance Appraisal .515
	Sig. (2-tailed)	.000
	N	193

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

Source: Primary data, 2024

The relationship between performance appraisal and teacher motivation was examined using Pearson product-moment correlation coefficient. Preliminary analyses were conducted to ensure no violation of the assumptions of normality, linearity, and homoscedasticity. A moderate positive correlation was found between the two variables, $r = 0.515$, $n = 193$, $p < 0.01$, indicating that higher levels of effective performance appraisal are associated with increased teacher motivation. The correlation is statistically significant at the 0.01 level (2-tailed), leading to the rejection of the null hypothesis (H_03), which stated that there is no statistically significant effect of an effective performance appraisal on teacher motivation. This suggests that effective performance appraisals play a significant role in enhancing teacher motivation.

Table 4.15 presents the results of the regression analysis that explores the effect of performance appraisal on teacher motivation in secondary schools in Butaleja District. The analysis includes the model summary, ANOVA, and coefficient results.

Table 4.15: Results of a linear regression of performance appraisal and teacher motivation

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change in R Square	F Change	df1	df2	Sig. Change	F Change
1	.515 ^a	.265	.262	2.55590	.265	69.032	1	191	.000	

a. Predictors: (Constant), Performance Appraisal

b. Dependent Variable: Teacher Motivation

ANOVA ^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	450.962	1	450.962	69.032	.000 ^b

Residual	1247.732	191	6.533
Total	1698.694	192	

- a. Dependent Variable: Teacher Motivation
- b. Predictors: (Constant), Performance Appraisal

a. Dependent Variable: Teacher Motivation

Source: Primary data, 2024

Table 4.15 of the regression analysis indicates a moderate positive association between performance appraisal and teacher motivation, with an R-value of 0.515. This suggests that performance appraisal explains 26.5% of the variance in teacher motivation ($R^2 = 0.265$). The adjusted R^2 value of 0.262 further supports the adequacy of the model, accounting for the number of predictors included. The F-statistic of 69.032 with a p-value of 0.000 demonstrates that the model is statistically significant. The ANOVA results confirm the overall significance of the regression model, with an F-value of 69.032 and a significance level of 0.000, indicating that the model reliably predicts teacher motivation. Since the p-value is less than 0.05, we reject the null hypothesis (H_0) and conclude that performance appraisal has a statistically significant impact on teacher motivation in secondary schools in Butaleja District.

The correlation analysis reveals a strong positive relationship between performance appraisal and teacher motivation, with a zero-order correlation of 0.515, reflecting a moderate strength of the relationship. Both the partial and part correlations are also 0.515, indicating that this strong relationship persists even when controlling for other factors.

The collinearity statistics show a Tolerance value of 1.000 and a VIF value of 1.000, indicating no multicollinearity issues in the model. This suggests that performance appraisal is not highly correlated with other independent variables in the analysis. From qualitative data, performance appraisals are structured processes designed to evaluate teacher performance against predefined goals. However, they are often viewed as routine and lack motivating incentives. As one interviewee commented,

It becomes more like a routine. (Interviewee 4, 31 December 2024)

While another noted,

Appraisals are tied to promotions and confirmation opportunities.
(Interviewee 2, 30 December 2024)

To enhance the impact of appraisals, participants suggested incorporating professional development opportunities and tangible rewards. Suggestions included,

Teachers need CPD training about performance appraisal before involvement
(Interviewee 1, 24 December 2024)

and another's observation

Clear rewards tied to performance appraisals would make them more motivating. (Interviewee 4, 31 December 2024)

While appraisals provide a formal framework for evaluation, their impact is diminished without meaningful recognition or rewards. Transforming appraisals into opportunities for growth and acknowledgment could enhance their utility.

4.3.4 General Objective: to examine the effectiveness of human resource management practices on teacher motivation in secondary schools in Butaleja District.

Table 4.16 presents the results of the multiple regression analysis that examines the combined effects of human resource management practices (performance appraisal, performance monitoring, and performance planning) on teacher motivation in secondary schools in Butaleja District. The analysis includes the model summary, ANOVA, and coefficient results.

Table 4.16: Results of a Multiple regression of human resource management practices and teacher motivation

Model Summary^b										
Model	R	R Square	Adjusted Square	Std. Error of the Estimate	Change in R Square	F Change	df1	df2	Sig. F Change	
1	.636 ^a	.405	.395	2.32015	.405	42.432	3	187	.000	

a. Predictors: (Constant), Performance Appraisal, Performance Monitoring, Performance Planning
b. Dependent Variable: Teacher Motivation

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	685.254	3	228.418	42.432	.000 ^b
	Residual	1006.642	187	5.383		
	Total	1691.895	190			

-
- a. Dependent Variable: Teacher Motivation
 - b. Predictors: (Constant), Performance Appraisal, Performance Monitoring, Performance Planning

Source: Primary data, 2024

Table 4.16 from the multiple regression analysis reveals a moderate to strong association between the three predictors—performance appraisal, performance monitoring, and performance planning—and teacher motivation, with an R value of 0.636. This indicates that these predictors collectively account for 40.5% of the variance in teacher motivation ($R^2 = 0.405$). The adjusted R^2 value of 0.395 further supports the model's adequacy, given the number of predictors included. The F-statistic of 42.432 with a p-value of 0.000 further validates the statistical significance of the model. The ANOVA results confirm the model's significance, with an F-value of 42.432 and a p-value of 0.000. Since the p-value is below 0.05, we reject the null hypothesis (H_0) and infer that performance appraisal, performance monitoring, and performance planning collectively exert a significant influence on teacher motivation in secondary schools in Butaleja District.

The coefficients table offers a more granular analysis of each predictor's impact on teacher motivation. The unstandardized coefficient for performance planning ($B = 0.228$) suggests that a one-unit increase in performance planning corresponds to a 0.228-unit increase in teacher motivation. The standardized coefficient ($B = 0.308$) indicates a moderate positive relationship. The t-statistic of 3.454 with a p-value of 0.001 confirms the statistical significance of performance planning's effect on teacher motivation. For performance monitoring, the unstandardized coefficient ($B = 0.276$) indicates a 0.276-unit increase in teacher motivation for each unit increase in performance monitoring, with a standardized coefficient ($B = 0.323$) suggesting a slightly stronger effect than performance planning. The t-statistic of 3.847 and a p-value of 0.000 further validate the significance of performance monitoring.

In contrast, performance appraisal has a smaller unstandardized coefficient ($B = 0.060$), implying that a one-unit increase in performance appraisal results in only a 0.060-unit increase in teacher motivation. The standardized coefficient ($B = 0.071$) suggests a relatively modest effect compared to the other predictors. The t-statistic of 0.812 with a p-value of 0.418 indicates that performance appraisal does not have

a statistically significant influence on teacher motivation within this model.

The correlation analysis reveals that all three predictors exhibit positive zero-order correlations with teacher motivation (0.584 for performance planning, 0.585 for performance monitoring, and 0.513 for performance appraisal). Partial correlations reflect the strength of each predictor's relationship with teacher motivation after controlling for other variables, while part correlations demonstrate the unique contribution of each predictor to explaining variance in teacher motivation.

The collinearity statistics indicate that tolerance values for all predictors exceed 0.2, and the variance inflation factor (VIF) values are below 10, suggesting that multicollinearity is not problematic in this model. These results indicate that each predictor contributes distinctively to the model without excessive correlation with the others.

Overall, the multiple regression analysis highlights that performance planning and performance monitoring significantly enhance teacher motivation in Butaleja District's secondary schools. Notably, performance monitoring ($\beta = 0.323$) exerts the strongest influence on teacher motivation, followed by performance planning ($\beta = 0.308$). However, performance appraisal does not demonstrate a statistically significant effect. These findings suggest that efforts to improve teacher motivation in the district should prioritize performance planning and monitoring, while performance appraisal may need further refinement to yield a more substantial impact. These results deepen our understanding of the factors influencing teacher motivation and provide valuable insights for designing interventions to improve teacher performance and educational outcomes in the region.

findings from qualitative data, feedback emerged as integral to teacher development, offering insights into strengths and areas for improvement. Constructive feedback often leads to enhanced teaching practices. One interviewee observed,

After feedback, I've seen teachers improve their teaching practices.
(Interviewee 1, 24 December 2024)

Another remarked,

Feedback helps teachers discover their weaknesses and strengths.
(Interviewee 2, 30 December 2024)

Nonetheless, feedback is not always well-received. Some teachers feel attacked or

undervalued during the feedback process, as illustrated by comments such as,

Some feel offended instead of defended when feedback is given. (Interviewee 1, 24 December 2024)

and another added

Others think you are condemning them for nothing. (Interviewee 3, 30 December 2024)

Feedback is most effective when it is specific, actionable, and delivered in a supportive manner. Addressing the emotional responses of recipients can enhance its acceptability and effectiveness.

Performance management practices indirectly support professional growth by encouraging teachers to identify areas of improvement and pursue development opportunities. As one interviewee remarked,

"We encourage teachers to pursue further studies to improve their performance. (Interviewee 3, 30 December 2024)

While another observed,

Monitoring helps young teachers learn on the job. (Interviewee 4, 31 December 2024)

Integrating structured professional development programs into performance management can enhance teacher competency and align individual goals with institutional objectives.

CHAPTER FIVE DISCUSSION OF FINDINGS

5.1 Introduction

This chapter presents the discussion on the findings of the study where the results are compared with some of the results in the literature and accounts for the similarity or differences. The results are discussed in the following sections.

5.2 The performance Planning and Teacher Motivation

The findings indicate that performance planning plays a crucial role in influencing teacher motivation in secondary schools, as evidenced by both quantitative and qualitative data. Teachers perceive the performance planning process as generally well-organized, with clear objectives and opportunities for collaboration. This positive perception aligns with existing literature emphasizing the role of structured planning in enhancing teacher engagement and professional development. According to UNESCO (2024), performance planning that establishes clear goals provides direction for teachers, fostering alignment between individual aspirations and institutional objectives. This sense of alignment reinforces commitment to professional growth and teaching effectiveness.

The Cognitive Evaluation Theory (CET) provides a theoretical lens to understand these findings. CET posits that intrinsic motivation is fueled by a sense of competence and autonomy, both of which are supported by well-structured performance planning. When teachers understand the objectives and perceive the process as organized, they are more likely to feel competent in their roles, which positively impacts their motivation. The data, which show a high mean score for organization (4.20) and clarity of objectives (4.09), confirm this theoretical assumption. Teachers' perceptions of collaboration and their valued input in the planning process, reflected by mean scores of 4.17 and 4.13 respectively, further reinforce CET's emphasis on autonomy. When teachers are actively involved in planning, their sense of ownership and control over their professional trajectories increases, enhancing their intrinsic motivation.

However, the findings also reveal notable challenges, particularly regarding the level of support from school management during the planning process. With a lower mean score of 3.54 for this aspect, it is evident that some teachers feel insufficiently supported. Literature highlights the importance of administrative backing in

effective performance planning. Forson et al. (2021) assert that access to necessary resources, constructive feedback, and encouragement from management is critical for achieving performance goals. The absence of adequate support can undermine teachers' confidence and hinder their motivation. CET further highlights this point by suggesting that a lack of external support can diminish feelings of competence, thereby reducing intrinsic motivation. This gap in support represents a significant area for improvement in the implementation of performance planning.

Qualitative data provide additional context to these findings, illustrating both the collaborative nature of the planning process and its challenges. Teachers highlighted the involvement of various stakeholders, including administrators, departmental teams, and, occasionally, parents. This collaboration fosters a sense of shared responsibility and mutual commitment, which aligns with Kumari and Kumar's (2023) assertion that performance planning enhances motivation through opportunities for professional interaction and growth. However, the data also reveal challenges, such as limited resources, conflicting priorities, and misaligned expectations. Stakeholders often seek to prioritize their interests, leading to difficulties in achieving a cohesive and balanced planning process. Such challenges are consistent with criticisms of CET, which argue that the theory may oversimplify the complexity of motivation by not fully accounting for external organizational and social factors (Fripp, 2024). The presence of conflicting priorities and resource constraints illustrates the broader contextual influences that can impact motivation beyond the principles of autonomy and competence.

Regression analysis further substantiates the impact of performance planning on teacher motivation. With an R^2 value of 0.341, the model demonstrates that performance planning accounts for 34.1% of the variance in teacher motivation. The standardized coefficient of 0.584 and the significance level ($p < 0.001$) confirm a moderate positive effect. This finding resonates with earlier studies, such as those by Kumari and Kumar (2023), which highlight the role of performance planning in enhancing teacher motivation through clear goal-setting, feedback, and professional development opportunities. The quantitative data underscore the significance of structured and intentional planning processes in driving teacher motivation, further supported by theoretical constructs within CET.

The insights from this study highlight the interplay between intrinsic and extrinsic motivational factors. While CET emphasizes the role of internal incentives such as autonomy and competence, the findings suggest that external factors, such as support from school management and resource availability, play an equally critical role. The challenges identified, including conflicting priorities and resource limitations, point to the need for a more comprehensive approach to performance planning that integrates these external considerations. This underscores one of the criticisms of CET, which suggests that the theory may not fully capture the multidimensional nature of motivation, particularly in culturally diverse or resource-constrained contexts (Reeve, 2023; Fripp, 2024).

5.3 The performance monitoring and Teacher Motivation

The findings presented in Tables 4.9 and 4.10 highlight the pivotal role of performance monitoring in shaping teacher motivation in secondary schools in Butaleja District. By integrating quantitative data, qualitative insights, and theoretical underpinnings, these findings offer a significant understanding of performance monitoring as a mechanism for professional growth and its dual-edged impact on teacher motivation. The high mean score of 4.03 (SD = 0.73) for the statement "I clearly understand the performance monitoring processes implemented in my school" reflects a strong level of clarity among teachers regarding monitoring processes. This suggests that schools have established well-defined systems, enhancing teachers' perceived competence, a critical component of motivation as outlined in Cognitive Evaluation Theory (CET) (Deci & Ryan, 1985; Reeve, 2023). Teachers' awareness of the processes likely stems from structured communication and transparent guidelines, which promote a sense of control and alignment with institutional objectives. Similarly, the mean score of 3.95 (SD = 0.81) for "The performance monitoring process is effective in identifying areas for my improvement" highlights teachers' recognition of monitoring as a constructive tool for professional development. This aligns with existing literature, which asserts that performance monitoring helps identify growth areas, bolstering teacher morale and motivation (Affuso et al., 2023; Criss, Konrad, Alber-Morgan, & Brock, 2024). However, the relatively lower mean score of 3.79 (SD = 0.73) for the appropriateness of monitoring tools signals dissatisfaction with the evaluation instruments employed. This dissatisfaction may stem from tools perceived as inadequate or misaligned with the complexities of teaching practices. From a theoretical perspective, CET suggests that when teachers view tools as ineffective, their sense of competence is hindered, potentially

reducing intrinsic motivation (Deci & Ryan, 1985). Qualitative data corroborates these findings, with teachers describing the monitoring process as “faultfinding” or overly critical. Such perceptions can evoke feelings of control rather than support, echoing warnings in existing research that poorly implemented monitoring can diminish motivation (Affuso et al., 2023; Criss et al., 2024).

While some teachers perceive monitoring as a means of guidance and accountability, others see it as punitive, illustrating the delicate balance between constructive oversight and perceived scrutiny. Teachers' comments, such as "some feel supported, but the majority feel scrutinized," reflect the emotional and professional tension that arises from monitoring. According to CET, autonomy and informational feedback are essential to sustaining motivation; when feedback is perceived as controlling, intrinsic motivation declines, potentially leading to stress and disengagement (Deci & Ryan, 1985; Reeve, 2023). This dynamic is further validated by the regression analysis in Table 4.10, which reveals a statistically significant moderate positive correlation between performance monitoring and teacher motivation ($R = 0.585$, $R^2 = 0.342$, $p < 0.000$). These findings confirm that effective performance monitoring explains 34.2% of the variance in teacher motivation, indicating its critical role as a predictor. The standardized coefficient ($\beta = 0.585$) emphasises the practical significance of performance monitoring, reinforcing theoretical assertions that environments promoting competence and autonomy enhance intrinsic motivation (Deci & Ryan, 1985; Reeve, 2023).

CET provides a robust framework for interpreting these findings. By offering feedback that supports autonomy and competence, performance monitoring can amplify intrinsic motivation. However, when monitoring is perceived as coercive, it undermines these psychological needs, as suggested by Deci and Ryan (1985). For instance, while structured classroom observations and feedback systems promote accountability and competence, teachers' perceptions of bias or excessive scrutiny diminish the motivational benefits (Affuso et al., 2023). Cultural attitudes in Ugandan secondary schools may also moderate the impact of performance monitoring on motivation. In collectivist settings, group goals and communal success often outweigh individual autonomy, which CET heavily emphasizes (Pekrun, 2021). Therefore, performance monitoring strategies must reflect cultural values, ensuring alignment with teachers' collective and personal expectations.

The findings also indicate practical implications for improving performance monitoring systems. Enhancing the relevance and reliability of evaluation tools is crucial, as tools should be context-sensitive, reflect diverse teaching practices, and incorporate teacher feedback to ensure alignment with professional realities (Atwebembeire, Musaazi, Sentamu, & Malunda, 2018). Feedback mechanisms must be timely, specific, and framed to enhance competence rather than control, as training evaluators to provide informational feedback and minimize critical tones can mitigate negative perceptions (Criss et al., 2024). Transparency and inclusivity in monitoring processes can transform them from a source of stress to an opportunity for collaboration. By engaging teachers in developing monitoring frameworks and emphasizing their role in professional growth, schools can foster an environment that nurtures intrinsic motivation (Affuso et al., 2023; Reeve, 2023).

5.4 The performance appraisal and Teacher Motivation

The findings detailed in Tables 4.11 and 4.12 illustrate the multifaceted impact of performance appraisal on teacher motivation in secondary schools in Butaleja District. Performance appraisal, as a systematic evaluation of teacher strengths, weaknesses, and effectiveness, is recognized as a cornerstone of professional development frameworks. The results provide a significant understanding of its role, benefits, and limitations, viewed through both empirical evidence and theoretical lenses such as Cognitive Evaluation Theory (CET).

The high mean scores for teachers' understanding of the performance appraisal process ($M = 4.09$, $SD = 0.77$) and its effectiveness in identifying strengths and areas for improvement ($M = 4.03$, $SD = 0.77$) indicate a positive perception of its clarity and purpose. This suggests that schools in Butaleja District have implemented structured and transparent appraisal systems, fostering a sense of competence among teachers. Competence, as highlighted by CET, is a fundamental psychological need that enhances intrinsic motivation when individuals feel capable in their roles (Deci & Ryan, 1985; Reeve, 2023). Teachers' understanding of and confidence in the appraisal process affirm the system's alignment with this theoretical premise.

However, the relatively lower mean score for the adequacy of training on performance appraisal ($M = 3.72$, $SD = 0.83$) reveals a critical gap. While teachers may understand the process, insufficient training could undermine their ability to

fully engage with and benefit from it. Qualitative data reinforces this concern, with interviewees emphasizing the need for professional development tailored to appraisal processes. As one participant noted, "Teachers need CPD training about performance appraisal before involvement" (Interviewee 1, 24 December 2024). This aligns with research emphasizing the importance of training to maximize the effectiveness of appraisal systems (Elliot, 2015; Oluoch & Gogo, 2022).

Regression analysis further substantiates the significance of performance appraisal in motivating teachers. The moderate positive correlation ($R = 0.515$, $R^2 = 0.265$) indicates that appraisal systems account for 26.5% of the variance in teacher motivation. The rejection of the null hypothesis (H_0) confirms that performance appraisal significantly influences motivation ($p < 0.05$). These findings echo earlier studies demonstrating the motivational potential of transparent, objective, and constructive appraisal systems (Singh & Rana, 2014; Okoth & Oluoch, 2019).

The standardized coefficient ($\beta = 0.515$) suggests a notable positive influence of performance appraisal on teacher motivation, corroborating the theoretical underpinnings of CET. The theory posits that external mechanisms like appraisals can enhance intrinsic motivation if they promote feelings of autonomy and competence (Deci & Ryan, 1985; Reeve, 2023). However, qualitative insights reveal that teachers often view appraisals as routine, lacking incentives for growth. As one participant observed, "It becomes more like a routine" (Interviewee 4, 31 December 2024). This perception limits the motivational benefits of appraisals, highlighting the need for a shift from mere evaluation to a developmental focus.

The lack of motivating incentives tied to appraisal outcomes is a recurrent theme in the qualitative data. Teachers suggest incorporating clear rewards and professional growth opportunities, as one interviewee recommended: "Clear rewards tied to performance appraisals would make them more motivating" (Interviewee 4, 31 December 2024). Such incentives align with findings that appraisals emphasizing career development and professional advancement foster higher motivation levels (Elliot, 2015; Wamimbi & Bisaso, 2021). Research also suggests that linking appraisals to tangible rewards, such as promotions or bonuses, can improve work performance and student outcomes (Oluoch & Gogo, 2022).

Conversely, the negative consequences of poorly perceived appraisals, including

stress and reduced job satisfaction, are well-documented (Kagema & Irungu, 2018). Teachers who view the process as biased or excessively critical may experience diminished autonomy and competence, undermining intrinsic motivation (Deci & Ryan, 1985). This underscores the importance of designing appraisals that are perceived as fair and constructive, aligning with CET's emphasis on autonomy and competence.

Cultural and contextual factors also play a critical role in shaping appraisal outcomes. As highlighted in literature from Pakistan and Uganda, effective appraisal systems must be tailored to local needs and circumstances to ensure their relevance and efficacy (Kumari & Kumar, 2023; Atugonza, 2017). For instance, the rigidity of appraisal processes in public schools compared to the flexibility in private institutions may influence their effectiveness, as suggested by Atugonza (2017). Such variations emphasize the need for culturally sensitive approaches that address the unique dynamics of schools in Butaleja District.

5.5 The effectiveness of human resource management practices on teacher motivation

The findings from Table 4.6 and the subsequent regression analysis offer a subtle understanding of teacher motivation, its determinants, and the interplay between intrinsic and extrinsic factors within secondary schools in Butaleja District. Motivation among teachers emerges as a multifaceted construct influenced by intrinsic passion, professional aspirations, and external reinforcement, aligning with Self-Determination Theory (SDT) and related motivational frameworks. These results not only affirm established theories but also reveal specific dynamics and challenges within the educational context under study.

Intrinsic motivation consistently proves to be the most influential factor driving teacher engagement. Teachers' strong agreement with statements such as "I feel passionate about teaching and helping my students succeed" (mean score = 4.54) and "I am motivated by my desire for professional growth and development" (mean score = 4.32) highlights their commitment to their profession and students. These findings align with Deci and Ryan's (1985) SDT, which emphasizes the roles of autonomy, competence, and relatedness in fostering intrinsic motivation. The high mean scores reflect a profound sense of purpose among teachers, with intrinsic

factors providing the foundational energy for sustained effort and resilience in their roles. This intrinsic drive has also been linked to improved teaching practices and enhanced student outcomes, corroborating findings from prior studies (e.g., Ryan & Deci, 2000).

Extrinsic motivators, while significant, appear secondary to intrinsic drivers. The statement "Recognition from peers and administration boosts my motivation to teach" received a lower mean score (4.06), suggesting that external validation, though appreciated, is less central to motivation. However, qualitative data indicate that financial incentives and professional recognition play a critical role, particularly in resource-constrained settings. Teachers value monetary rewards, verbal appreciation, and token recognitions, as highlighted by qualitative responses. This dichotomy between intrinsic and extrinsic motivators reflects Herzberg's Two-Factor Theory, which posits that intrinsic factors drive satisfaction, while extrinsic factors mitigate dissatisfaction. For teachers in Butaleja, external rewards may address immediate needs but do not replace the intrinsic fulfillment derived from teaching.

The findings also highlight challenges in the professional environment. The relatively low mean score for "I feel that my contributions to the school are valued" (3.88) suggests that teachers perceive a lack of recognition for their efforts, potentially undermining their sense of competence and relatedness as outlined in SDT. Qualitative data further reveal that inconsistent financial rewards and inadequate resources often demotivate teachers. These structural barriers diminish their ability to perform optimally and feel supported in their roles.

Regression analysis deepens our understanding of how human resource management practices influence teacher motivation. The significant contribution of performance planning ($\beta = 0.308$) and performance monitoring ($\beta = 0.323$) reflects their centrality in creating a structured and supportive professional environment. Performance monitoring's stronger influence underscores its role in providing regular feedback, setting performance benchmarks, and fostering a culture of accountability. This finding aligns with Bandura's Social Cognitive Theory, which emphasizes the importance of observational learning and feedback in shaping behavior. Performance planning, on the other hand, enhances motivation by aligning

institutional goals with individual aspirations, reinforcing the importance of autonomy and goal clarity emphasized in SDT.

In contrast, performance appraisal demonstrates a limited effect on teacher motivation ($\beta = 0.071$, $p = 0.418$). This result suggests that the current appraisal mechanisms may lack the depth, fairness, or actionable feedback required to significantly impact motivation. Feedback-related challenges identified in qualitative data, including perceptions of unfair criticism, highlight areas where appraisal processes could be improved. Effective appraisal systems should prioritize constructive and supportive feedback to enhance their impact on teacher development and motivation.

Qualitative insights further illuminate the role of feedback in shaping teacher behavior. Constructive feedback helps teachers identify strengths and areas for improvement, leading to enhanced teaching practices. However, negative emotional responses to feedback, such as feeling attacked or undervalued, emphasize the need for a more empathetic and supportive approach. Feedback that is specific, actionable, and delivered in a non-threatening manner aligns with SDT's emphasis on competence and relatedness, fostering a more positive reception and subsequent behavior change.

The findings also suggest that professional development opportunities are integral to sustaining teacher motivation. Performance management practices indirectly support professional growth by encouraging teachers to pursue further studies and learn on the job. Structured professional development programs can bridge gaps in teacher capacity and align individual goals with institutional objectives, reinforcing motivation and effectiveness.

CHAPTER SIX CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

The purpose of the study was to examine the effectiveness of human resource management practices on teacher motivation in secondary schools in Butaleja District. This chapter therefore, presents the conclusions reached. In addition, based on the findings of the study, it also highlights the recommendations and suggestions for further research.

6.1 Conclusions

The researcher based the conclusions on the premise of the research objectives.

6.1.1 The performance Planning and Teacher Motivation

The findings demonstrate that performance planning significantly influences teacher motivation by fostering clarity, collaboration, and alignment with professional development goals. However, its effectiveness depends on consistent support from school management and the ability to address contextual challenges such as resource constraints and stakeholder conflicts. These insights not only affirm the relevance of CET in understanding motivation but also highlight the need to address its limitations by incorporating broader organizational and contextual factors. By enhancing the implementation of performance planning processes, schools can create a more supportive and motivating environment for teachers, ultimately improving educational outcomes.

6.1.2 The performance monitoring and Teacher Motivation

The research findings indicate performance monitoring is a powerful tool for enhancing teacher motivation when effectively implemented. These findings emphasise its potential to support professional development while also highlighting challenges that can impede its success. By aligning monitoring practices with CET principles, such as promoting autonomy, competence, and constructive feedback, schools in Butaleja District can cultivate an environment that nurtures intrinsic motivation and improves educational outcomes. Contextualizing these practices within cultural and institutional frameworks ensures their relevance and sustainability, ultimately benefiting teachers and learners alike.

6.1.3 The performance appraisal and Teacher Motivation

The findings on the In conclusion, the findings highlight the dual role of performance appraisal as both a mechanism for professional development and a potential source of

motivation. By aligning appraisal systems with principles of transparency, fairness, and developmental focus, schools can enhance their effectiveness. Integrating rewards and professional development opportunities, as suggested by both qualitative data and existing literature, can further amplify their motivational impact. Through such improvements, performance appraisal can transform from a routine process into a dynamic tool for fostering teacher motivation and advancing educational outcomes.

6.1.4 The effectiveness of human resource management practices on teacher motivation

The findings underline the importance of both intrinsic and extrinsic factors in teacher motivation, with intrinsic passion and professional growth emerging as the most potent drivers. Human resource management practices such as performance planning and monitoring significantly enhance motivation, while appraisal systems require refinement to realize their full potential. Feedback and professional development serve as critical mechanisms for teacher growth, but their effectiveness depends on addressing emotional and structural challenges. These insights provide a robust foundation for designing interventions that enhance teacher motivation, ultimately improving educational outcomes in Butaleja District and similar contexts.

6.2 Recommendations

Based on the findings and discussions grounded in the theoretical frameworks and empirical evidence, the following recommendations are proposed to enhance teacher motivation and effectiveness in secondary schools in Butaleja District:

- Educational leaders should prioritize initiatives that foster intrinsic motivation among teachers. Professional growth opportunities, such as workshops, training programs, and further studies, should be regularly offered to enhance teachers' skills and knowledge.
- Given the strong influence of performance monitoring on teacher motivation, schools should implement consistent and supportive monitoring systems. Regular classroom observations and feedback sessions should be conducted in a constructive manner, focusing on identifying strengths and areas for improvement. Training school leaders in delivering actionable and empathetic feedback can mitigate potential negative perceptions, fostering a positive growth-oriented

culture.

- Schools should emphasize collaborative performance planning to align institutional goals with teachers' personal and professional aspirations. This can be achieved by involving teachers in setting realistic and meaningful goals. Such participatory planning promotes autonomy and reinforces teachers' commitment to their roles.
- Performance appraisal processes should be restructured to prioritize developmental feedback over evaluative criticism. Appraisals should focus on recognizing achievements, identifying growth opportunities, and fostering a sense of value among teachers. Incorporating peer reviews and self-assessment tools could add depth to the appraisal process.
- While financial incentives remain a key motivator, schools should also invest in non-monetary forms of recognition, such as verbal appreciation, awards, and public acknowledgment of achievements. Creating a supportive environment where teachers feel valued can mitigate the demotivating effects of resource constraints and inconsistent monetary rewards.
- School leaders should cultivate an inclusive and supportive work environment where teachers feel respected and valued. Regular staff meetings, team-building activities, and open forums for discussing challenges and sharing successes can enhance a sense of belonging and collegiality.
- Schools should embed professional development initiatives into performance management practices. For instance, feedback sessions can include personalized development plans that encourage teachers to pursue relevant training. Financial and logistical support for continuing education and certification programs should be considered to ensure equitable access to development opportunities.
- To combat demotivation caused by limited resources, school administrators should advocate for increased funding and resource allocation. Engaging stakeholders, such as government bodies, non-governmental organizations, and community leaders, can help secure additional resources to improve teaching and learning environments.

- Feedback mechanisms should account for the emotional responses of teachers. Training for school leaders in emotional intelligence and communication skills can ensure feedback is perceived as constructive rather than critical. Incorporating specific, actionable, and supportive feedback aligns with best practices identified in literature and enhances teacher receptivity.
- Schools should regularly assess the effectiveness of implemented strategies using both quantitative and qualitative methods. Teacher surveys, focus group discussions, and performance metrics can provide insights into emerging challenges and guide the continuous improvement of motivation strategies.

6.3 Areas for Further Research

Based on the findings and discussions, the following areas for further study are suggested to deepen understanding and improve teacher motivation and performance in educational settings:

1. Future research could examine teacher motivation in different types of schools (e.g., public vs. private, rural vs. urban) to understand contextual variations and identify tailored strategies for enhancing motivation.
2. Long-term studies tracking the relationship between teacher motivation, job satisfaction, and retention rates would help understand how motivation evolves over time and the factors influencing teacher attrition.
3. Exploring the specific types and impacts of non-monetary incentives, such as recognition programs, professional development opportunities, and a supportive work environment, could guide resource-constrained schools in designing effective motivation strategies.
4. Examining the direct and indirect effects of teacher motivation on student learning outcomes and academic performance could establish the broader educational implications of motivation-enhancing strategies.
5. Researching the use of technology, such as digital performance monitoring tools and online feedback systems, could reveal how modern innovations influence teacher motivation and efficiency.

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APPENDIX I: Questionnaire on Effectiveness of Human Resource Management Practices On Teacher Motivation in Butaleja District Government-Aided Secondary Schools

Dear Respondent,

I am a student at Uganda Christian University undertaking research on the topic “*Effectiveness of Human Resource Management Practices on Teacher Motivation in Butaleja District Government-Aided Secondary Schools*”. Please answer the following questions based on your experiences and perceptions. Your responses will help us understand how performance management affects teacher motivation. The information am seeking is for academic purposes. Participation is entirely out of your will, volition, and necessary for the success of this work. I request you to respond with truthfulness, honesty, and patriotism for the success of the research. Your answers will remain confidential.

Signed:

.....

Namee Oliver

Section 1: Demographics

1. Gender

Male

Female

2. Age

Under 25

35-44

55 and over

25-34

45-54

3. Years of Teaching Experience

Less than 5 years

11-20 years

5-10 years

More than 20 years

4. Teaching Subjects

English Language

Local Language

Biology

CRE

Mathematics

Art and Design

History & PE

Agriculture

Entrepreneurship

Geography

Physics

Physical Education

Kiswahili

Chemistry

ICT

Other (please specify).....

For the following in the table, please indicate your level of agreement with each statement by circling the appropriate number:

1 - Strongly Disagree, 2 - Disagree, 3 - Neutral, 4 - Agree, 5 - Strongly Agree

		1	2	3	4	5
Teacher Motivation						
1.	I feel passionate about teaching and helping my students succeed.					
2.	I am motivated by my desire for professional growth and development.					
3.	Recognition from peers and administration boosts my motivation to teach.					
4.	I find fulfillment in the progress and achievements of my students.					
5.	I feel that my contributions to the school are valued.					

6.	Overall, I feel motivated to perform my best in my teaching role.					
Performance Planning						
7.	The performance planning process in my school is well-organized.					
8.	I understand the objectives of my performance plan clearly.					
9.	I receive sufficient support from school management during the performance planning process.					
10.	The performance plan encourages collaboration among teachers.					
11.	My input is considered in the performance planning process.					
12.	I feel that the current performance planning adequately addresses my professional needs.					
13.	I am satisfied with my involvement in the performance planning process.					
Performance Monitoring						
14.	I clearly understand the performance monitoring processes implemented in my school.					
15.	The criteria for performance monitoring are well-defined and communicated.					
16.	I feel adequately trained to participate in the performance monitoring process.					
17.	The performance monitoring process is effective in identifying areas for my improvement.					
18.	The tools used for performance monitoring are appropriate for evaluating my teaching.					
19.	I receive timely feedback that helps me make necessary adjustments in my teaching.					
20.	The performance monitoring process leads to meaningful professional development opportunities.					
Performance Appraisal						
21.	I understand the performance appraisal process used in my school.					

22.	riteria for performance appraisal are clear and well-communicated.					
23.	received adequate training regarding the performance appraisal process.					
24.	erformance appraisal process effectively identifies my strengths as a teacher.					
25.	erformance appraisal helps me identify areas for improvement.					
26.	ppraisal tools used are appropriate for evaluating my performance.					

Thanks

Appendix II: Interview Guide

Designation of Interviewee.....

Date of Interview.....

Place of Interview.....

Duration of Interview.....

Introduction

1. Introduction of the interviewer and purpose of the interview.
2. Assurance of confidentiality and consent to participate.
3. Inform participants that their responses will contribute to understanding HRM practices and teacher motivation.

Section 1: Demographic Information

1. What is your age?
2. What is your Gender?
3. How long have you been teaching?
4. What are your teaching subjects?

Section 2: Effect of Effective Performance Planning on Teacher Motivation?

1. Can you describe how performance planning is conducted at your school?
 - Probe: Who is involved in the performance planning process? How are goals set?
2. How clear and achievable are the performance goals set during planning?
 - Probe: Do you feel that these goals reflect your teachers'/ your personal strengths and challenges?
3. In what ways do your teachers or you feel motivated or demotivated by the performance planning process?
 - Probe: Are there any challenges you face during the planning stage?
 - Probe: Do you believe that the planning process helps improve your teachers/ your teaching performance?
4. How often do you revisit and revise your teachers/ your performance plan?
 - Probe: Do your teachers/ you find these revisions helpful or discouraging?
5. To what extent do you feel that performance planning aligns with the school's overall vision and goals?
 - Probe: Do you think the planning process supports your teachers / personal professional development?

Section 3: Effect of Effective Performance Monitoring on Teacher Motivation

1. How is performance monitoring carried out at your school?

- Probe: Who monitors your teachers/ your performance? What methods are used to monitor teaching performance?

2. Do you give/ receive regular feedback on your performance to your teachers/ from your supervisors?

- Probe: How often is feedback given / provided, and how do you give/ receive it?

- Probe: Do you find the feedback constructive and relevant to your teachers / your teaching practices?

3. How does the monitoring process affect your teachers / your motivation to improve your teaching?

- Probe: Does monitoring make your teachers/;you feel supported or scrutinized?

- Probe: Are there any specific examples where monitoring motivated your teachers/ you to improve?

4. Do you feel that performance monitoring has led to professional growth or improvement in your teachers / your teaching?

- Probe: Can you provide any specific examples of how monitoring has led to positive changes?

5. What are the challenges or barriers to effective performance monitoring in your school?

- Probe: Do you think the monitoring process is fair and unbiased?

Section 4: Effect of Effective Performance Appraisal on Teacher Motivation

1. Can you describe how performance appraisals are conducted at your school?

- Probe: Who conducts the appraisal, and what criteria are used to assess your performance?

2. How does the performance appraisal process impact your teachers/ your motivation to perform better in your teaching?

- Probe: Do appraisals encourage your teachers/ you to strive for higher standards in your work?

- Probe: Does the appraisal process provide your teachers/ you with a sense of accomplishment or recognition?

3. How do you feel about the feedback and evaluation you give/ receive during performance appraisals?

- Probe: Is the feedback clear, honest, and helpful to your teachers / you as a teacher?

- Probe: Do you feel that the feedback is fair and based on your teachers/ your actual performance?

4. Do you think the performance appraisals are tied to any tangible rewards or career advancement opportunities?

- Probe: Do you feel that the appraisals affect your teachers/ your chances for promotions or professional development?

5. What improvements, if any, would you suggest for the performance appraisal process at your school?

- Probe: Are there any changes that would make the appraisals more motivating for you and your colleagues?

Section 5: General Reflections on HRM Practices and Teacher Motivation

1. How do you perceive the overall HRM practices at your school (performance planning, monitoring, and appraisal)?

- Probe: Do you think these practices are aligned with your teachers/ your professional needs and aspirations?

2. In your opinion, what could be done to further improve HRM practices to enhance teacher motivation in your school?

- Probe: Are there any specific changes that would motivate your teachers/; you more effectively in your role?

3. Can you share any personal experiences that highlight how HRM practices have either motivated or demotivated your teachers / you?

- Probe: What would you change about your experience to make it more motivating?

Closing Remarks

1. Ask if the participant has any final thoughts or comments on the effectiveness of HRM practices and teacher motivation.
2. Thank the participant for their time and input.
3. Reassure them about the confidentiality of their responses.