

IMPACT OF MOTIVATION ON TEACHERS' PERFORMANCE IN SELECTED SECONDARY SCHOOLS IN NABITENDE SUB COUNTY IGANGA DISTRICT

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RJ22M06/008

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

March, 2025

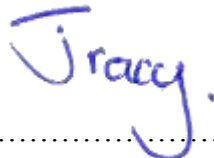


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DECLARATION

I, Amulen Tracy, do hereby declare that this dissertation is my original work and that it has never been submitted to any institution of learning for any academic award.

Signature.......... Date 1 March 2025

APPROVAL

This is to certify that this dissertation titled: “Impact of motivation on teachers’ performance in selected secondary schools in Nabitende Sub County, Iganga District” has been developed with my approval as the candidate’s University Supervisor.

Signature..  Date 3/3/2025

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DEDICATION

This dissertation is dedicated to my dear parents and my dear husband, Mr. Basoga David

Waaya for their tireless support extended to me towards my studies.

May God bless you so much!

ACKNOWLEDGEMENTS

I am very thankful to the almighty God, the most merciful, beneficent and gracious who bestowed upon me the chance to study at Uganda Christian University and gave me skills to do this research work successfully. I would like to express my heartfelt gratitude to my supervisor, Dr.Turyahabwe Remigiofor his guidance and support throughout this journey. My deepest thanks also go to my husband, Mr. Basoga David, for his unwavering belief in me, and to my family and friends for their constant encouragement. Lastly, I am thankful to all who contributed to this work your involvement made this possible

TABLE OF CONTENTS

DECLARATION	i
APPROVAL.....	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
LIST OF ACRONYMS	ix
ABSTRACT.....	x
CHAPTER ONE: INTRODUCTION	1
1.0 Introduction	1
1.1 Background to the study	1
1.1.1 Historical Background	3
1.1.2 Theoretical Background.....	10
1.1.3 Conceptual Background.....	11
1.1.4 Contextual Background.....	12
1.2 Problem Statement	14
1.3 Purpose of the Study	15
1.4 Objectives of the study.....	15
1.5 Research questions.....	16
1.6 Scope of the study.	16
1.6.1 Geographical Scope	16
1.6.2 Content Scope	16
1.6.3 Time scope.	16

1.7 Justification of the study	17
1.8 Significance of the Study	18
1.9 Conceptual Framework	19
CHAPTER TWO: LITERATURE REVIEW	21
2.0 Introduction	21
2.1 The Impact of Extrinsic Motivation on Teachers' performance.	21
2.2 The Impact of Intrinsic Motivation on Teachers' Performance.	25
2.3 Conclusion	30
CHAPTER THREE: METHODOLOGY	31
3.0 Introduction	31
3.1 Research Design.....	31
3.2 Area of Study	31
3.3 Population and Sampling Techniques.....	32
3.3.1 Population of the Study.....	32
3.3.2 Sample size Determination	32
3.4 Measurement Level.....	33
3.5 Procedure for Data Collection.....	33
3.6 Data Collection Methods	34
3.6.1 Questionnaires.....	34
3.6.2 Interview Guide.....	35
3.6.3 Focused Group Discussions	35

3.7 Data Quality Control	35
3.7.1 Validity.....	35
3.7.2 Reliability.....	37
3.8 Strategy for Data Processing, Analysis and Interpretation	37
3.8.1 Analysis of Quantitative Data	38
3.8.2 Qualitative Data Analysis	38
3.9 Ethical Considerations and Approvals	39
3.9.1 Ethical Clearance	39
3.9.2 Informed Consent.....	39
3.9.3 Participants’ Confidentiality	39
3.10 Limitations of the Study.....	40
3.11 Delimitations	40
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	42
4.0 Introduction	42
4.1 Response Rate	42
4.2 Demographic Characteristics of Respondents	43
4.2.1 Respondents According to Gender	43
4.2.2 Respondents by age groups.....	44
4.2.3 Level of Education of Respondents	45
4.2.4 Length of service of Respondents	46
4.3 The Effect of Motivation on teachers’ performance in selected secondary schools in Nabitende Sub County, Iganga District.	47

4.3.1 Teachers' Performance	47
4.3.2 The effect of extrinsic motivation on the performance of teachers	52
4.3.3 The effect of intrinsic motivation on the performance of teachers	58
CHAPTER FIVE: DISCUSSION OF FINDINGS	62
5.0 Introduction	62
5.1 Discussion of Study Findings	62
5.1.1 The effect of extrinsic motivation on the performance of teachers	62
5.1.2 The effect of intrinsic motivation on the performance of teachers	66
CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS.....	68
6.0 Introduction.....	68
6.1 Conclusions.....	68
6.2 Recommendations	69
5.4 Areas for Further Study.....	69
REFERENCES.....	71
APPENDICES	78
Appendix I: Questionnaire for Teachers	78
Appendix II: Interview Guide for Key Informants	83
Appendix III: Focus Group Discussion Checklist	85
Appendix IV: Informed Consent Form	86
Appendix V: Introductory Letter	89

LIST OF ACRONYMS

BOG	Board of Governors
DEO	District Education Officer
DIS	District Inspector of Schools
GoU	Government of Uganda
ILO	International Labour Organization
NCDC	National Curriculum Development Centre
UCE	Uganda Certificate of Education
UACE	Uganda Advanced Certificate of Education
UNEB	Uganda National Examinations Board

ABSTRACT

This study sought to establish the effect of motivation on teachers' performance in selected secondary schools in Nabitende Sub County, Iganga District. The study objectives were: to assess the effect of extrinsic motivation on teachers' performance, and to establish the effect of intrinsic motivation on teachers' performance in selected secondary schools in Nabitende Sub County, Iganga District. The study adopted a cross-sectional survey research design in order to establish the relationship between the two study variables. Both quantitative and qualitative methods were used to collect data from 100 respondents who were randomly selected from 4 selected secondary Schools in Nabitende Sub County. Data was collected using questionnaires, interview and focus group discussion. Descriptive and inferential analyses were used to analyze data which majorly used of frequencies, percentages and charts. The study revealed that teachers' performance is high in schools where motivation is high and vice versa. Extrinsic motivation has both positive and negative effects on teachers' performance since it revealed that teachers who receive high extrinsic motivation perform highly than their counterparts as this was supported by majority (52.6%) of the respondents. The study also revealed that intrinsic motivation boosts teachers' performance this was supported by the biggest percentage (67%) of respondents. The study concluded that extrinsic motivators such as prompt salaries, wages, allowances, accommodation, medical care are essential factors for better performance of teachers; intrinsic motivators such as respect and recognition are paramount in enhancing teachers' performance; workshops, encouraging and supporting teachers to further their studies are essential for teachers' career development which improves their performance. The study recommends that; schools should ensure that teachers' salaries, wages, allowances and accommodation and medical care are improved and paid promptly; medical care to teachers; schools should always recognize and appreciate teachers for exceptional work they do and the government should support and sponsor teachers to go for further studies.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter discussed the background to the study, statement of the problem, main objective, specific objectives, and research questions, scope of the study, significance of the study, justification of the study, conceptual framework, and definition of key terms.

1.1 Background to the Study

Education is one of the vital tools for emancipating mankind, such that each society puts a lot of capital on it to ensure that the entire generation acquires the necessary skills, knowledge, and the desired attitudes critical for future survival (Sansone, 2020). However, owing to its value, the extent to which education is measured greatly anchors on examination scores, yet academic achievement also corresponds to teachers' performance. To be able to give excellent services, it is most important that teachers feel good about themselves and their jobs. In essence, motivation, commitment and engagement levels are key system for what teachers do and can motivate them to be productive as well (Harry, 2023). Motivation is concerned with the factors that influence people to behave in certain ways.

Teacher motivation has become an important issue given their responsibility to impart knowledge and skills to learners. It is argued that well motivated teachers are generally more productive and can influence students' achievement (Mertler, 2022). Motivation guide teachers' actions and behaviours towards achievement of goals (Analoui, 2020). In work and other contexts therefore, motivation is often described as being intrinsic or extrinsic in nature (Sansone & Harackiewicz, 2020). Intrinsic motivation, deriving from within the person or from the activity itself, positively affects behaviour, performance and wellbeing (Ryan & Deci, 2020). Extrinsic motivation on the other hand, results from the attainment of externally

administered rewards, including pay, material possessions, prestige, and positive evaluations among others. In contrast to extrinsic motivation, intrinsic motivation is said to exist when behaviour is performed for its own sake rather than to obtain material or social reinforcers.

Motivation is the willingness of an employee to contribute high levels of effort towards his or her work, conditioned by the capacity of the effort to satisfy needs as well as his or her personal environment. A motivated employee willingly tries hard to contribute his or her best performance towards accomplishing his or her work (Ngirwa, 2024). Harry (2023) defined motivation as a person's active participation and commitment to achieve the prescribed results. Basically, from the above definitions, employee motivation was seen as the inner drive or push that led to a certain human action or inaction in each time, given specific prevailing conditions. It is a force that considers individual inner drive in the pursuit of pushing people to do something in turn.

Teacher performance plays an important role in the school performance. It comprises what the teacher does or doesn't do. Performance involves quality of output, quantity of output, timeliness of the output. According to Farazmand (2022), teachers who receive the same salary regularly with some incentives are more likely to perform better than teachers who do not receive their salary regularly. Increasing salary motivates teachers in the school and makes it easy for teachers as well to perform better hence being productive.

Another indicator of remuneration is health insurances scheme, which is not offered by all companies and varies in quality and cost. Companies typically pay part of the insurance premium. Health insurance may or may not extend to immediate family members like spouses and minor children. Dental and life insurance could also be offered as part of a remuneration package (Babagana & Dungus, 2024). Transport allowance is granted to an

employee to meet his expenditure for purpose of commuting between place of his residence and place of duty (Abhishek in Babagana & Dungus, 2024).

In Tanzania, an Education Lobby, UWEZO, carried out a study (2022) that revealed rampant teacher absenteeism in both primary and secondary schools as a cause for the declining quality of education. Many teachers do not attend to their duties as educators even when they are present in school. The findings reveal that primary education in East Africa has experienced enormous growth in terms of enrolment, leading to increases in public expenditure on education; but education quality has remained low and it may have declined in the rural areas.

Today, employee performance has become a common phrase among management scholars, consultants and reformers, not only for public organizations but also for the private sector (Hilgers, 2020; Prasad, 2020). To ensure that teachers perform their duties as educators, the Ministry of Education in Uganda has put in place quality assurance measures which include: the Directorate of Education Standards, District Education Officers, District Inspector of Schools, School Management Committees and annual teacher appraisal forms.

1.1.1 Historical Background

The question of measuring motivation and employee performance is an old phenomenon that has been debated over the years including the modern study of public administration when people started advocating for rational, scientific management principles designed to improve community service (Romero, 2024; Prasad, 2020; Arena, 2023). Employee performance can be traced back in the period of three well-established classical management theories: Scientific Management (time and motion study) by Frederick Winslow Taylor (1911), Administrative Management by Henry Fayol (1916) and Bureaucratic Theory of Management by Max Weber, 1947, (Mahmood., Basharat & Bashir, 2022; Prasad, 2020).

Arena (2023) argued that scientific management was a way to increase teachers' wellbeing, but this claim contradicted the rigidity and bureaucracy imposed by scientific management. Some British economics scholars were critical of scientific management techniques due to its effects on human beings and its unfairness with regard to the teachers (Caldari, 2022). With increasing teachers' problems characterized by high turnover, absenteeism, and low morale, employers, trade unions, economists, psychologists and other scholars became more concerned with the impact of social considerations of the teachers.

According to Mertler (2021) in his study of teacher motivation and job satisfaction in Chicago US, revealed that teacher motivation has become an important issue given their responsibility to impart knowledge and skills to learners. He further argued that satisfied teachers are generally more productive and can influence students' achievement as this was revealed by 77% of the respondents. Motivation guide people's actions and behaviours toward achievement of some goals (Analoui, 2020). In work and other contexts therefore, motivation is often described as being intrinsic or extrinsic in nature (Sansone & Harackiewicz, 2020).

Robbins and Judge (2018) assert that teacher performance connotes the teacher's role of teaching students effectively and efficiently in class and outside the class. The key aspects of teaching involve the use of instructional materials, teaching methods, regular assessment of students, making lesson plans, assessment of students, conduct of fieldwork, teachers' participation in sports, attending school assembly and guidance and counseling. However, performance could be measured by variety of parameters which show teachers' pattern of performance over time.

According to Farazmand (2022), teachers who receive the same salary regularly with some incentives are more likely to perform better than teachers who do not receive their salary

regularly. Increasing salary motivates teachers in the organization and makes it easy for them to perform well. Another indicator of remuneration is health insurances scheme, which is not offered by all companies and varies as to quality and cost. Companies typically pay part of the insurance premium. Health insurance may or may not extend to immediate family members like spouses and minor children. Dental and life insurance could also be offered as part of a remuneration package (Babagana & Dungus, 2024). Transport allowance is granted to an employee to meet his expenditure for purpose of commuting between place of his residence and place of duty (Abhishek in Babagana & Dungus, 2024). In the context of this study this implies that if teachers work beyond stipulated time, they should be entitled to additional pay or over time allowance, but this is very rare in the context of Iganga Districtsecondary schools.

According to Babagana & Dungus (2024), the indispensable and noble profession of teaching is confronted with the problem of poor morale, low and late payment of salary, infrastructural deficit (like well-equipped laboratories, libraries, lapidated classrooms etc.), incommensurate reward for the extent of work, low budget or funding of school operations, constant agitation for salary increase, incentives, and better working conditions. Therefore, this leads to poor planning and disillusionment of teachers. Also, it further translates into inefficient professional conducts and students 'underachievement in Iganga Districtsecondary schools.

Further still, a study conducted by Babagana & Dungus (2024) on Staff Remuneration and the Performance of Ramat Polytechnic Maiduguri Students from 1995 to 2011 in Borno State of Nigeria revealed that optimumperformance is the desire of government and education stakeholders, but motivating teachers who are regarded as one of the ingredients to achieve greater performance in school is usually not given the necessary attention. Many reasons are cited for this insensitive attitude of employers. For example, some management think it is a

complete waste of financial resource to sponsor teachers on in-service training. Others too are of the view that it is an additional cost of production to grant promotion at certain appropriate intervals in the teaching service. To some, the right strategy to adopt in ensuring conducive working environment and prompt payment of salary is not known. This and many more are the reasons for problems associated with motivation (Babagana & Dungus, 2024).

Mji and Mbinda (2023) found that factors such as recognition, opportunities for professional development, supportive leadership, and a positive work environment contribute significantly to teacher motivation and performance in South African secondary schools. Additionally, factors such as adequate resources, fair remuneration, and opportunities for career advancement are essential for sustaining high levels of motivation among teachers. Overall, fostering a conducive environment that values and supports teachers' professional growth is crucial for enhancing their performance in South African secondary schools.

In Nigeria, a study conducted by Ogundokun and Olabode (2017) highlighted the importance of intrinsic motivators such as recognition, autonomy, and a sense of accomplishment, along with extrinsic factors like fair compensation, opportunities for career advancement, and supportive leadership. The study emphasized the significance of creating a positive work environment, providing adequate resources, and offering opportunities for professional development to enhance teacher motivation and performance in Nigerian secondary schools.

In East Africa, responding to today's workplace demands means among other things that schools need to understand the preferences and needs of teachers and offer more than a good paycheck (Nienaber, 2019). Bennell (2024) indicates that teaching has become employment of the last resort among university graduates and secondary school leavers. A study conducted in Malawi and Tanzania on motivation and performance of teachers in primary schools

indicates that about one-half of junior secondary school leavers who finished school in 1990 were employed as teachers in 2001. The corresponding figure for Uganda is at 81 percent.

Marietta & Samuel (2021) in his study of head's motivational strategies on teachers' job satisfaction in public secondary schools in Migwani Sub County, Kitui- Kenya; revealed that head teachers' motivation strategies such as recognition, staff professional development, incentives and interpersonal relations influence teachers' job satisfaction. The study concluded that teachers were not satisfied with recognition, professional development and incentives but were satisfied with interpersonal relationships.

In Rwanda, a study conducted by Byukusenge., Claudien & Rita (2022) on head teachers' motivational strategies to motivate teachers in public secondary schools in Nyamagabe District of Rwanda; it was revealed that most of the headteachers' motivational strategies are ineffectively used to motivate teachers in schools hence teachers' level of motivation is simply moderate which makes their performance to remain low.

School education in Uganda was introduced by missionaries in 1877 and was modeled on the British system of education because Uganda was a British protectorate from 1894 until 1962 when it attained her independence. During that time, teachers were held in high esteem and their motivation included housing, medical care, bread and tea during break time; and the school environment was largely conducive for teachers to perform their duties as educators.

The 1971-1979 period of military rule, however, affected all sectors of work including teachers' welfare. This period was characterized by insecurity, breakdown of economic activities, brain drain, and a decline of social services leading to poor teacher motivation. Parents had to step in and this led to the formation of Parents and Teachers' Associations (PTAs) which introduced extra charges paid by parents/guardians that helped to reduce the

financial burden of the teachers' motivation in form of welfare (Aguti, 2024; Okuda, 2023). With the introduction of Universal Primary Education in 1997, the PTA charges were abolished in public primary schools in rural areas but left in secondary schools and the issues of teacher welfare were undertaken by government (Oonyu, 2022).

A study carried out in Uganda by Ward et al. (2006) reveals that teachers' salaries are low and they are sometimes obliged to have a second job to sustain themselves and their families. All these, coupled with frequent delays in the payment of these salaries, lack of staff accommodation, poor or no meals for staff; tend to reinforce absenteeism, low morale and lack of commitment to work. Employers in schools in Uganda have not put standard measures upon which teachers are motivated (Kagweza, 2020). Some employers have used pecuniary rewards for high levels of performance usually defined in terms of student outcomes or teacher skills and knowledge.

There is evidence that in some schools when students perform well, the concerned teachers of the candidate classes are rewarded basing on the numbers of distinctions in a subject which may not be the case with other teachers who teach in lower classes, yet they also play a role in preparing these candidates in lower classes for the final exams (Kagweza, 2020). He further established that individuals in private schools have always been rewarded on grounds of nepotism and tribalism. It was upon such a background that some teachers have performed reluctantly while others continue to be promoted due to their pseudo-performance. A motivational system would be deliberately created to support schools' unique human capital strategy if increased performance of teachers were to be realized (Odden & Kelly, 2022).

Seminars, conferences, and workshops to improve on teachers' performance have been held yet there has been deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), poor preparation of teaching materials especially

lesson notes, lack of continuous student assessment and general poor professional performance (UNATU, 2022). Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher-centred practices. It is such a situation that prompted the researcher to conduct a study to establish how regular payment of salary, in-service training, conducive working environment and promotion would lead to an optimized teachers' performance in secondary schools in Iganga District

Teachers in Iganga District are faced with a series of complains but with the major one being the one of motivation, performance of teachers in the secondary schools in Iganga District has been deterred by the motivation that has restricted and limited the teacher work effectiveness. Teachers complain of low motivation occasioned by the low salaries, delayed payments and a general improper work environment that has frustrated the teacher's effective performance (DEO Iganga District report, 2022).

There has been development of teachers' competence profile that covers knowledge, skills and values, professional ethics, leadership, research, community relations, reflection and development and collaboration and team work, introduction of customized performance targets for head teachers and their deputies; and head teachers signing performance agreements to ensure efficiency and organizational effectiveness (Oonyu, 2022). The Ministry has embarked on enhancing the capacity of primary teachers' colleges to accommodate more student teachers; enhancing the qualifications of tutors and recruitment of more qualified teachers. The measures are meant to ensure that teachers perform to their best and there is value for public money spent on Universal Secondary Education (Oonyu, 2022; Education International & Oxfam Novib, 2021).

Abolishing PTA charges was politically popular and it helped attract enrolment; but it did not emphasize teachers' motivation, yet teachers are a key determinant in quality education. Teachers were not happy with their motivation status and are always threatening by taking industrial action over low pay and poor working conditions (Kagolo, 2023; Kaaya, Mulindwa & Kimbowa, 2023; Kagolo, 2024). Yahiaoui, Anser and Lahouel (2024) posit that employee motivation contributes towards organizational performance. The present research established the impact of motivation on teachers' performance in secondary schools in Nabitende Sub County, Iganga District.

1.1.2 Theoretical Background

This study was anchored on Vroom's (1964) Valency Instrumental Expectancy theory. Vroom's (1964) Valency Instrumental Expectancy theory explains why people such as teachers work and behave in the way they do in terms of efforts and direction they take. It also describes what organizations do to encourage people/teachers to apply their efforts and abilities to achieve desired goals as well as satisfying individual needs. Valency Instrumental Expectancy theory indicates that people constantly predicts the likely future leading to expectations about future events.

Motivation, therefore, according to Vroom is a combination of valence (value of perceived outcome), instrumentation (the belief that if I complete certain actions then I will achieve the outcome), and expectancy (the belief that am able to complete the actions). His theory argues that the strength to act in certain way depends on the strength of the expectation that the act will be followed by a given outcome on the attractiveness of the outcome to an individual (Chudin). It is a monetary belief concerning the likelihood that a particular act will be followed by a particular outcome (Vroom, 1964). Thus, a belief that hard work leads to quick promotion is an expectancy, which an individual can pursue to satisfy his needs. The theory

assumes that teachers may be motivated to produce only if they expect that performance will lead to the goal they value. Increased effort will lead to increased performance. This means therefore that satisfaction from the initial effort must be efficiently great or equitable to make the effort worthwhile and there must be feedback.

Leonina., Maria and Lucretia (2023) applied this theory in their empirical study on civil servants' performance appraisal influencing expectancy where they found out that performance evaluation is important, among others, also because it influences the motivation process, in other words, it affects civil servants work motivation. Their study revealed that applying the expectancy theory in local public administration and not only, requires from individuals to believe they have ability and skills necessary to exact the work effort and this effort to be assessed in a manner that would lead to an increased self-esteem and confidence which improves performance. This theory is therefore adopted to guide an assessment of the effects of motivation on teachers' performance in secondary schools in Iganga District

1.1.3 Conceptual Background

Motivation: According to this study, the term motivation shall refer to the inducement of a desired behaviour within suborn motivation as the act or process of moving or drive, or an incentive which involves both intrinsic and extrinsic motivators.

Extrinsic Motivation: According to this study, extrinsic motivation shall refer to the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations from others (Nkaada, 2023). In this study, extrinsic motivation of teachers shall include externally administered rewards like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care, among others.

Intrinsic motivation: In this study, the term Intrinsic motivation is an inducement derived from within the person or from the activity itself and, positively affects behavior, performance and well-being (Kagolo, 2024). In this study, intrinsic motivation of teachers shall include job satisfaction of derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, and control over others and, teaching as one's goal in life.

A teacher in this study refers to a person who had undergone approved professional training in education at appropriate level capable of imparting knowledge attitudes and skill to the learners.

Teaching in this study shall mean a systematic national and organized process of transmitting knowledge attitudes and skills in accordance with professional principle.

Performance in this study shall be defined as the ability of the teacher to perform his/her duties effectively and efficiently.

1.1.4 Contextual Background

In Uganda, The Commissioner for Basic and Secondary Education (Nkaada, 2023) notes that absenteeism could be curbed through serious monitoring of teachers and head teachers to help improve on teaching time and syllabus coverage. Uganda's progress report (2022) on the achievement of the Millennium Development Goals reveals that school enrolment in Sub-Saharan Africa has been rising but the school system has remained wasteful in terms of repetition. Repeating reflects poor teaching and learning. Repeating is also related to poor teacher performance. Nkaada (2023) observes that repeating of classes may not be avoided if there is no proper teaching.

The context of the study was Iganga District, where the researcher had discovered a gap in teachers' motivation in most secondary schools which left visible impact between the years

2016 – 2022. In the District, some schools do not provide transport allowances, housing facilities are not available, teachers' salaries delay, leaving teachers performance low in schools hence poor performance of the schools in the district and country large (DEO Report 2019); in Iganga District it is a matter that deserves attention hence there was need for this study to find out whether motivation has an impact on teachers' performance in Nabitende Sub County, Iganga District

Sirisha (2024) argues that organizations succeed or fail, based on the quality and effectiveness of their workers. Therefore, education outcomes depend on the quality and effectiveness of the teachers. The work of secondary teachers in any part of the world is indispensable and requires skills, in-depth knowledge, ability and a positive attitude of the teacher (Njoku, 2021, UNESCO, 2024).

Teacher performance is still a critical factor in most developing countries that are implementing universal education yet the quality of an education system depends on the performance of its teachers (Ochwo, 2023; Akpanobong & Asuquo, 2024; Muthoni & Wafula, 2020).

Absenteeism and failure to cover the syllabus is a sign of poor teacher performance which affects the overall school performance. Kagolo (2023) reported that teacher absenteeism in rural areas in Uganda stood at 35% and is the highest in the world, with Ugandan teachers missing two days of work in a week, which is a financial loss to the government and its development partners since teachers are paid on monthly basis.

Progress reports (2020) of Nabitende Sub County and Iganga District Local Government revealed that the education and sports sector consumed over 45% of their total district budgets and most of the funds were spent on teachers' salaries, yet many of the schools

hardly produced a single candidate in division one in the Uganda Certificate of Education (UCE) in the last six years. These districts' progress reports (2020) revealed that teacher absenteeism was a serious challenge, especially during the time teachers' salaries were paid as most teachers went to collect salaries from banks and did not attend to their work at school. There is inadequate teacher lesson preparation, low syllabus coverage and late coming. Some education stakeholders like the Uganda National Teachers' Union (UNATU) have attributed the declining quality of education and low teacher performance in public schools in Uganda to low teacher incentives (Ssesamba, 2020).

To improve the quality of education in schools, the government of Uganda and its development partners have initiated substantial quality enhancement measures such as the introduction of the lower secondary curriculum to improve the teaching and learning in lower secondary, teacher training, salary increment, regular monitoring and assessment of learning competences of students, construction of more classrooms and purchase and delivery of instruction materials (Nsubuga, 2019). The above-mentioned changes were meant to ensure smooth development of the secondary education system in Uganda. However, studies on how motivation affects teachers' performance in secondary schools in particularly Nabitende Sub County, Iganga District are inadequate.

1.2 Problem Statement

Teachers are professionals who help learners to acquire knowledge, competences or values (Ngalim, 2023). When seeking for teaching jobs an agreement is normally reached on the working conditions where the employers promise heaven and earth. Once employed, teachers in Nabitende Sub County, Iganga District try to do their best but in return the agreed conditions are not fully met by the employers (DEO report, 2022). This seems to have demoralized the teachers and hence limited their performance. As a result, teachers in

Nabitende Sub County have engaged in several industrial actions, most recent was in 2022 when Arts teachers demanded for salary increment similar to the science teachers (UNATU 2022). Following these industrial actions, the average grade in Iganga District and Nabitende Sub County in particular in UCE and UACE is hardly beyond 34 grades for UCE and 15 points for UACE between 2016 and 2022 and this may be attributed to deteriorating performance associated with low levels of motivation of teachers in the area (New Vision Feb, 2022). It is not known how much a Motivation level of teachers in Nabitende Sub County has impacted on performance of individual teachers in different secondary schools in Nabitende Sub County amidst other possible factors. Earlier studies have concentrated on school environment and teachers' performance (UNATU, 2022), none has examined the different motivation strategies (both intrinsic and extrinsic) used by different employers as well as measuring how much motivation as a factor has influenced teachers' performance that affects students' performance in secondary schools. This study therefore, seeks to find out how much teacher motivation affects the teachers' performance in secondary schools of Nabitende Sub County, Iganga District.

1.3 Purpose of the Study

The purpose of the study was to establish the effect of motivation on teachers' performance in selected secondary schools in Nabitende Sub County, Iganga District

1.4 Objectives of the Study

- i. To assess the effect of extrinsic motivation on the performance of teachers in selected secondary schools in Nabitende Sub County, Iganga District
- ii. To establish the effect of intrinsic motivation on the performance of teachers in selected secondary schools in Nabitende Sub County, Iganga District

1.5 Research Questions

- i. What is the effect of extrinsic motivation on performance of teachers in selected secondary schools in Nabitende Sub County, Iganga District?
- ii. What is the effect of intrinsic motivation on performance of teachers in selected secondary schools in Nabitende Sub County, Iganga District?

1.6 Scope of the Study.

1.6.1 Geographical Scope

This study was conducted in eastern Uganda in both government and private secondary schools in Nabitende Sub County in Iganga District. Nabitende Sub County is located in Iganga District approximately 110km from Uganda's capital Kampala. Nabitende Sub County has 4 secondary schools; 01 government aided school and 03 private schools (DEO office, 2023). Therefore, the study targeted both private and government aided secondary schools in Nabitende Sub County, Iganga District.

1.6.2 Content Scope

The study investigated the effect of motivation on the performance of teachers in secondary schools of Nabitende Sub County. Specifically, the study assessed the effect of extrinsic motivation on the performance of teachers, and established the effect of intrinsic motivation on the performance of teachers in selected secondary schools in Nabitende Sub County. In this study, motivation was considered as independent variable, whereas, performance of teachers as a dependent variable.

1.6.3 Time Scope

The study covered a period of six years (2016 - 2022) because this is the period when many complaints about teacher motivation and performance especially in secondary schools in

Iganga District have increased (District Education Office Annual Reports, 2016-2022). However, the study took a period of eight months from proposal to report writing.

1.7 Justification of the Study

The rationale for undertaking this study was premised on the desire by the researcher to see good quality public education and good teacher performance in secondary schools in Nabitende Sub County, Iganga District since it had been reported that the quality of education is declining (Ssesamba, 2018). As noted earlier, while a significant amount of research on education in Uganda exists (Namuddu, 2020; Nairuba, 2021; Nsubuga, 2018; Kasiisa and Tamale, 2023; Kirunda, 2022; Mwesigwa, 2020), research on teachers' performance in secondary schools is comparatively thin and the effect of motivation on teachers' performance in secondary schools in Iganga District is smaller.

Therefore, there was need to update information about how different school teachers are motivated and how the methods used to motivate teachers has affected their performance. This could help in formulation of region-specific policies that would address region-specific performance of teachers and students' performance.

The Sub County was chosen because Iganga District local governments' progress reports (2020) reveal that Iganga District is facing crucial challenges of poor teachers' performance. Financial constraints also could not permit the researcher to carry out this study all over the entire country. The issue of motivation and its effect on the performance of teachers in secondary schools was a pertinent issue for education scholars, policy makers, education practitioners, poverty eradication, economic development experts and employers. If the issue of motivation and its effect on the performance of secondary schools' teachers is not treated with the seriousness it deserves through scientific research in order to inform policy, then the

desire to have quality public education and economic development in Uganda may become foreclosed (GoU, 2022). Secondary school education is internationally accepted as the milestone of education of any country. Any flaws in our education system not identified early enough and properly corrected would definitely affect the entire system of education adversely (Dube, 2021).

1.8 Significance of the Study

The study might enable the improvement in teacher motivation and benefits for students as well as teachers. However, there is no consensus about the precise benefits. Therefore, an identification of factors which could reinforce and strengthen a teacher's drive to perform well can contribute to knowledge in the performance of teachers.

Government authorities such as the Ministry of Education and Sports may find this study important in understanding teachers' expectations so that they can institute measures to enable them work more effectively and willingly. With the intention of improving students' performance the study may therefore help school heads to be aware of and understand ways of motivating teachers who work under them? It may further help to provide alternative solutions to factors that serve as dissatisfies and reveal effective techniques for solving motivational problems that confront teachers.

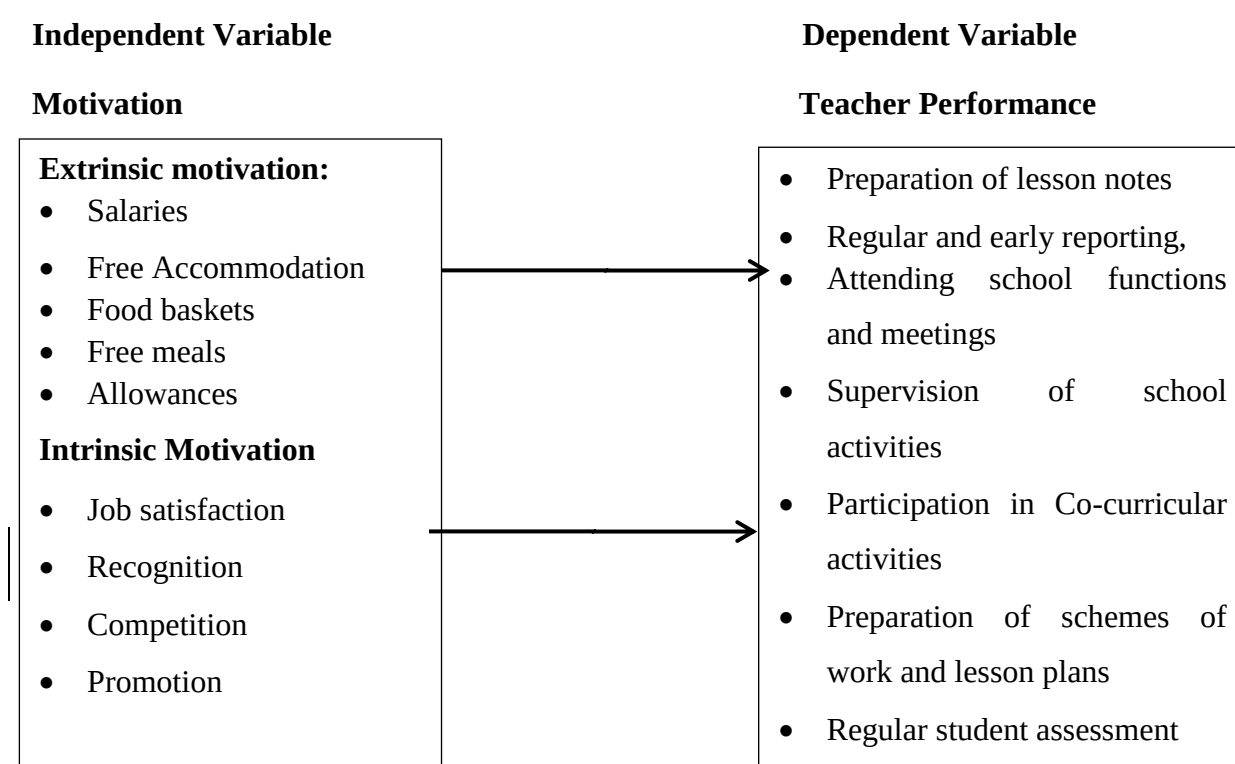
This study might be beneficial to head teachers by providing information on the factors that affect performance of teachers in schools. Secondly, it is hoped to help policy makers in general to assess the performance of head teachers for organizational ability and good management skills.

The findings may be important to education training institutions when training the head teachers in the areas of educational management and planning.

This study is of importance in this era of Universal Secondary Education, especially now that Uganda needs motivated staff if performance is to be enhanced at this level. The study, therefore, seeks to explore possible strategies for improving staff motivation.

1.9 Conceptual Framework

Figure 1.1: Conceptual Framework showing the possible effect of motivation on teacher performance.



Source: Hertzberg's two factor theory (1966) and modified by the researcher

Figure 1.1 above describes motivation as being intrinsic or extrinsic in nature. Intrinsic motivation of teachers involves job satisfaction derived from teaching, recognition, and the challenging and competitive nature of teaching, curiosity, and promotion. Extrinsic motivation of teachers on the other hand, involves included externally administered rewards like salary, free accommodation, free meals, free transport, and free medical care among others.

Intrinsic and extrinsic motivations lead to high teacher performance when the moderating variables such as good human resource management, availability of instructional materials, supervision and physical infrastructure are in place. The descriptors of teacher performance include regular and early reporting at school, participation in co-curricular activities, supervision of school activities, and adequate teaching preparation of schemes of work, lesson plans, and regular assessment of students among others.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The literature was reviewed according to study objectives which included the effects of intrinsic motivation and performance and extrinsic motivation and performance. The study reviewed the related literature from previous studies and pointed out and sealed the gaps left by other scholars.

2.1 The Impact of Extrinsic Motivation on Teachers' Performance

Okino (2018), reported President Museveni of Uganda saying that the provision of houses to teachers was a major incentive to performance of teachers. According to Museveni, head teachers did not live near schools; thus, spending a lot of time traveling to schools. On this note, Dungu (2020) also cited this problem of residential accommodation in some of the countries of Sub-Saharan Africa. He noted that many secondary school teachers were given small house allowance to cater for their residential accommodation which forced them teachers to reside in poor houses.

On the other hand, Mutual (2020) also observed that teachers who fail to get institutional houses had to look for accommodation elsewhere; a situation which results into demotivation of teachers to effectively perform at work. In light of the above situation, an investigation into the effect of extrinsic motivation on the performance of teachers in Nabitende Sub County is necessary.

Curriah (2020) asserts that a reward in form of pay has a strong impact on the teachers' performance. Bratton (2003), agree with Curriah (2020) when they state that pay is one of the most powerful motivating tools. Similarly, Naharuddi and Sadegi (2023) emphasize the value

of extrinsic motivation when by pointing that money provides the means to achieve a number of different ends. Above all he asserts that money in form of pay is the most obvious extrinsic reward. Kiseesi (2018), in her study about job satisfaction of workers recommends that salaries of workers should be paid promptly, and that promotion of workers should be accompanied by a corresponding increase in the salary they earn. She observes that salary was a strong force that kept teachers at their jobs. The researcher feels that this is recognition of the fact that salary is vital in causing satisfaction among workers and hence likely to influence performance.

A study on difference among levels of teachers in terms of rewards was researched by Maicibi (2023) who observed that rewards such as sickness payment, contributory pension schemes, free life insurance and subsidized canteens are fairly evenly spread across all levels of teachers. Maicibi (2023) in agreement with the above view noted that salary was a job satisfier for junior staff in universities in Uganda, while not a strong satisfier for senior nonteaching and academic staff. Therefore, all teachers in schools need the desire to be satisfied at work and once all teachers are motivated, their performance shall definitely increase.

Complaints about the big teaching load of teachers have been reported by Ward, Penny & Read (2024). In Uganda, the Ministry of Education raised the teaching load of secondary school teachers to a minimum of 26 periods per week (out of a possible total of 40) in 2002. However, teachers protested to the President who reduced the number of periods to the original level of 18 per week. There are usually major differences in teacher workloads according to school size, type and location as well as subject areas. The most common reasons for low teaching loads are small schools, overcrowded curricula with too many specialized teachers, insufficient classrooms, and a predominance of single subject teachers.

Private primary schools often have strong incentives to expand classes in order to maximize fee income. If, however, the financial payoff to teachers for teaching extra classes is not increased sufficiently then this can result in lower motivation.

Kavarlemo (2020) on the other hand re-affirms this in a study by the application of Maslow's hierarchy of needs theory of motivation in a school situation and stated that teachers need a wage sufficient to feed, shelter and protection of their families if they are to dedicate their energies and time to school obligations other than for survival. Ouma (2022) also added that teachers need assurance of sustainability of above basics to continue pursuing organizational goals.

Curriah (2020) noted that the teaching profession has suffered greatly from the negative effects, from the economic crisis and adjustment policies which have had severe impact in the standard of living of teachers. This phenomenon has had severe effect on their morale, their sense of commitment and motivation. In agreement, Ombuya (2024) cited that when teachers' salaries fail to keep pace with the cost of living, they undergo a reduction in real income, their morale suffers and the able ones shift to better paying jobs thus pulling down the quality of instruction.

Mutual (2020) looked at this scenario and affirmed that where teachers are disillusioned and frustrated about conditions of service, the quality of education is likely to deteriorate even with substantial input of equipment and material. However, they conclude that if a teaching force is reasonably paid, and well-motivated, they can achieve much for the quality of education even against great odds.

According to Mutual (2020), rewards are among the most important factors which influence the strength of a person's attachment to an organization. He says that if a person discovers that he cannot obtain the rewards he originally desired, he either leaves the organization or

joins another, or if it is not feasible, he accepts those rewards which he can obtain and at the same time feels less committed to that organization. On the other hand, obtaining rewards sought operates to further his felt obligation to the organization and this commitment is strengthened.

According to Ombuya (2024), the most important motivator to the teacher is money which can be in form of salaries, allowances, wages, bonuses, duty allowances and other monetary rewards. However, other factors such as actual teaching conditions, the environment in which the school is located, teacher participation in matters which affect them, job security and level of commitment to the school's objectives are all crucial to the level of motivation of teachers. The factors were in line with the researcher's interest particularly extrinsic motivators like remuneration and how it has affected teacher performance in secondary schools of Nabitende Sub County.

Similarly, Curriah (2020) emphasizes the value of financial rewards when he says that money provides the means to achieve a number of different ends. Mitual (2020) in her study about job satisfaction of workers recommends that, salaries of the workers should be paid promptly, and that promotion of workers should have a corresponding increase on the salary they earn. Therefore, from the above expression, financial rewards have greater effects than nonfinancial rewards on the performance of primary school teachers. From the literature above the study therefore investigated the effect of motivation on job performance amongst primary school teachers in Nabitende Sub County in Iganga District

According to Graham (2024) in many countries the morale of teachers is low because they possess no great status, lack promotion opportunities, are poorly paid and have to teach under unsatisfactory conditions. Farrant's argument reflects the situation in Nabitende Sub County where teachers have inadequate and at times poor accommodation, limited teaching and learning facilities amidst poor supervision and inspection. In addition, there is a problem of

poor remuneration reflected in inadequate salaries or low or no allowances for those teachers who are not on.

2.2 The Impact of Intrinsic Motivation on Teachers' Performance

Intrinsic rewards like recognition creates role models and communicates the standards. These constitute the great performance. Bennell (2024) noted that the emergence of a sizeable private education sector has further diversified the teaching force and improved their recognition. Private sector teachers are often seen in a more positive light by parents and the wider public because they are harder working and usually less well paid but achieve better learning outcomes. Where private sector provision is growing rapidly with strong public approval (like in Iganga District), this is a strong intrinsic motivator to the otherwise downward pressures on teacher status. Consequently, this study examined the effect of intrinsic motivation

Management styles tend to be authoritarian with limited participation, delegation, and communication with respect to major school management functions. Teachers subjected to these types of management regimes feel like they are treated as children. The extent to which teacher grievances are addressed is also a key issue (Curriah, 2020). The high turnover of head teachers in many countries is particularly disruptive and frequently bad for teacher morale. Many managers are acting for very long periods. Effective management training programmes for head teachers are necessary to lead to noticeable improvements in teacher behaviour and performance.

Damaris (2020) noted that while workers are interested in advancing their financial position, there are many other considerations such as opinions of their fellow workers, their comfort and enjoyment on the job and their long-range security that prevents them from making a

direct automatic positive response to an incentive plan. This implies that for teachers to perform and have better results they must be motivated by a token of appreciation.

Recognition brings a sense of value to a person. McCoy II (2021) noted that teachers can be recognized for the extraordinary behaviour. Teachers can be motivated when they are recognized for quality work. The Headteacher should help the teacher's hard work as a high priority (McCoy II (2021). This is by helping them understand their values within the school system when getting involved in decision making processes. Headteacher should also have a regular recognition strategy that picks on positive and successful behaviours with the school among the teachers.

For teacher performance to be consistent there is need for teachers to be recognized by the management. Umansky & Emiliana (2022) stated that recognition is leadership tool that can be used to send a message of importance to teachers and the behaviours that are valued. Muralidharan & Venkatch (2019) that recognition was used to motivate business teachers in India. The study found that there was increased teacher motivation when the school administrators recognized the teachers. The Headteacher should have a flexible method of recognition.

Headteacher as the instructional leader can also motivate teachers through creating an enabling working environment. This is possible when the Headteacher recognizes the strength of the teacher and can give some responsibilities to them on that area (Bradler, Dur, Neckermann & Non, 2023). This means recognition of teachers improves their performance. Recognition also affects the performance depending on the characteristics and personality of the individual teachers (Sapru, 2024). This means the Headteacher should understand the personality of the teachers when choosing the form of recognition.

Mutua (2020) noted that the culture of the school is also important when it comes to recognition of teachers. It is important to understand the culture that has been maintained by the school when it comes to teacher's job performance and recognition. This means the Headteacher is able to communicate the school goals and inspire teachers to achieve the said goals. A visionary leader will build a committed and enthusiast group of teachers by recognize them in their different levels. This helps maintain teacher's motivation throughout and hence achieve the school goals.

Bennell (2024) further noted that most teachers want to be posted to urban schools for both professional and personal reasons. The size of the rural-urban divide in most countries creates enormous disincentives to being posted to a rural school. He indicated that teachers want to remain in urban areas for a variety of reasons, most notably the availability of good schooling for their own children, employment opportunities for spouses and other household members, the desire to maintain often close-knit family and friendship networks, opportunities for further study.

On the other hand, Ombuya (2024) posits that in service training among teachers help them to acquire abilities, understanding and definite approach important for appropriate co-existence in social set up. Teachers' in-service training is important since it helps the school to set its academic goals once the teachers are motivated for the purpose of job performance. The study noted that in-service training gives teachers a way to fit in the career, since each job requires different behavioural approaches that are thought to be clear to the job seeker.

Kirui (2020) perceived that lack of professional skills make teachers not perform the required tasks. He recommends the need for teachers to be offered in-service training to enable them perform their tasks as required. He advised the organizations that it was important to offer short courses that would curve on the skills required to perform certain

tasks. These trainings should be designed according to the needs of the teachers to help them develop and achieve the tasks at hand (Ombuya, 2023).

Ombuya (2023) noted the importance of teachers being equipped with knowledge and skills that enhances and equips them to become better in their teaching methodologies. These training should be tailored according to the needs identified to help the teachers deliver high quality education hence improved job performance. He further posits that training produces teachers who are high confident, professionally sound and who are highly motivated and professionally improved to tackle their job effectively. Effective teachers offer competent teaching services to their learners. Blanchard and Thacker (2023) found out that teachers in-service training was important to help perform better on their current jobs and provide knowledge and skills to perform better in future jobs.

Professional development helps a teacher to improve on their job requirements. Curriah (2020) found that professional development helped improve behaviour of teachers and ability meet job requirements. This means the personal development shall improve on the performance, for teachers there is improved performance among students.

Hartzell (2021) also notes that rewards are results of good results earned by the employee. Extrinsic prizes are things an individual receives for a job well done while the intrinsic rewards are positive valued work outcome received by an individual. In a school setting there are different strategies a principal may use such as monetary values for individual. The intrinsic rewards may come in the nature of the teacher feeling personal satisfaction, autonomy and self-actualization and a sense of accomplishment. Cherry (2021) notes that when one is intrinsically rewarded then this increases the feeling of competence and the esteem can go higher. This means the individual teacher is condition by the intrinsic motivation to keep feeling good although this may be hard to keep holding on for longer.

According to Maicibi (2023), increasing hours of work, larger class sizes, more subjects, and constantly changing curricula are cited as major de-motivators in many countries. What is expected from teachers (the social contract) is not pitched at a realistic level in many countries given material rewards, workloads, and work and living environments. Large class sizes and heavy workloads in relation to pay (the effort-price of work) also make teachers resistant to the introduction of new teaching methodologies and other innovations. While pupil-teacher ratios are very high in many countries, they do not appear to have increased appreciably during the last 10-15 years in the majority of the developing countries. However, the introduction of free universal primary education in SSA has generally resulted in larger classes, especially in the lower grades, which tend to stress teachers hence demotivating them.

Farrel (2023) noted that relatively, low levels of client trust and respect and inadequate levels of teacher accountability are key factors that have tended to lower the occupational status of teachers in many developing countries. He indicates that parental views about teachers are, in fact, often quite contradictory and even paradoxical. Parents generally know very little about education and schooling, which, in the past, has probably enhanced the public perception of role of teachers.

An intangible or psychological reward such appreciating and making recognition of the teachers is important in motivating teachers on their job performance (Akiba, 2023). When school principal uses intangible rewards such as thanking teachers, gratitude, delegation of authority enhances organization performance (Saif & Siddiqui, 2019). This reduces teachers hopping from one school to another since they feel appreciated. When a principal uses a balanced reward system that has both tangible and intangible rewards this means teachers will feel esteemed, trusted and regarded (Saif & Siddiqui, 2019).

However, lack of understanding and unrealistic expectations has led to frustration and negative stereotyping of teachers. Often views of local schools which parents have had firsthand knowledge of are far more positive than perceptions of schools and teachers. This study will investigate the effect of other intrinsic motivators on the performance of teachers in Nabitende Sub County, Iganga District.

2.3 Conclusion

From the foregoing literature however, it was clear that no study had been conducted to assess the effects of motivation on the performance of teachers in Nabitende Sub County. Therefore, a research gap was evident in investigating whether motivation of teachers increases their morale to perform as well as the effect of intrinsic and extrinsic motivation on the performance of teachers. This study investigated and provided information to close the above-mentioned research gaps.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the research design, area of study, population of the study, sample size, sampling procedure, data collection methods and instruments, data processing and analysis, research procedure, ethical considerations, and limitations of the study.

3.1 Research Design

The study adopted a cross-sectional survey research design. The design was chosen as appropriate because the researcher collected data from different strata of the population at one point in time. Both qualitative and quantitative research approaches were used to generate data which was analyzed, presented, and interpreted considering the various demographic characteristics. It included data expressed in written form and numerical form to bring out a very clear understanding of the impact of teacher's motivation on teacher performance in the secondary schools of Nabitende Sub County, Iganga District

3.2 Area of Study

The study was carried out in Nabitende Sub County, Iganga District which is found in the eastern region of Uganda about 100 km from the Capital Kampala. It borders Kaliro to the North, Mayuge to the South, Namutumba to the North East, Luuka to the West, Jinja to the South west and Bugweri district to the East. The study targeted Nabitende Sub County which has six parishes namely; Kasambiika, Itanda, Nabitende, Naluko, Ituba and Bugono parish; Nabitende has 01 government aided secondary school known as Itanda Senior Secondary School and 03 private secondary schools which include; St. Margret Nabitende SS, St. Michael Ituba SS and Destiny Secondary school. The area of the study was chosen because it had both public and private secondary schools where the researcher had identified the gap

which needed immediate attention and it was also convenient and cost effective for the researcher in collecting data for the study and it's quite near the residence of the researcher.

3.3 Population and Sampling Techniques

3.3.1 Population of the Study

The target population denotes the particular of study respondents who have information related (Gay, 2003). The study targeted 110 teachers from the 04 secondary schools in Nabitende Sub County. The teachers who were considered are; postgraduates, graduates, and holders of diplomas in education since these are qualified teachers (Obtained from Iganga District Education Office). In addition, the Sub County had 04 head teachers, 40 BOG members and 01 Education Officer.

3.3.2 Sample size Determination

Random sampling was used when selecting 80 teachers while purposive sampling was used to select 20 BOG members choosing five from each school, all the 04 head teachers and 1 District Education Officer were purposively selected as key informants. To address the existing gap, the study sample was selected following the recommendations of Morgan and Krejcie (1970) table in determining sample size to represent a cross section of people in this study. The study used a sample size of 105 respondents consisting of 80 teachers as primary respondents; 04 head teachers and 1 DEO as key informants as well as 20 BOG members as focus group discussion participants as shown in table 3.1 below.

Table 3.1: Sample size description

Category of Respondent	Target Population	Sample size	Sampling Technique
Secondary school teachers (Primary respondents)	110	80	Random Sampling
Head teachers (key informants)	04	04	Purposive Sampling
BOG members (Focus group discussion participants)	40	20	Simple Sampling
District Education Officer (key informant)	1	1	Purposive Sampling
Total	155	105	

Source: Iganga District Education Office Records, 2023.

3.4 Measurement Level

According to Kothari (2013), “sound measurement level should meet the tests of validity and reliability”. There are four types of measurement levels namely, ordinal, nominal, ratio and interval. A likert scale is a scale used when responding to a questionnaire whereby respondents specify their level of agreement or disagreement to a statement. It is recognizable when you are asked to indicate your strength of feeling about a particular issue on a 5-1 rating scale. The five-point scale which included the following kinds of answers were used; 5=strongly Agree, 4=Agree 3=Undecided/ neutral, 2=Disagree and 1=strongly Disagree, and the respondents were asked to indicate their degree of agreement with the statements on the study variables. The nominal scale was used for gender and education level. The interval scale was also used for the period one had been in school.

3.5 Procedures for Data Collection

The research process started with the attainment of the introductory letter from the Uganda Christian University Research Ethics Committee as well as School of Education of Uganda Christian University, to conduct research. This letter of introductory was presented to the

Head-teachers of the selected secondary schools and the sampled respondents sought for permission for data collection. The researcher requested for permission from the head-teachers to conduct research in their schools. The researcher also trained field assistants who helped in collecting data from pilot schools, so as to aid her in the collection of data. Frequent visits were made to schools to observe. The collection of data involved one week filling out the questionnaires and interviewing head-teachers and their deputies, district education officer as well as district inspectors of schools. Additionally, this focused on obtaining the primary data (from the reliable source) that was needed to produce the report findings. Data collection exercises were done using interview guide with the selected respondents following the set questions and questionnaires respectively. This was applicable for collecting both the qualitative and quantitative data respectively. More so, a pilot study was conducted. The data collection tools were prepared and pre-tested, and adjustments, and later proceeded with the actual data collection; that is, interviewing the selected participants. The process was then concluded by the data organization, presentation, analysis and interpretation into this report booklet for examination.

3.6 Data Collection Methods

Several instruments were used during collection of data. Both primary and secondary data were collected and the major instruments that were used include:

3.6.1 Questionnaires

In this study, the researcher developed a set of items in form of closed ended questions so as to gather adequate and reliable information. Questionnaire were constructed and administered to all primary respondents. Choice of questionnaires were based on the fact that they gave standard questions, uniform answers, easy to distribute, could be filled at ease, are time saving, eliminate interview bias and created greater anonymity (Mbabazi 2007 and

Sarantakos 1998). The data collection method was therefore questioning, and this targeted all primary respondents of the study. This helped to gather quantitative information regarding the intrinsic and extrinsic motivators for teachers and how they affect their performance in secondary schools in Nabitende Sub County, Iganga District.

3.6.2 Interview Guide

According to Karoro (2001), interviews can provide in-depth data not possible with a questionnaire. The researcher opted for interviews because they have a high response rate, firsthand data could be obtained from persons of interest, more than one view of the matter can be got, quick information is collected, flexibility is high, and clarifications can be made on spot. Information that was gathered through the interview guide was corroborated by the collected data using questionnaires to ensure reliability (Mashall 1989 and Kakooza, 2002). This targeted headteachers and District Education Officer who are the key informants for purposely to get more information about the effect of motivation on teacher performance and compared it with that given by teachers.

3.6.3 Focused Group Discussions

Focused group discussions were used to capture views of BOG representatives regarding the way teachers are motivated as well as their performance in secondary schools. A focus group discussion checklist was used to guide the discussion.

3.7 Data Quality Control

Validity and reliability of the research instrument was measured as follows:

3.7.1 Validity

According to Sekaran (2003), “validity refers to the degree to which results were obtained from analysis-of the data actually to represents the phenomenon under study”. The validity of

the questionnaires was determined by pre-testing the tools. Pretesting was done by administering to ten (10) participants within the study population but outside the sample. Pre-testing helped to estimate the time it took to fill the questionnaires, relevancy of the questions, and accuracy of the questions in measuring the subject under study.

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

Whereby; CVI= Content Validity Index

The researcher first enumerated the number of relevant items for the study and divided them by the number of items in the instruments. Ten questionnaires were pilot-tested in secondary schools, outside the sample secondary schools in Namugongo Sub County, Iganga District which did not participate in the study. Each questionnaire had 30 items. Hence;

$$\text{Total items} = 30 \times 10 = 300$$

$$\text{Invalid items} = 45$$

$$\text{Relevant items} = 300 - 45 = 255$$

$$CVI = 255/300 = 0.85$$

The instrument is said to be valid since the CVI was 0.85 which is far above 0.7 the recommended value for validity.

Table 3.2: Validity and Reliability Test Results

Variables	CVIs	Cronbach's alpha values	No. of items
Extrinsic motivation	0.79	.804	9
Intrinsic motivation	0.79	.807	9
Performance of teachers	0.77	.783	9

Source: Primary data (2024)

Results from the field helped to identify gaps and make modifications to the instrument where it was necessary. Similarly, the questionnaires items are constructed such that they related to the questions in order to ensure that the research questions are well covered.

3.7.2 Reliability

Reliability is the degree of consistency that the instrument demonstrates (Stephanie, 2016). According to Mugenda and Mugenda, an alpha greater than or equal to 0.5 designates substantial reliability of the research tool. However, Amin (2005) advises that researchers were more credible once Cronbach alpha was always greater than 0.5. In the context of the foregoing opinion the reliability of the tool (comprising issues on Motivation, plus issues of teachers' performance) were accordingly aligned. Reliability of the instrument on the other hand was ensured through the use of Cronbach's Alpha co-efficient index. In this study a Cronbach's alpha coefficient was computed to show how reliable the data is using Statistical Package for Social Sciences (SPSS) and taking only variables scoring above 0.70.

Table 3.3: Reliability of instruments

Variables.	No. of items	Cronbach Alpha Co-efficient
Extrinsic motivation	10.	0.79
Intrinsic motivation	10	0.83
Performance of teachers	08	0.87

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

3.8 Strategy for Data Processing, Analysis and Interpretation

Raw data was processed into meaningful information. The process involved editing, tabulation and analysis with a view of checking the accuracy and completeness of the information as ascertained by Cohen (2011). The analysis of the data was made using the information given by the head-teachers, teachers, deputy head teachers, district education officer, the district inspector of schools and teachers through questionnaire and interview guides. Data was analyzed quantitatively and qualitatively as follows: -

3.8.1 Analysis of Quantitative Data

Quantitative data was provided by teachers. Data was analyzed using SPSS to get variable Mean and Standard deviation which was drawn to ensure clear and easy presentation of research findings. Quantitative data was analyzed scientifically and was correlated using the Pearson product moment correlation because the hypothesis was concerned with relationships that is to say, motivation strategies and teachers' performance and it is Pearson Correlation Coefficient that is appropriate for testing such relationships. The statistical analysis was manipulated by SPSS. Descriptive statistics such as measures of central tendency was used to describe and summarize data. These included the frequency and percentages. Relational statistics like correlation coefficient, regression, and cross tabulation was used to establish the strength of the relationship between the variables.

3.8.2 Qualitative Data Analysis

Head teachers, BOG members, district education officer and the district inspector of schools provided qualitative data. At the end of each day, field notes were transcribed. Qualitative data was analyzed by content after transcribing and developing themes. Thematic content analysis was used to analyze this data where key findings were transformed into themes for easy analysis and presentation of data. Additionally, narrative reasoning was also be used to interpret the findings and was also logically argued out. The respondents' views were quoted verbatim to give their actual feeling about the issues that were raised. This therefore, gave an in-depth insight of the problem under study.

3.9 Ethical Considerations and Approvals

3.9.1 Ethical Clearance

The researcher followed a number of guidelines in research. Ethical clearance was sought from Uganda Christian University Research Ethics Committee as well as School of Education of Uganda Christian University to conduct research. Permission to carry out the study in Nabitende Sub County was sought from the District Education Officer, as well as Head-teachers for the selected secondary schools.

3.9.2 Informed Consent

Informed consent form (Appendix VI) that elaborates on the purpose of the study was filled by all those who participated in the study. This enhanced confidentiality of the research which increased their involvement and participation. The respondents and participants were also informed that participation in the study was voluntary and they had a right to accept or decline to participate or withdraw from the study anytime. The researcher gave thorough explanations about the purpose of the study and their right to either accept or reject to participate in the interview or filling in of the questionnaires.

3.9.3 Participants' Confidentiality

In trying to protect participants' confidentiality, each participant's record was given a unique ID number. The researcher asked the participants to sign the consent forms to show their willingness to participate in the exercise after persuading them to participate in the research. The principle of anonymity was strictly followed. The identity of the schools and participant was not disclosed. Pseudonyms were used to disguise the participants and the schools in the study area. Thus, data identifying individual subjects was restricted to those who were involved in the study. Participants were adequately informed about the procedures of the data

collection and the survey remained anonymous (no provision for identifying the participant on the survey questionnaire to exist). Confidentiality was maintained by ensuring that the reader of the report being not able to identify a particular respondent. Codes such as respondent 1, 2, and 3 were used to refer to crisis observed in the school, and alphabetical letters A, B, C, & D were used to refer to schools. Therefore, names and other identifying information from subjects were obtained for quality assurance purposes only and no individual can be identified by any study report.

3.10 Limitations of the Study

The accomplishments of the objectives of this study were not an easy task. The following were the constraints of the study:

1. Some respondents were suspicious as to why the researcher wanted information related to staff motivation and teacher performance in secondary schools in the area. This issue created anxiety as most respondents thought that the researcher being a civil servant in the area may reprimand them due to poor performance.
2. Given the fact that there was little or no research that had been done in this field, there was lack of adequate literature to support the findings.
3. Due to limited resources, the study covered 10 secondary schools out of over 15 secondary schools in Nabitende Sub County. Besides, few BOG members participated in the focus group discussion.

3.11 Delimitations

1. The researcher presented an introduction letter from the University to convince and assuring the respondents that the information required is specifically intended for

study purposes only leading to the award of a Master of Education Degree in Educational Administration and Planning of Uganda Christian University.

2. The researcher shall search for the little available literature and secondary sources to back up the collected data.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

The chapter presents the findings of the study. The data collected in this study was about the effect of motivation on teachers' performance in government secondary schools in Nabitende Sub County, Iganga District. The objectives of the study were; to assess the effect of extrinsic motivation on the performance of teachers, and to establish the effect of intrinsic motivation on the performance of teachers in selected secondary schools in Nabitende sub county, Iganga District. This part presents response rate, the characteristics of the respondents. This included personal information relating to the Age, gender, academic qualifications and length of employment.

4.1 Response Rate

Initially, 04 head teachers, 20 BOG members and the DEO were planned for interviews however 05 BOG members did not participate in the interviews. Similarly, 80 teachers were targeted for the questionnaires and they all participated as shown in table 4.1 below;

Table 4.1 Response Rate

Category of Respondent	Sample Size	Actual no. of Respondents	Percentage
Teachers	80	80	100%
Head teachers	04	04	100%
BOG members	20	15	75%
DEO	1	1	100%
Total	105	100	95%

Table 4.1 above indicates that 80 teachers answered the close ended questionnaires of the study giving a response rate of 100%, all the 04 head teachers (100%) participated in the open-ended interviews while 15 out of 20 (75%) BOG members participated in the focused

group discussions and the area DEO (100%) also participated in the open-ended interviews. This implies that 100 respondents participated in the study out of 105 respondents who were planned for the study. This gave an overall response rate of **95%** which is a reliable percentage to establish the findings.

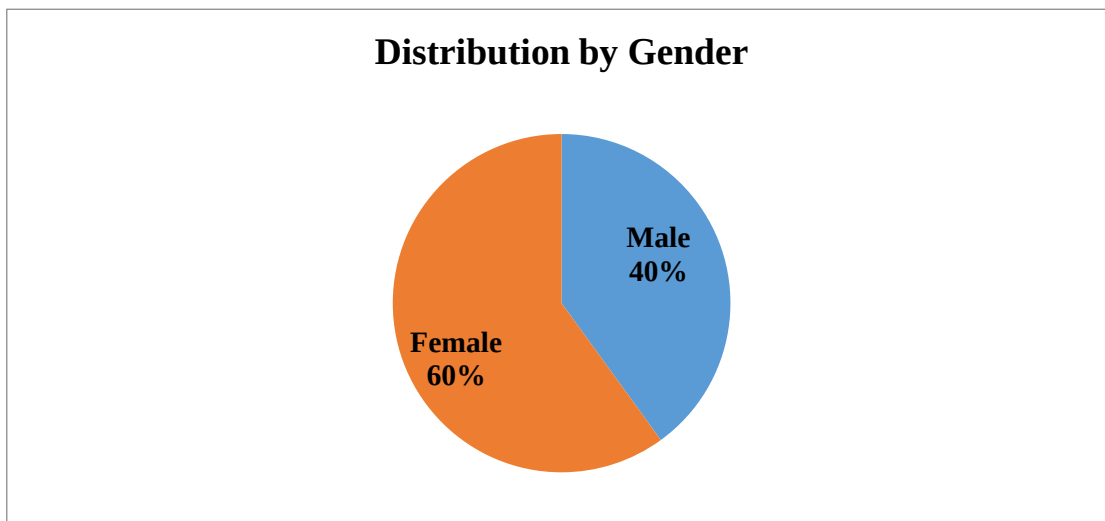
4.2 Demographic Characteristics of Respondents

To ensure that data was collected from competent population, information was also collected on the demographic characteristics of the respondents on gender, age groups, level of education and length of service. This information is presented for only 80 respondents who filled the questionnaires.

4.2.1 Respondents According to Gender

The study intended to determine the distribution of the respondents by their gender to assess participation in the study for each sex and the findings are shown in the pie chart below.

Fig 4.1 Pie Chart Showing Respondents by Gender



Source: Primary Data

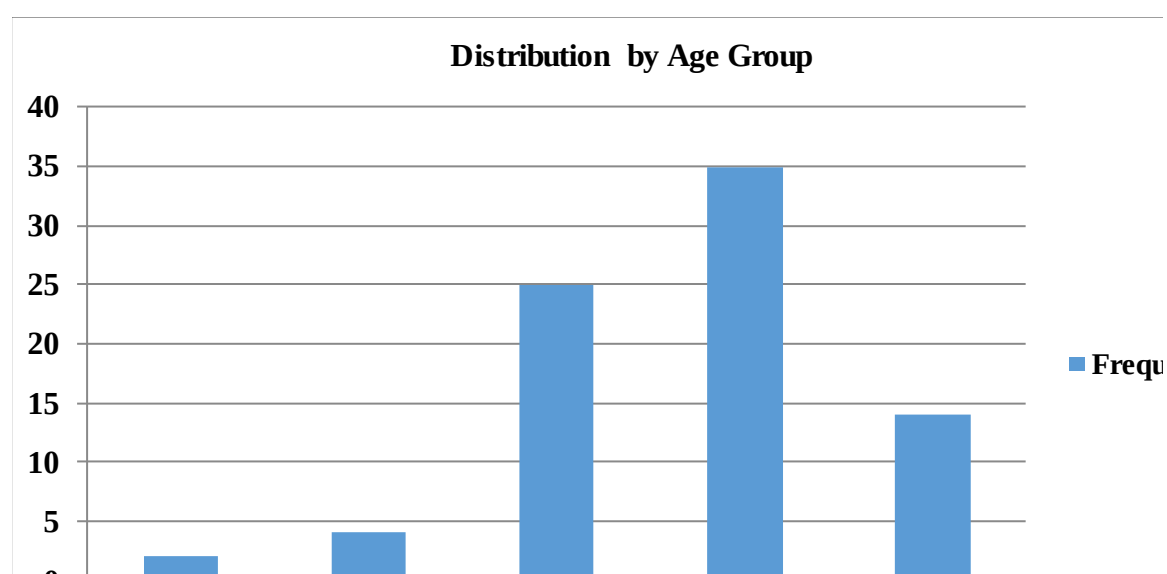
Figure 4.2 above indicates that majority of the respondents 48 in number, constituting 60% were females as compared to the 32 constituting 40% who were males. The above analysis

suggests that there were more female teachers in Nabitende Sub County, Iganga District secondary schools than their male counterparts. This therefore reveals that there are gender concerns among the teachers, possibly implying that critical some issues that require the attention of male teachers are not adequately addressed due to this numerical disadvantage and thus particularly affecting teachers' performance in selected secondary schools in Nabitende Sub County, Iganga District.

4.2.2 Respondents by age groups

The study sought to establish the distribution of the respondents by their age groups to assess participation in the study for each age group and the findings are shown in the bar graph below.

Figure 4.2 Bar graph showing respondents by age groups



Source: Primary Data

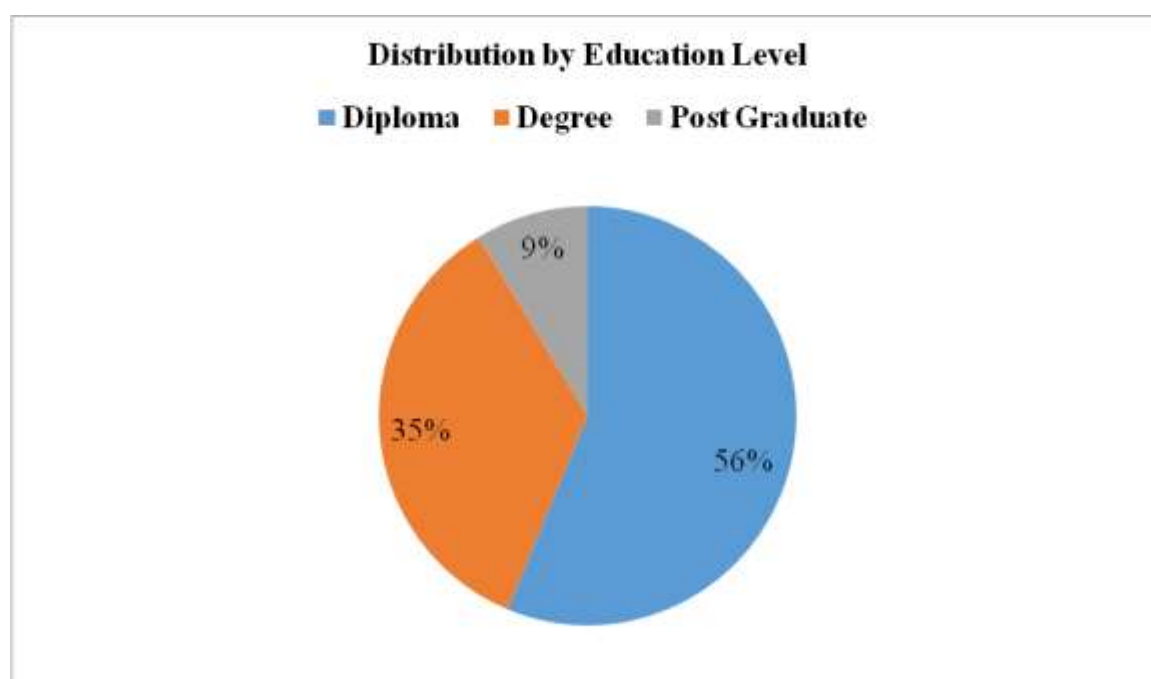
From figure 4.2 above, the study found out that the majority of the respondents, 35(43.7%) belonged to the age category of 36-40 as compared to 25(31.2%) that belonged to the age category 31-35, 14(17.5%) who belonged to age category Above 41 years, 4 (5%) who were 26-30 years and only 2 (2.5%) who belonged to the age category 20-25 years. It can be observed from the above that most teachers from the selected secondary schools in Nabitende

Sub County, Iganga District are above 30 years by age, old enough to understand the challenges facing secondary schools in the Sub County. With their experience, they were able to give realistic information on the subject matter for generating reliable data.

4.2.3 Level of Education of Respondents

Data on the education level of the respondents was also collected to gauge their ability to answer the questions raised during the study and the findings are shown in the pie chart below.

Figure 4.3 Pie chart showing respondents by level of education



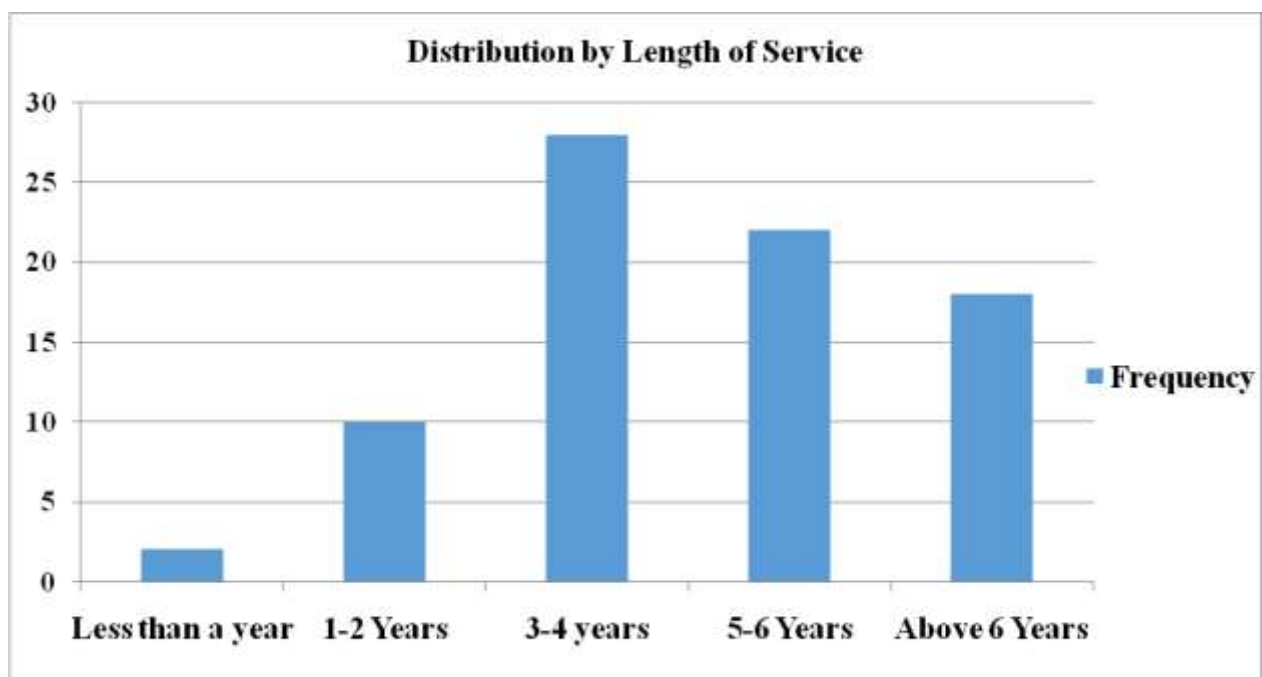
Source: Primary Data

The figure 4.3 above reveals that there were more respondents with Diploma qualification (45) 56.2% and Degree (28) 35% levels respectively compared to (7) 8.7% with Post graduate. It can be drawn from the above that most teachers from the selected secondary schools in Nabitende Sub County, Iganga district met the basic qualifications to work in their schools and had sufficient knowledge to understand and gave credible information to enrich the research subject.

4.2.4 Length of service of Respondents

The respondents were further asked to specify their length of service in their respective schools to assess their understanding of the effect of motivation on teachers' performance in selected secondary schools in Nabitende Sub County, Iganga District and the findings are shown in the bar graph below.

Figure 4.4 Bar Graph showing number of Respondents by length of service



Source: Primary Data

Figure 4.4 above indicates that there were more 28(35%) respondents who had served for a length of between 3- 4years, as compared to 22 (27.5%) that have served for 5-6 years, 18 (22.5%) have served for above 6 years, 10(12.5%) have served for 1-2 years and only 2(2.5%) that had served for less than a year. The above information suggests that most teachers in the selected secondary schools in Nabitende Sub County, Iganga district schools have some reliable working experience in their positions and were therefore knowledgeable about Schools in Nabitende Sub County. Their experience therefore enabled them to give reliable information on the subject under study.

4.3 The Effect of Motivation on teachers' performance in selected secondary schools in Nabitende Sub County, Iganga District.

Both quantitative and qualitative methods were used to collect data on this main objective. Closed ended Questionnaires were administered to the teachers to get their views on the effect of motivation on teachers' performance in the selected secondary schools in Nabitende Sub County, Iganga District. Whereas open-ended questionnaires were used to collect data on the same objective from the D.E.O and Head teachers and focus group discussions were used to collect data on the same from the BOG members.

The findings from the closed ended questionnaires were subjected to quantitative analysis regression analysis to establish the degree and direction of relationship between motivation and teachers' performance and establish whether motivation affect teachers' performance.

4.3.1 Teachers' Performance

Teachers' performance was measured on the closed ended questionnaires using ten statements to which the respondents were required to indicate their level of agreement or disagreement using the 5–point Likert scale and the findings are presented in table below;

Table 4.2 Teachers' Performance

Statement	Strongly Agree		Agree		Not sure		Disagree		Strongly disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Teachers come very early at school	45	56.2	20	25	0	0	10	12.5	5	6.3
Always teachers come with lesson plans in class	53	66.3	25	31.3	1	1.3	1	1.3	0	0
There is regular marking of tests and feedback to students	65	81.3	14	17.5	0	0	1	1.3	0	0
Teachers actively participate in co-curricular activities	50	62.5	25	31.3	0	0	5	6.3	0	0
There is regular testing examination of students	55	68.8	15	18.8	1	1.3	7	8.8	2	2.5
Teachers supervise all school activities	70	87.5	8	10	0	0	1	1.3	0	0
There is regular attendance to class lessons by teachers	60	75	10	12.5	0	0	10	12.5	0	0
Regular attendance to extra lessons	5	6.3	14	17.5	1	1.3	50	62.5	10	12.5
Teachers are efficient at maintenance of students discipline	55	68.8	15	18.8	0	0	8	10	2	2.5
The turn up of teachers in staff meetings is high	30	37.5	45	56.3	0	0	5	6.3	0	0
Summary of teachers' performance		61		23.9		0.4		12.3		2.4
Key: F – Frequency, % - Percentage										

Source: Primary Data

Table 4.2 above shows that 56.2 % strongly agreed that teachers come very early at school while 25% agreed and fairly small number disagreed. This implies that the majority, 81.2% were of the view that teachers come very early at school. This was an indication that most teachers in the selected secondary schools in Nabitende Sub County, Iganga District come to school very early.

On whether always teachers come with lesson plans in class, majority of the respondents (66.3%) strongly agreed and 31.3% agreed as compared to the smallest number which was either Not sure (1.3%) or disagreed (1.3%) with the statement. This implies that 97.5% of the respondents agreed that always teachers come with lesson plans in class and only 2.5% either were not sure or disagreed. This depicts that always teachers in the selected secondary schools in Nabitende Sub County come with lesson plans in class.

Regarding whether there is regular marking of tests and feedback to students, 81.3% of the respondents strongly agreed, while 17.5% agreed and only 1.3% disagreed. This implies that the majority (98.7%) agreed that there is regular marking of tests and feedback to students by teachers in schools. This was a clear indication that most teachers in secondary schools in Nabitende Sub County, Iganga District regularly mark tests and give feedback to students.

When asked whether teachers actively participate in co- curricular activities, 62.5% strongly agreed while 31.3% agreed and fairly smaller percentage (6.3%) were in disagreement with the statement. This implies that majority of the respondents (93.7%) were of the view that teachers actively participate in co-curricular activities. This was an indication that most teachers in secondary schools in Nabitende Sub County actively participate in co-curricular activities.

On whether there is regular testing and examination of students, 68.8% strongly agreed and 18.8% agreed while 8.8% disagreed and 2.5% strongly disagreed and 1.3% was not sure. This implies that majority of the respondents (87.5%) were of the view that there is regular testing and examination of students while the least (12.5%) were either in disagreement or not sure with the statement. This reveals that although there is regular testing and examination of students in most schools, it is not regularly practices in some secondary schools in Nabitende Sub County, Iganga District.

When the respondents were asked whether teachers supervise all school activities; 87.5% strongly agreed while 10% agreed and a negligible number disagreed (1.3%). This implies that majority of the respondents (97.7%) were of the view that teachers supervise all school activities. This was an indicator that teachers supervise all school activities in secondary schools in Nabitende Sub County, Iganga District.

Regarding whether there is regular attendance to class lessons by teachers, respondents had varying responses; 75% strongly agreed while 12.5% agreed and fairly smaller number (12.5%) disagreed. This indicates that most of the respondents (87.5%) consented that there is regular attendance to class lessons by teachers as opposed to 12.5% who disagreed. This portrays that in most secondary schools in Nabitende Sub County, Iganga District, there is regular attendance to class lessons by teachers.

On the issue of regular attendance to extra lessons; the least number either strongly agreed (6.3%) or agreed (17.5%) while the majority disagreed (62.5%) and strongly disagreed (12.5%) and only 1.3% were not sure. This indicates that majority of the respondents (76%) revealed that there is irregular attendance of extra lessons in secondary schools in Nabitende Sub County, Iganga District.

When asked whether teachers are efficient at maintenance of students' discipline, majority of the respondents (68.8%) strongly agreed while 18.8% agreed as compared to the fairly least number which either disagreed (10%) or strongly disagreed (2.5%). This implies that most respondents (87.6%) were of the view that teachers in secondary schools of Nabitende Sub County, Iganga District are efficient at maintenance of students' discipline.

Finally respondents were requested to give their level of agreement or disagreement regarding whether the turn up of teachers in staff meetings is high; 37.5% strongly agreed, 56.3% agreed while a negligible number (6.3%) were in disagreement. This indicates that

most of the respondents (93.7%) revealed that the turn up of teachers in staff meetings is high which means that most teachers of secondary schools in Nabitende Sub County, Iganga District regularly attend staff meetings.

Summary of Teachers' Performance

Responses on teachers' performance were further summarized to establish the overall responses from all the statements are as shown in the column graph below;

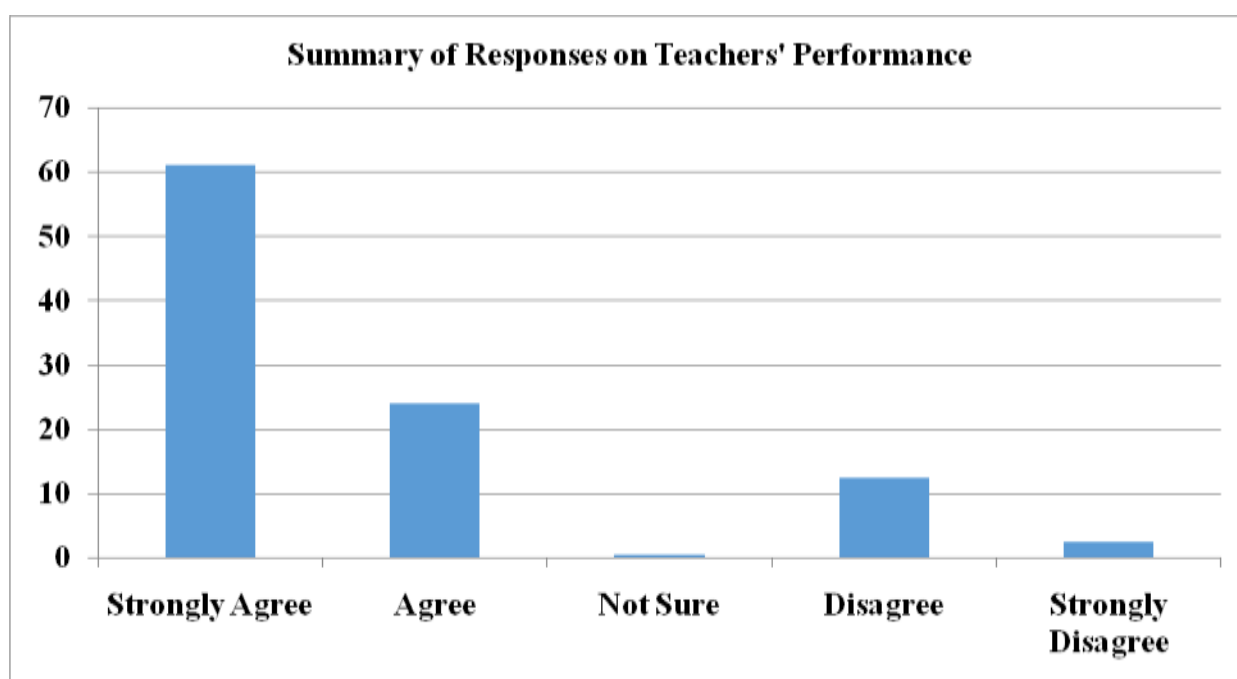


Figure 4.5 Column Graph showing summary of teachers' performance

Figure 4.5 above indicates that on average, 61% of the respondents, were in strong agreement with the statements used to rate teachers' performance, 23.9% were in agreement, 0.4 were not sure, 12.3% disagreed and 2.4% strongly disagreed. This implies that majority 84.9% agreed with the statements, 0.4 were not sure and 14.7 disagreed. This indicates that there are a few issues to be addressed regarding teachers' performance in secondary schools in Nabitende Sub County, Iganga District.

More data on teacher's performance was also collected from the open-ended interviews and the following was found out;

One head teacher said that: "the teachers attend staff meetings regularly because there is some small allowance attached to it therefore it motivates them to attend them".

Another one said that; "teachers attend to remedial, mark exams and mid deadlines due to extra money given after every lesson extra taught in candidate classes. This encourages them to perform and attend to their duties".

The researcher's view is that the teachers attend these meetings with hope of being given allowances like transport, sitting allowances as a way of motivation. This arouses their performance.

4.3.2 The Effect of Extrinsic Motivation on the Performance of Teachers

Objective one of the study was to assess the effect of extrinsic motivation on the performance of teachers in selected secondary schools in Nabitende Sub County, Iganga District. Both quantitative and qualitative methods were used to collect data on this objective. Closed ended Questionnaires were administered to teachers to get their views on whether extrinsic motivation has an effect on the performance of teachers in selected secondary schools in Nabitende Sub County, Iganga District.

Whereas, open-ended questionnaires were used to collect data on the same objective from the D.E.O, Head teachers and BOG members. Ten statements to which the respondents were required to indicate their level of agreement or disagreement and the findings are presented in table below.

Table 4.3 Extrinsic Motivation and Performance of teachers

Statement	Strongly Agree		Agree		Not sure		Disagree		Strongly disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I am paid a salary that is enough to cater for my basic needs	0	0	2	2.5	0	0	50	62.5	28	35
The school provides me free accommodation.	15	18.7	20	25	0	0	40	50	5	6.3
I get free meals at school	70	87.5	10	12.5	0	0	0	0	0	0
Salary payments are prompt	50	62.5	20	25	0	0	8	10	2	2.5
The school offers weekly duty allowances	0	0	30	37.5	0	0	40	50	10	12.5
Extra teaching allowances paid by the school help me to complete the syllabus	30	37.5	48	60	0	0	2	2.5	0	0
It is possible to get advance payment from the school in case I have a financial problem	15	18.7	45	56.3	0	0	20	25	0	0
The school organizes end of year party for teachers	7	8.7	13	16.3	0	0	52	65	8	10
Teachers who perform well are given prizes	15	18.7	20	25	1	1.3	41	51.3	3	3.7
Teachers are given free medical care in case of ill health	0	0	10	12.5	0	0	60	75	10	12.5
Summary of extrinsic motivation		25.2		27.4		0.1		38.8		8
Key: F – Frequency, % - Percentage										

From Table 4.3 above, teachers disagreed that they are paid salary that is enough to cater for their basic needs. Evidence in the responses from the questionnaires showed that 35% strongly disagreed, 62.5% disagreed and only 2.5% disagreed. This implies that majority (97.5%) were of the view that they are paid salary that is not enough to cater for their basic

needs. This was a clear indicator that most teachers in secondary schools of Nabitende Sub County are paid salaries that cannot cater for their basic needs and services hence they are under motivated.

It was also evident from the study findings that most schools don't provide free accommodation to teachers as shown in the responses from the teachers' questionnaire where a greater percentage either strongly disagreed (6.3%) or disagreed (50%) while a fairly smaller percentage either strongly agreed (18.7%) or agreed (25%). This means that though some secondary schools in Nabitende Sub County provide free accommodation to teachers, majority of them don't provide accommodation to their teachers and the few that do, they don't provide to all teachers which is a sign of low extrinsic motivation among teachers.

When asked whether they get free meals at school, the respondents had similar responses; majority (87.5%) of the respondents strongly agreed while 12.5% agreed. This implied that all teachers in secondary schools of Nabitende Sub County get free meals at school. This indicates that teachers are motivated to their work through offering them free meals.

Regarding whether salary payments are prompt, respondents had varying responses; 62.5% strongly agreed, 25% agreed while fairly smaller number either disagreed (10%) or strongly disagreed (2.5%). This implies that majority of the respondents (87.5%) were of the view that salary payments are prompt. This means that although salary payments in secondary schools of Nabitende Sub County, Iganga District are prompt, it is not a regular practice in some schools which demotivates some teachers' performance.

On whether the school offers weekly duty allowances; 37.5% of the respondents agreed and a substantial number either disagreed (50%) or strongly disagreed (12.5%). This implies that majority of the respondents (62.5%) were of the view that their schools don't offer weekly

duty allowances. This indicates that although some secondary schools in Nabitende sub county offer weekly duty allowances to teachers, it is not effectively done in most schools which demotivates teachers to perform.

On the issue of whether extra teaching allowances paid by the school help me to complete the syllabus; 37.5% strongly agreed, 60% agreed and a negligible number of 2.5% were in disagreement. This means that majority of the respondents (97.5%) were of the view that extra teaching allowances paid by the school help them to complete the syllabus. This implies that extra teaching allowances are paid by most schools to motivate teachers towards completion of the syllabus among schools in Nabitende Sub County, Iganga District.

Respondents were further asked whether it is possible to get advance payment from the school in case I have a financial problem; 18.7% strongly agreed, 56.3% agreed while a negligible number (25%) disagreed. This means that majority of the respondents (75%) agreed that they can get advance payment from the school in case of financial problems. This implies that most schools in Nabitende Sub County offer advance payments to teachers with financial problems.

Regarding whether schools organize end of year party for teachers; 8.7% strongly agreed, 16.3% agreed whereas a big number of respondents either disagreed (65%) or strongly disagreed (10%). This means that schools in Nabitende Sub County rarely organize end of year parties for teachers as appreciation for their services throughout the year.

On the issue of whether teachers who perform well are given prizes, respondents had varying responses; 18.7% strongly agreed, 25% agreed while majority either disagreed (51.3%) or strongly disagreed (3.7%) and 1.3 were not sure. This indicates that most teachers who perform well are not given prizes in Nabitende Sub County, Iganga District.

Finally respondents were asked whether teachers are given free medical care in case of ill health; majority of the respondents (75%) disagreed, 12.5% strongly disagreed and fairly a small number (12.5%) agreed. This means that majority of the respondents (87.5%) were of the view that teachers are not given free medical care in case of ill health. This is a clear indication that schools in Nabitende Sub County, Iganga District don't offer free medical care to teachers in case of ill health.

Summary of Extrinsic Motivation and Performance of teachers

Responses from the statements used to measure the effect of extrinsic motivation on performance of teachers were summarized to establish the average responses as shown in the pie chart below;

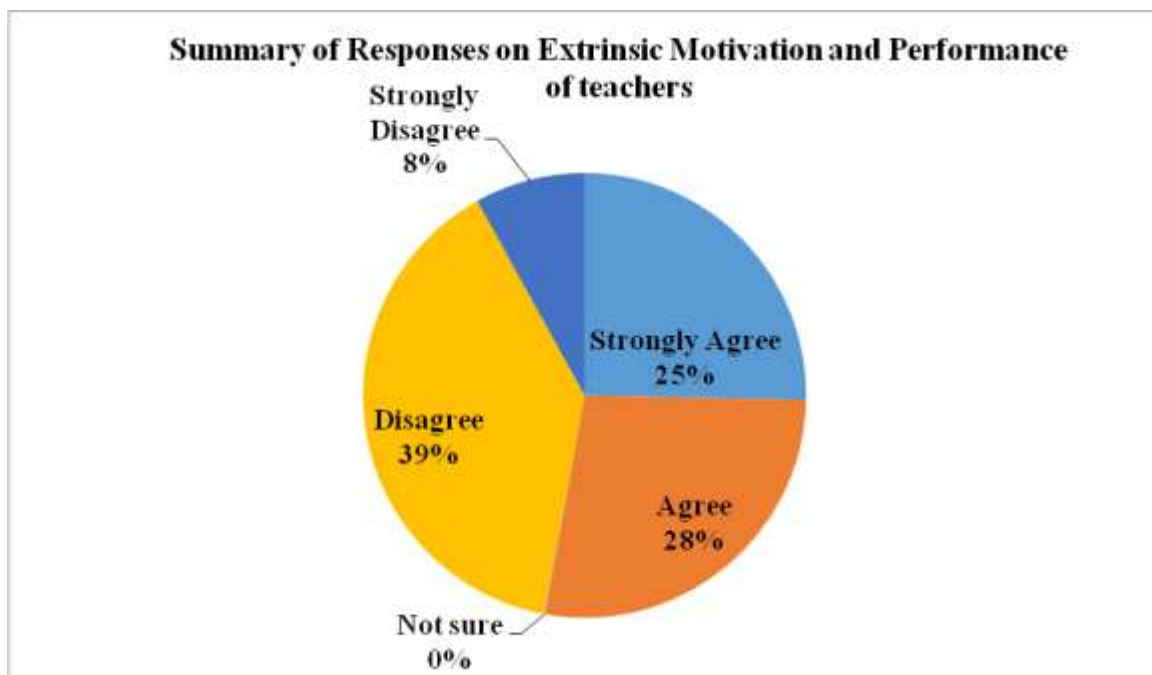


Figure 4.6 Pie-chart showing Summary of Responses on Extrinsic Motivation and teachers' performance

On average, 25% of the respondents were in strong agreement with the statements used to measure the effect of extrinsic motivation on teachers' performance, 28% agreed, 0.1% were not sure while 39% disagreed and 8% strongly disagreed. This implies that majority of the respondents (52.6%) were in agreement with the statements while a substantial number (47%) were in disagreement and only 0.1% were not sure. This is an indication that there are a few issues to be addressed regarding extrinsic motivation and teachers' performance in secondary schools in Nabitende Sub County, Iganga District.

More data on the effect of extrinsic motivation on teacher's performance was also collected from the open ended interviews and the following was found out;

Response from the district education officer, said that the school heads in the district find it hard to organize end of year parties for their staff members reason being they say the resources are meager to facilitate every type of motivation however, this has contributed to low teachers performance in the district.

One head teacher said that;*"in my school, teachers are given incentives like food baskets once in a term but this is not enough we are trying to device other means like child assistance to teachers who have school going children this might increase their moral to work."*

Another head teacher said that;*"for my school, they increase 20,000= per year on teachers' salaries after assessing the end of year results to those who would have performed well this has increased their willingness to work hard in classes and performing other duties."*

The researcher however gives her view that not only money should be given to teachers as amode of motivation to teachers but there are other incentives like food baskets, child assistance. These can also motivate them to improve on their performance.

4.3.3 The Effect of Intrinsic Motivation on the Performance of Teachers

Objective two of the study was to establish the effect of intrinsic motivation on the performance of teachers in selected secondary schools in Nabitende Sub County, Iganga District. Both quantitative and qualitative methods were used to collect data on this objective. Closed ended Questionnaires were administered to teachers to get their views on whether intrinsic motivation has an effect on the performance of teachers in selected secondary schools in Nabitende Sub County, Iganga District.

Whereas open-ended questionnaires were used to collect data on the same objective from the D.E.O, Head teachers and BOG members. The following are the statements to which the respondents were required to indicate their level of agreement or disagreement and the findings are presented in table below;

Table 4.4: Intrinsic Motivation and Performance of teachers

Statement	Strongly Agree		Agree		Not sure		Disagree		Strongly disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I enjoy teaching as a profession	40	50	32	40	0	0	8	10	0	0
The challenging nature of teaching has kept me in the profession	10	12.5	30	37.5	0	0	40	50	0	0
Teaching is a competitive profession in this school	0	0	20	25	10	12.5	40	50	10	12.5
Teaching gives me recognition and respect from the community	32	40	38	47.5	0	0	8	10	2	2.5
I have prospects for career development in the teaching profession	35	43.7	31	38.7	0	0	10	12.5	2	2.5
Summary of Intrinsic motivation		29.2		37.7		2.5		26.5		3.5
Key: F – Frequency, % - Percentage										

Table 4.4 above shows that respondents agreed that teachers enjoy teaching as a profession as this was indicated by majority 50% who strongly agreed, 40% agreed and fairly smaller number (10%) were in disagreement. This indicates that majority of the teachers (90%) agreed that they enjoy teaching as a profession. This implies that most teachers in Nabitende Sub County are motivated to love their job.

When respondents were tasked to give their level of agreement or disagreement regarding whether the challenging nature of teaching has kept me in the profession; they had varying responses; 12.5% strongly agreed, 37.5% agreed while equal number 50% disagreed. This means that half (50%) of the teachers in Nabitende Sub County are kept in the teaching profession due to its challenging nature.

Regarding whether teaching is a competitive profession in this school; 25% of the respondents agreed, 12.5% were not sure while majority either disagreed (50%) or strongly disagreed (12.5%). This implies that teaching is not a competitive profession in most schools in Nabitende Sub County, Iganga District as it was evident from the study findings that majority (62.5%) were of the view that teaching is not a competitive profession in their schools.

On the issue of whether teaching gives me recognition and respect from the community; 40% strongly agreed, 47.5% agreed while a fairly smaller number disagreed (10%) and 2.5% strongly disagreed. This implies that majority of the respondents (87.5%) agreed that teaching gives them recognition and respect from the community. This indicates that teachers' motivation in secondary schools in Nabitende Sub County is boosted by the recognition and respect from the community.

Lastly, the respondents were further asked whether they have prospects for career development in the teaching profession; 43.7% strongly agreed, 38.7% agreed and fairly smaller number either disagreed (12.5%) or strongly disagreed (2.5%). This indicates that majority of the respondents (82.4%) were of the view that they have prospects for career development in the teaching profession. This implies that most teachers in secondary schools of Nabitende Sub County have prospects for career development.

More data on the effect of intrinsic motivation was also collected from the open ended interviews and the following was found out;

The **District Education Officer** said that, *“it’s also important that teachers motivation be thought of first by school heads because it’s the most important aspect to keep teachers in schools and said that schools that have done this in his district have produced results compared to others where this is seen as a mere political say.”*

One head teacher was also asked in the interview and said that; *“for him he sees motivation as an engine in the car if it’s not serviced with lubricants, it will not move and therefore the car will not ignite. Hence motivation is a lubricant to teacher’s performance in schools.”*

While **another head teacher** said that; *“97.3% of teachers need to be motivated in schools that’s how their performance and output will be seen and he concluded that in his school, he gives food baskets, child assistance, workshops and encourages teachers to go back.”*

The researcher’s view is that motivation is intrinsic therefore starts with the individuals to remain internally motivated hence she throws it to teachers then other things come later.

Summary of Intrinsic Motivation and Performance of teachers

Responses on intrinsic motivation and teachers' performance were further summarized to establish the overall average responses from all the statements are as shown in the pie chart below;

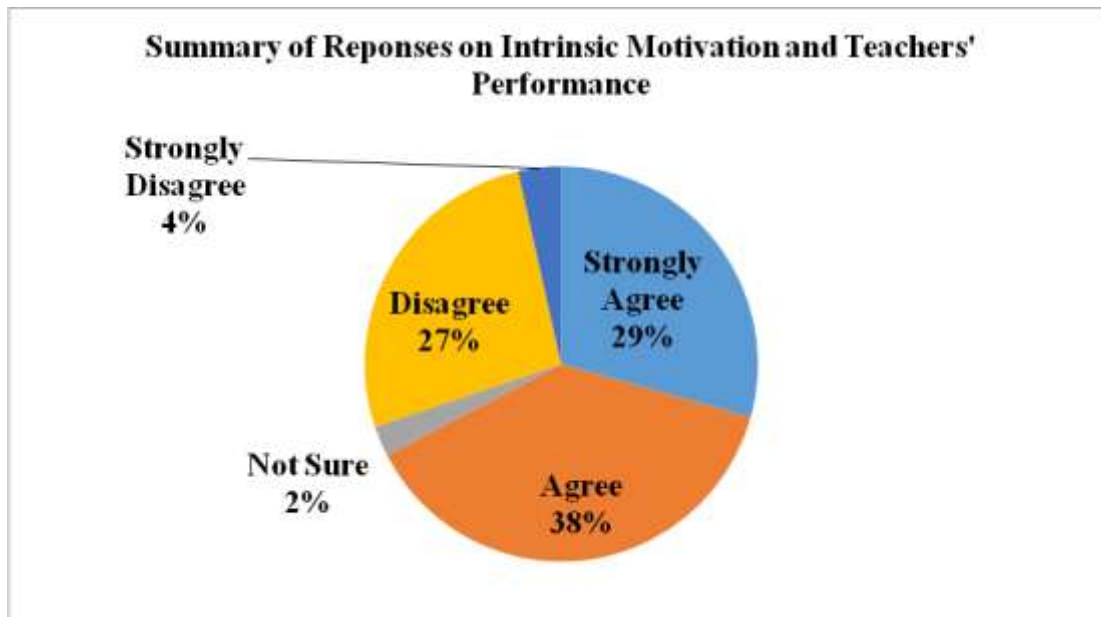


Figure 4.7 Pie Chart Summary of Responses on Intrinsic Motivation and Teachers' Performance

Figure 4.7 above indicates that; on average, 29% of the respondents were in strong agreement with the statements used to measure the effect of intrinsic motivation on teachers' performance, 38% were in agreement, 2% were not sure while 27% disagreed and 4% strongly disagreed. This indicates that majority (67%) of the respondents agreed with the statements, 2% were not sure and 31% disagreed with the statements. This is a clear indication that there are issues to be addressed regarding intrinsic motivation of teachers in secondary schools in Nabitende Sub County, Iganga district to improve their performance.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

This chapter presents the discussion of study findings.

5.1 Discussion of Study Findings

5.1.1 The Effect of Extrinsic Motivation on the performance of teachers

The first objective of the study sought to assess the effect of extrinsic motivation on the performance of teachers in selected secondary schools in Nabitende Sub County, Iganga District.

The study found out that teachers in secondary schools in Nabitende Sub County are paid salaries that are not enough to cater for their basic needs; this was supported by the highest percentage of responses of 97.5% as compared to the least 2.5% responses who were contrary. This means that teachers in the secondary schools in Nabitende Sub County are poorly motivated due to low salaries they get. The findings contradicts with Kavarlemo (2020) who noted in a study by the application of Maslow's hierarchy of needs theory of motivation in a school situation and stated that teachers need a wage sufficient to feed, shelter and protection of their families if they are to dedicate their energies and time to school obligations other than for survival. Ouma (2022) also added that teachers need assurance of sustainability of above basics to continue pursuing organizational goals.

It was also evident from the study findings that most secondary schools in Nabitende Sub County, Iganga District don't provide free accommodation to their teachers as this was supported by the biggest number of respondents (56.3%). This implies that most teachers travel long distances every day to come and perform their duties at their respective schools

which demoralizes them and lowers their performance. This finding is in agreement with Mutual (2020) who observed that teachers who fail to get institutional houses had to look for accommodation elsewhere; a situation which results into demotivation of teachers to effectively perform at work. On contrary, Okino (2018), reported President Museveni of Uganda saying that the provision of houses to teachers was a major incentive to performance of teachers. According to Museveni, head teachers who did not live near schools; thus, spending a lot of time traveling to schools.

It was also found out that teachers in secondary schools in Nabitende Sub County get free meals at school as this was revealed by 100% of the respondents who consented that they get free meals at school. This means that providing free meals is key in motivating teachers to perform their duties. This was in line with Naharuddi and Sadegi (2023) who emphasize the value of extrinsic motivation by pointing that meals and money provide the means to achieve a number of different ends. Above all he asserts that meals and money in form of pay are the most obvious extrinsic reward for any worker to perform better.

The study also found out that salary payments for teachers are prompt among secondary schools in Nabitende Sub County, Iganga District as this was revealed by majority of the respondents (87.5%) compared to the least percentage (12.5%) who disagreed with the statement. This means that most teachers in the secondary schools in Nabitende Sub County get their salaries promptly which motivates them to perform better. This was in line with Kiseesi (2018), in her study about job satisfaction of workers recommends that salaries of workers should be paid promptly, and that promotion of workers should be accompanied by a corresponding increase in the salary they earn. She observes that salary was a strong force that kept teachers at their jobs.

It was evident from the study findings that most schools don't offer weekly allowances to teachers in secondary schools in Nabitende Sub County as this was supported by the majority (62.5%) of the respondents. However, it was also revealed that extra teaching allowances paid by the school help teachers to complete syllabus as this was consented by the bigger percentage of 97.5%. This means that extra lessons can help teachers to cover more content that could not be completed during normal class lessons. Accordingly, Ombuya (2024) the most important motivator to the teacher is money which can be in form of salaries, allowances, wages, bonuses, duty allowances and other monetary rewards. Therefore, teachers should be offered weekly allowances and extra teaching allowances to motivate their performance.

It was also revealed that it is possible for teachers to get advance payment in case of financial problems in most secondary schools in Nabitende Sub County, Iganga District as this was supported by majority (75%) of the respondents. Similarly, Kavarlemo (2020) re-affirms this in a study by the application of Maslow's hierarchy of needs theory of motivation in a school situation and stated that teachers need a wage sufficient to feed, shelter and protection of their families if they are to dedicate their energies and time to school obligations other than for survival. Ouma (2022) also added that teachers need assurance of sustainability of above basics to continue pursuing organizational goals.

It was revealed that most secondary schools in Nabitende Sub County don't organize end of year parties for their teachers as this was consented by the biggest percentage (75%), teachers who perform well are not given prizes in most secondary schools in Nabitende Sub County as this was noted by a bigger percentage (55%) of respondents. These findings are contrary with McCoy II (2021) who opines that recognition and appreciation brings a sense of value to a person hence teachers can be recognized for the extra-ordinary performance. The findings are

dissimilar with Mutual (2020) who notes that rewards are among the most important factors which influence the strength of a person's attachment to an organization. He says that if a person discovers that he cannot obtain the rewards he originally desired, he either leaves the organization or joins another, or if it is not feasible, he accepts those rewards which he can obtain and at the same time feels less committed to that organization.

On the other hand, obtaining rewards sought operates to further his felt obligation to the organization and this commitment is strengthened. On contrary, Hartzell (2021) notes that rewards are results of good results earned by the employee. Extrinsic prizes are things an individual receives for a job well done while the intrinsic rewards are positive valued work outcome received by an individual. On contrary, Anintangible or psychological reward such appreciating and making a recognition of the teachers is important in motivating teachers on their job performance (Akiba, 2023). When school principal uses intangible rewards such as thanking teachers, gratitude, delegation of authority enhances organization performance (Saif & Siddiqui, 2019).

Finally, the study found out that teachers in most secondary schools in Nabitende Sub County don't have access to free medical care in case of ill health as this was noted by the biggest percentage (87.5%) of respondents. This contravenes with Kavarlemo (2020) who re-affirms this in a study by the application of Maslow's hierarchy of needs theory of motivation in a school situation and stated that teachers need a wage sufficient to feed, shelter and protection of their families if they are to dedicate their energies and time to school obligations other than for survival. Ouma (2022) also added that teachers need assurance of sustainability of above basics to continue pursuing organizational goals.

5.1.2 The Effect of Intrinsic Motivation on the Performance of Teachers

The second objective of the study sought to establish the effect of intrinsic motivation on the performance of teachers in selected secondary schools in Nabitende Sub County, Iganga District.

The study found out that most teachers in secondary schools in Nabitende Sub County enjoy teaching as a profession as this was revealed by the biggest number (90%) of respondents. This implies that teachers are to a great extent motivated to perform their duties. Accordingly, Damaris (2020) noted that while workers are interested in advancing their financial position, there are many other considerations such as opinions of their fellow workers, their comfort and enjoyment on the job and their long-range security that prevents them from making a direct automatic positive response to an incentive plan. On contrary, Bennell (2024) further noted that most teachers want to be posted to urban schools for both professional and personal reasons. The size of the rural-urban divide in most countries creates enormous disincentives to being posted to a rural school. He indicated that teachers want to remain in urban areas for a variety of reasons, most notably the availability of good schooling for their own children, employment opportunities for spouses and other household members, the desire to maintain often close-knit family and friendship networks, opportunities for further study.

It was also evident from the study findings that half of the teachers in secondary schools in Nabitende Sub County are kept in the teaching profession due to its challenging nature as this was consented by 50% of the respondents while another half (50%) are bothered with the challenging nature of the teaching profession. Similarly, it was also revealed that teaching is not a competitive profession in the secondary schools in Nabitende Sub County as this was noted by the biggest percentage (62.5%) of respondents. Accordingly, Bennell (2024) noted

that the emergence of a sizeable private education sector has further diversified the teaching force and improved their recognition. Private sector teachers are often seen in a more positive light by parents and the wider public because they are harder working and usually less well paid but achieve better learning outcomes. Where private sector provision is growing rapidly with strong public approval (like in Iganga District), this is a strong intrinsic motivator to the otherwise downward pressures on teacher status. On contrary, Damaris (2020) noted that while workers are interested in advancing their financial position, there are many other considerations such as opinions of their fellow workers, their comfort and enjoyment on the job and their long-range security that prevents them from making a direct automatic positive response to an incentive plan. This implies that for teachers in secondary schools in Nabitende Sub County to perform and have better results they must be motivated by a token of appreciation.

It was evident from the study findings that teaching gives teachers recognition and respect from the community as this was ascertained by the biggest number(87.5%) of respondents which a motivator that boasts teachers' performance in secondary schools in Nabitende Sub County. Accordingly, McCoy II (2021) noted that recognition brings a sense of value to a person. He pointed that teachers can be recognized for the extraordinary behavior. Teachers can be motivated when they are recognized for quality work. Similarly, Mutua (2020) noted that the culture of the school is also important when it comes to recognition of teachers. It is important to understand the culture that has been maintained by the school when it comes to teacher's job performance and recognition. This means the Headteacher is able to communicate the school goals and inspire teachers to achieve the said goals. A visionary leader will build a committed and enthusiast group of teachers by recognize them in their different levels. This helps maintain teacher's motivation throughout and hence achieve the school goals.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

The study established the effect of motivation on teachers' performance in selected secondary schools in Nabitende Sub County, Iganga District. The chapter covers the conclusions and pertinent recommendations basing on the research objectives and results presented in chapter four of this report. The areas of further research were also covered and equally presented.

6.1 Conclusions

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

The study concludes that to some extent, extrinsic motivation has both positive and negative effect on teachers' performance in secondary schools in Nabitende Sub County since it was revealed that in schools where extrinsic motivation is high, teachers' performance was also high as this was ascertained by the biggest percentage (52.6%) of respondents who were in strong agreement with the statements that were used to assess the effect of extrinsic motivation on teachers performance and in schools with low extrinsic motivation such as low teachers' salaries, poor working conditions, lack of accommodation, lack of medical care exhibited low teachers' performance as this was ascertained by a substantial percentage (47%) of respondents. Therefore there are a few issues to be addressed regarding extrinsic motivation and teachers' performance in secondary schools in Nabitende Sub County, Iganga District if teacher's performance is to be optimized.

The study also concludes that intrinsic motivation has both positive and negative effects on teachers' performance in secondary schools in Nabitende Sub County, Iganga District since it was revealed that schools whose teachers benefit from intrinsic motivators such as recognition, enjoyment of the teaching profession and career development their performance was exceptional as this was indicated by the highest percentage (67%) of respondents as opposed to their counterparts who are not recognized, don't enjoy the teaching profession and lack career development. Therefore issues regarding intrinsic motivation and teachers' performance in secondary schools in Nabitende Sub County, Iganga District should be if teachers' performance is to be optimized.

6.2 Recommendations

Basing on the study findings above, the study recommends the following;

Schools should ensure that teachers' salaries, wages and allowances should be improved to arouse their morale towards work for better performance.

Schools should provide enough accommodation for all teachers and improve those that are in poor conditions as a way of motivating and improving teachers' performance.

The study recommended that there is for secondary schools to get financial support from the government and development partners so as to still increase salaries and allowances of teachers so as to cope up with the increasing social and economic demands of nature thus able to fully concentrate in work for effective teachers' job commitment. Teachers should be paid for the extra time spent on the field study work so as to make them feel well at work.

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

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

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

6.3 Areas for Further Study

For effective generalization of the findings, it would be good for other researchers to carry out a similar study in other districts in Uganda since the current study was limited to Nabitende Sub County, Iganga district.

Other researchers should also carry out research on other factors that influence teacher's performance in secondary schools in other areas.

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Appendix I: Questionnaire for Teachers

My name is **Amulen Tracy**, a student at Uganda Christian University Mukono, pursuing a Masters' Degree in Educational Administration and Planning. I am carrying out research on impact of motivation on teachers' performance in secondary schools in Nabitende Sub County, Iganga District I kindly request you to provide me with information. It will be treated as confidential and used for academic purposes only.

SECTION A: BACKGROUND INFORMATION ABOUT TEACHERS *(tick the right option or fill the right answer in the spaces provided)*

Name of the school _____

A1. Position of respondent.....

A2. What is your age range? *(Please tick under only one of them).*

Age	20-25yrs	26 -30yrs	31 -35yrs	36-40yrs	Above 41yrs

A3. Marital status

1. Single

2. Married

3. Widowed/orphaned

☐

A4. Gender

1. Male

☐

2. Female

☐

A5. Highest education level attained *(Please tick under only one of them).*

Qualification	Diploma	Degree	Post Graduate

A6. How long have you been employed in this school?

1. Less than a year

☐

2. 1- 2 years

☐

3. 3-4 years

☐

4. 5-6 years

☐

5. Above six years

☐

A7. Type of the school

(a) Government ☐

(b) Private school ☐

(c) Community ☐

A8. Salary earned per month..... None monetary allowances

A9. What motivated you to join the teaching profession?.....

.....

SECTION B: INTRINSIC MOTIVATION AMONG TEACHERS

B1. For each of the following statements, please indicate (by ticking) the extent to which you agree with them, using the following scale: (*Strongly Agree, Agree, Undecided, Disagree and Strongly disagree*).

Statements	Responses				
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. I enjoy teaching as a profession					
2. The challenging nature of teaching has kept me in the profession					
3. Teaching is a competitive profession in this school					
4. Teaching gives me recognition and respect from the community					
5. I have prospects for career development in the teaching profession					

B2. To what extent have the intrinsic motivators increased your morale to perform teaching responsibilities?

To a big extent

To a small extent

Not at all

SECTION C: EXTRINSIC MOTIVATION AMONG TEACHERS

C1. For each of the following statements about extrinsic motivation, please indicate (by ticking) the extent to which you agree with them, using the following scale: (*Strongly Agree, Agree, Undecided, Disagree and Strongly disagree*).

Statements	Responses				
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. I am paid a salary that is enough to cater for my basic needs					
2. The school provides me free accommodation.					
3. I get free meals at school					
4. Salary payments are prompt					
5. The school offers weekly duty allowances					
6. Extra teaching allowances paid by the school help me to complete the syllabus					
7. The school offers financial assistance to teachers with parties					
8. It is possible to get advance payment from the school in case I have a financial problem					
9. The school organizes end of year party for teachers					
10. Teachers who perform well are given prizes					
11. Teachers are given leave of absence in case they have a reason to justify it.					
12. Teachers are given free medical care in case of ill health					

C2. To what extent have the extrinsic motivators increased your morale to perform teaching responsibilities?

To a big extent

☐

To a small extent

☐

Not at all

☐

SECTION D: PERFORMANCE OF TEACHERS

E1. How do you rate the performance of teachers in this school?

Good and encouraging

☐

Average

☐

Bad and discouraging

☐

E2. For each of the following statements about performance of teachers, please indicate (by ticking) the extent to which you agree with them, using the following scale: (*Strongly Agree, Agree, Undecided, Disagree and Strongly disagree*).

Performance of teachers	Responses				
	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
1. Teachers come very early at school					
2. Always teachers come with lesson plans in class.					
3. There is regular marking of tests and feedback to students					
4. Teachers actively participate in co-curricular activities					
5. There is regular testing and examination of students					
6. Teachers supervise all school activities					

7. There is regular attendance to class lessons by teachers					
8. Regular attendance to extra lessons					
9. Teachers are efficient at maintenance of students discipline					
10. The turn up of teachers in staff meetings is high					

E 3. What problems do you face as a teacher in this school?

E 4. What do you think can be done to improve teacher motivation in this school?

E5. What do you think can be done to improve teacher performance in this school?

END

Thanks for your cooperation

Appendix II: Interview Guide for Key Informants

My name is **Amulen Tracy**, a student at Uganda Christian University Mukono, pursuing a Masters' Degree in Educational Administration and Planning. I am carrying out research on impact of motivation on teachers' performance in secondary schools in Nabitende Sub County, Iganga District I kindly request you to provide me with information. It will be treated as confidential and used for academic purposes only.

Title of the Key informant_____

1. What form of intrinsic motivators do teachers have in this school (schools in Nabitende Sub County, Iganga District)?

2. Do you think these motivators are sufficient to ensure good performance of teachers?
Support your answer

3. What form of extrinsic motivators do teachers have in this school (schools in Nabitende Sub County, Iganga District)?

4. Do you think these motivators are sufficient to ensure good performance of teachers?
Support your answer

5. Comment on the performance of teachers in this school

6. What problems do teachers face in this school?

7. What do you think can be done to improve teacher motivation in this school?

8. What do you think can be done to improve teacher performance in this school?

END

Thanks for your cooperation

Appendix III: Focus Group Discussion Checklist

Time: 30 mins to 1 hour

Moderator: Researcher

Recorder: Researcher

QUESTIONS

1. What form of intrinsic motivators do teachers have in your school?
5. Do you think these motivators are sufficient to ensure good performance of teachers?
Support your answer.
6. What form of extrinsic motivators do teachers have in your school?
7. Do you think these motivators are sufficient to ensure good performance of teachers?
Support your answer.
8. Comment on the performance of teachers in this school.
9. What problems do teachers face in this school?
10. What do you think can be done to improve teacher motivation in this school?
11. What do you think can be done to improve teacher performance in this school?

Appendix IV: Informed Consent Form

Title of Research: Impact of motivation on teachers' performance in selected secondary schools in Nabitende Sub County, Iganga District

Principle Investigator: Amulen Tracy, Tel: 0752074705 affiliated to Uganda Christian University, College of Graduate Studies and Research, P.O Box 4, Mukono, Uganda.

1. Introduction and Purpose of the Study

My name is **Amulen Tracy**, a student at Uganda Christian University Mukono, pursuing a Masters' Degree in Educational Administration and Planning. I am carrying out research on impact of motivation on teachers' performance in secondary schools in Nabitende Sub County, Iganga District I kindly request you to provide me with information. It will be treated as confidential and used for academic purposes only.

The general objective of this study is to establish the effect of motivation on teachers' performance in selected secondary schools in Nabitende Sub County, Iganga District.

The information you give me, will be confidential and only used for purposes of this study. In the process of report writing, your name will never be used and so everything you tell me will remain anonymous. I shall ask questions about teachers' motivation and performance. If you do not want to respond to a particular question, you can simply say so, and we will not insist.

2. Description of the Research

This is a Cross-sectional mixed design survey of Motivation and teachers' performance in secondary schools both government and private in Nabitende Sub County, Iganga District.

3. Subject Participation

Participants will be DEO, BOG members, Headteachers and Teachers of secondary schools in Nabitende Sub County, Iganga District.

4. Potential Risks and Discomforts

This is a survey involving two-way conversation between the researcher and the respondents on motivation and performance of teachers in secondary schools of Nabitende Sub County, Iganga District.

5. Potential Benefits

The findings will inform strategies by the Ministry of Education and other stakeholders aimed at improving the motivation and performance of teachers across the country.

6. Confidentiality

The information you give us, will be confidential and only used for purposes of this study. In the process of report writing, your name will never be used and so everything you tell us will remain anonymous. I shall ask questions about teachers' motivation and performance. If you do not want to respond to a particular question, you can simply say so, and we will not insist. Every participant will be asked to sign a written study informed consent form before participating in the study as this ensures voluntarism and acceptability to participate in the study.

7. Authorization

By signing this form, you will be authorizing us to use the information from this research; for example, for Education and evidence interventions to improve teacher motivation and performance.

8. Participation

Your decision to participate in this study is completely voluntary. If you decide to not participate in this study, it will not affect your work in any way.

9. Withdrawal from the Study and/or Withdrawal of Authorization

As a participant in this study, you can withdraw at any point if you choose not to continue.

10. Reimbursements

Reimbursement which is equivalent to one Gigabyte (1GB) of data has been budgeted for you.

11. Whom to contact in case of ethical related concerns.

In case of any Ethical related concerns or inquiries, you can contact UCU-REC chairperson; Prof. Peter Waiswa on 0772 405 357, pwaiswa@musph.ac.ug or UCU-REC Secretariat, Mr. Osborn Ahimbisibwe on 0775737627 or oahimbisibwe@ucu.ac.ug

I voluntarily agree to participate in this research program; to tick appropriately

Yes

No.

I understand that I will be given a copy of this signed Consent Form.

Name of Participant (Optional):

Signature:

Date:

Appendix V: Introductory Letter



**UGANDA CHRISTIAN
UNIVERSITY**

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UG-REC-026 Approval Version 4.0

25th June, 2024

25th June, 2024

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Email: tracyamulen@gmail.com

UG-REC-026 APPROVAL NOTICE

To: Amulen Tracy, Principal Investigator

Re: UCU-REC Application titled: Impact Of Motivation On Teachers' Performance In Selected Secondary Schools In Nabitende Sub County, Iganga District
Application Number: UCUREC-2023-876-4

Version: 4.0

Type: ☐ Initial Review
☐ Protocol Amendment
☐ Letter of Amendment (LOA)
☐ Continuing Review
☐ Material Transfer Agreement
☐ Other, Specify:



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

Approval of the research is for the period from 25th June, 2024, to 25th June, 2025
This research is considered minimal risk category.

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

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and additions to the protocol or the consent form must be submitted to the REC for re-review and approval prior to the activation of the changes. The REC application number assigned to the research should be cited in any correspondence.
3. Reports of unanticipated problems involving risks to participants or other must be submitted to the REC. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for REC review.

1 of 2

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SCHOOL OF RESEARCH & POSTGRADUATE STUDIES

DISSERTATION CORRECTION COMPLIANCE REPORT BY THE CANDIDATE (POST VIVA FORM)

Date: 1 March 2025

Name of Candidate: AMULEN Tracy

Reg. No: RJ22M06/008

Title of Dissertation: IMPACT OF MOTIVATION ON TEACHERS' PERFORMANCE IN SELECTED SECONDARY SCHOOLS IN NABITENDE SUB-COUNTY, IGANGA DISTRICT

SN	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN	INDICATOR
	Overall Structure and Presentation		
1.	There is need to revise the Table of Content appropriately.	Revised appropriately as suggested	Table of contents (Page v)
2.	There is need for the candidate to follow the UCU Graduate Research and Training dissertation structure.	It was followed throughout the entire dissertation as suggested	Entire dissertation

3.	There is need for the candidate to only limit her dissertation to motivation i.e. both Extrinsic and Intrinsic as the study Independent Variable (IV) and do not mix it with staff development. Accordingly, the candidate must consider discarding the third study objectives, thus, revise her entire dissertation appropriately.	This dissertation strictly limited to both Extrinsic and Intrinsic as the study Independent Variable (IV) as suggested. And the third objective discarded as suggested.	Abstract (x) Entire dissertation Objectives (Page 14)
	Chapter One: Introduction		
4.	There is need for the candidate to appropriately conceptualize the Independent Variable i.e. Motivation in the study. Staff development is not a construct of Motivation. Hence, the candidate is hereby advised to limit her dissertation on Motivation both Extrinsic and Intrinsic.	Corrected as suggested. The entire dissertation limited to only extrinsic and intrinsic	Conceptual framework (Page 19)
5.	The study does not have an objective that delved intervening variables. Accordingly, the candidate should consider discarding it from the conceptual framework.	Intervening variables deleted from conceptual framework	Conceptual framework (Page 19)
	Chapter Two: Literature Review		
6.	The candidate should make sure that each chapter begins on a fresh page e.g. see pg. 16.	Chapter started on a fresh page as advised	Chapter Two (Page 21) Entire dissertation
7.	The candidate must ensure that she reviews literature which is not more than 5 years old save for classical works.	Only correct literature sources considered, and old sources saved	Literature Review (Page 21-30)

		for classical works	
	Chapter Three: Methodology		
8.	The candidate need to appropriately show how CVI is established for both the qualitative and quantitative data collection tools.	Validity for both qualitative and quantitative data collection tools established and included	Validity (Page 36)
9.	There is need for the candidate to appropriate present how reliability for both the qualitative and quantitative data collection tools was established and the results that were obtained.	reliability for both the qualitative and quantitative data collection tools was established and included	Reliability (Page 37)
	Chapter Four: Results		
10.	The candidate need to make sure that all the Figures/Tables are presented within acceptable page margins.	Tables and figures are presented within acceptable page margins	Chapter Four (Page 42-61)
	Chapter Five: Discussion of Results		
11.	There is need for the candidate revise the discussion of results as per modifications made on the study objectives.	Revised accordingly. Only Extrinsic and Intrinsic considered	Discussions (Page 62-67)
	Chapter Six: Conclusions and Recommendations		
12.	There is need for the candidate revise the study conclusions and the recommendations as per modifications made on the study objectives.	Conclusions and conclusions revised as per modifications made on objectives	Conclusions (Page 68-69) Recommendations

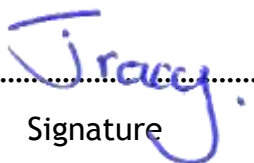
			(Page 69-70)
	References and Appendices		
13.	There is need for the candidate to write all the references correctly following the APA 7th Edition Format.	All references written as per APA 7 th edition	References (Page 71-77)
14.	There is need for the candidate to make sure that the reference list only has authors/scholars/researchers' work which is not more than 5 years old save the classical works.	Corrected as suggested	References (Page 71-77)
15.	There is need for the candidate to present all the dissertation appendices appropriately. For instance, the study instruments should be the first appendices presented immediately after the references.	Corrected as suggested	Appendices (Page 78)

SN	COMMENTS BY INTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1	Candidate advised to consider two objectives: conceptualized the Independent Variable i.e. Motivation in the study. Hereby advised to limit her dissertation on Motivation both Extrinsic and Intrinsic.	Corrected as suggested. Objectives limited to extrinsic and intrinsic.	Objectives (Page 14)
2	Accordingly, the candidate should consider discarding it from the conceptual framework.	Intervening variables deleted as advised	Conceptual framework (Page 19)

SN	COMMENTS BY VIVA VOCE PANNEL	ACTION TAKEN	INDICATOR
1	Candidate advised to concentrate on Extrinsic and Intrinsic.	Corrected as suggested. The entire dissertation limited to only extrinsic and intrinsic	Conceptual framework (Page 19)
2	Candidate advised to consider discarding it from the conceptual framework.	Intervening variables deleted from conceptual framework	Conceptual framework (Page 19)

AMULEN Tracy

Candidate's Name

..........
Signature

Dr. Turyahabwe Remigio

Supervisor's Name

..........
Signature