

**MOTIVATION AND TEACHERS' PERFORMANCE IN PRIVATE SECONDARY SCHOOLS IN
CENTRAL BUGANDA: A CASE OF KINAAWA HIGH SCHOOL - KAWEMPE, WAKISO
DISTRICT**

MUHAMAD ALI SERUGO

RS20M02/070

**A DISSERTATION SUBMITTED TO THE SCHOOL OF BUSINESS, IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE AWARD OF A MASTER DEGREE OF ARTS IN ORGANISATIONAL
LEADERSHIP AND MANAGEMENT OF UGANDA CHRISTIAN UNIVERSITY**

June, 2024



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DECLARATION

I, SERUGO MUHAMAD ALI, hereby declare that this dissertation entitled, “Motivation and Teachers’ Performance in Private Secondary Schools in Central Buganda: A Case of Kinaawa High School-Kawempe, Wakiso District” is truly my original work and has never been submitted to any other University or Institution for any award of degree or any other qualification.

Signature:



SERUGO MUHAMAD ALI

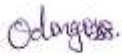
Date:

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APPROVAL

I certify that this dissertation entitled, “Motivation and Teachers’ Performance in Private Secondary Schools in Central Buganda: A Case of Kinaawa High School-Kawempe, Wakiso District” has been under my supervision and is now ready for submission to the school of postgraduate for further examination.

Signature:



Odongo Joseph

(Supervisor)

Date: 14/05/2024

DEDICATION

I would like to dedicate this research to my parents and wife for their endless support and prayers in every walk of life and not forgetting my children for their endless prayers and love.

ACKNOWLEDGEMENTS

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

Thirdly, I am very grateful to my beloved parents and entire family who deserve special thanks for their love towards my education. Thank you to all my MAOL colleagues with whom we have travelled the three years' journey that included the Covid period. All of you sacrificed a lot for the sake of my education and may God richly bless you. In a special way, I thank Atim, Fred and Ziphorah for your love and care especially during times where I almost gave up. I also register my special thanks to my sisters, and brothers for their advice, love and moral guidance that have contributed greatly towards the success of this report and other academic work. Thank you very much.

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ACRONYMS AND ABBREVIATIONS

CVI	Content Validity Index
DV	Dependent Variable
IV	Independent Variable
MDG	Millennium Development Goal
UCU	Uganda Christian University
UNEB	Uganda National Education Board
UNESCO	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

The study aimed at finding out the effect of motivation and the performance of teachers in private secondary schools in central Uganda. It was specifically conducted at Kinaawa High School, Kawempe Campus, Nansana Municipality, Wakiso district. The study objectives included; to find out the effect of intrinsic motivators on teachers' performance in Kinaawa High School, to find out the effect of extrinsic motivators on teachers' performance in Kinaawa High school, and to ascertain the challenges Kinaawa High School faces in motivating teachers to perform better in the school assignments. The study employed a case study research design, where qualitative approach was used. The sample comprised of school director, head-teacher, deputy head-teachers, director of studies, teachers, non-teaching staff, and PTA members, totaling to 52 in number. These were purposively selected. Data was collected using interviews and focus group discussions. Data was analyzed using thematic analysis to provide qualitative data.

The key findings revealed that recognition of teachers raises satisfaction and motivate them to devote more of their time to work, intrinsic rewards encourages teachers' creativity and innovation, teamwork encourages ability to use improvised learning materials, and collaboration of teachers raises their engagement in preparing and assessing students' academic work. The study also revealed that performance appraisal encourages teachers to have timely preparation, job rotation enhances, equips teachers with more teaching skills, overtime allowances encourages teachers to devote more time to teaching-learning process, public praise motivates teachers to get satisfied at work, and reward at the end of their hard work makes teachers to maintain focus and put in their best efforts. The study finally revealed that financial resource, weak school administration, stakeholders' inadequate collaboration, lack of autonomy and limited teamwork are the major challenges Kinaawa High School faces in motivating teachers to perform better in the school assignments.

Basing on the above findings, it is concluded that motivation has an effect on the performance of teachers in private secondary schools in central Uganda. The study recommended that the school administrators should streamline the motivation strategy and ensure that problems related to motivation of teachers are dealt with speedily and effectively; and areas of further research were suggested.

CHAPTER ONE

1.0 Introduction

This chapter presents the background to the study, the problem statement, purpose and objectives to the study, research questions, scope of the study, the justification of the study, and significance to the study, as well as conceptual framework.

1.1 Background to the Study

The measurement of performance of teachers is an old system that can be found in the scientific management and several scholars and theorists promoted ideals of looking at the contribution of teachers in a school (De Haas and Kleingeld, 2019). From time immemorial, the world has experienced evolution in matters of motivation. Motivation is as old as mankind and dates back to the dark ages when labour was rewarded with material things (Okeny, 2021).

With the introduction of money as a medium of exchange in Europe, one's performance was paid in terms of gold coins. The notion of motivating teachers for a job well done has existed since 19th century when piece-work system was first implemented (Nampa, 2022). Schools have acknowledged several motivation strategies as a way for better performance of teachers (Kaweesa, 2022). All over the world, an established motivation is considered the cornerstone of any successful educational undertaking.

One new move to create an atmosphere and a working climate conducive for better teachers' performance is for schools to use both intrinsic and extrinsic rewards especially recognition, supervision, collaboration and teamwork to motivate its teachers (Nkata, 2023). For example, according to Babirye (2021), citing Section 3 of the United Nations Universal Declarations on Human Rights (1948), everyone who works, has the right to a just and favorable motivation which satisfies the worth of existence, human dignity and social protection.

For every educational system to achieve its goal of successful manpower development of a nation, it requires that personnel are given the necessary and required motivation (Kaweesa, 2022).

In Africa, work was done communally by people or slaves and were motivated differently. Afterwards, people adopted the system of motivation as intrinsic and extrinsic motivation factors. In the context of education, teachers' motivation is essential for the growth and sustainability of the teaching and learning processes. Motivation influences both effective performance and job satisfaction among teachers (Nzowa, 2020). A study done in Nigeria indicated that when teachers are motivated, their performance automatically rises high. In Nigerian schools, teachers' performance can be seen in their interaction with students, with other teachers and with their superiors (De Haas & Kleingeld, 2019). In Sub Saharan African countries, while several efforts have been made to understand the influence of motivation on performance of teaching staff, a lot still remains to be done.

Another study by Nkumbo (2016) analyzed job satisfaction and motivation of secondary school teachers in Tanzania and found out that teachers who were motivated through extrinsic motivation factors such as performance appraisal, overtime pay, supervision and several forms of rewards were more committed at their work. A teacher is motivated at doing his work in order to bring quality and development in the different ways of life. Their demotivation directly affects the efficiency and productivity; decrease in working with students thus, causing a decrease in the academic development (UNESCO, 2019).

In Uganda, motivation of teachers is determined by the Ministry of Education and Sports through Ministry of Public Service and Board of Governors for secondary schools (Education Strategic Plan, 2007 as cited in Okeny, 2021). Secondary school teachers like others are not sufficiently motivated for services they render to schools (Nabulya, 2018; Okeny, 2021). In

1963, the Ugandan government appointed the Castle Education Commission to look into the issues of education in the country (Twebaze, 2015). The creation of the unified teaching service was needed; this was required to accord teachers the same status like any other civil servants that had the same level of qualifications. Nampa (2022) shared a similar view when he argued that teachers, from 1940's in Uganda have faced the problem of financial discomfort and are the most poorly paid working class in the country affecting their performance, hence justifying the need to carry out this research.

Also, Kawemba (2020) noted that Uganda like many other countries in Africa has emphasized proper motivation of teachers in education sectors. For the last 30 years, teachers' salaries have declined steadily throughout most low-income countries, Uganda inclusive; according to the United Nations Educational, Scientific and Cultural Organization (UNESCO report, 2019). The UNESCO report further explains that poor salaries and absence of teachers' incentives affect their commitment to the job; and in turn the quality of schooling. This report explains that absenteeism among teachers in Uganda is high and at 26% with most professionals opting to find alternative employment to supplement their income, courtesy of low remuneration of teachers.

The overall success of secondary schools depends on teachers' performance which is directly related to the level of motivation they have within the school (Atwebembeire, Musaazi, Namubiru & Malunda, 2018). Teachers are the main resources for schools' business activities, the issues of teachers' performance critically decide schools' success (Ssali, 2021; Nimurugi, 2020&Nabulya, 2018). This is due to the fact that teachers' salary still remains low. The funds collected are used by the school administration to provide incentives to the teachers (Ssali, 2021).

The private secondary schools in Kawempe division employ a number of teachers of different designation, gender, age, marital status, professional grade and longevity of tenure. Most teachers are fulltime though some are part-time due to school payroll staff ceiling (Nakacwa, 2021). However, the level of teacher performance in these secondary schools was found to be at a very low state (Annual Report to the Nabweru Division Education Report, 2022); raising the concern of many people such as parents, district education officials and the researcher in particular. According to the report, only 2% of schools in the division passed with first grade which was attributed to low content syllabus coverage and low morale of teachers that was reflected in behaviours like loss of confidence in management, denial of responsibility, failure to cover the syllabi on time and absenteeism (Nabweru Division Education Report, 2022). In those schools, motivation of teachers is influenced by intrinsic and extrinsic motivation factors (Nakacwa, 2021).

Some teachers especially science teachers are becoming regional teachers through ‘moonlighting’ in many schools in the Division and neighboring areas. This has increased the rate of absenteeism of teachers in schools. Others have got alternative jobs like commercial motor cycle riding, “boda- boda” even during working hours. For example, Kawemba (2020) argues that private secondary schools do not perform very well because teachers are not always at school. When teachers are not properly motivated especially giving them fair pay and other fringe benefits they are entitled to, they may not be able to perform to their expectations, and they may not help the school to achieve the goals (Nakacwa, 2021).

It is interesting to note that the performance of secondary school teachers can be influenced by a combination of factors, of which motivation plays a vital part (Okeny, 2023). In Nabweru municipality; many secondary teachers lacked adequate content knowledge and or pedagogical skills. In 2022, a survey conducted by the World Bank found that teacher absenteeism was

high with teaching time loss estimated to be in the range of 30 to 40%. Without a qualified and motivated teaching force, students in Uganda face the risk of being deprived of quality education (World Bank, 2022).

Subsequently, many of the studies on motivation largely focus on the teachers' performance in developed and developing countries (De Haas & Kleingeld, 2019; Schiefele & Schaffner, 2015; Neal, 2021; Ballou, 2021; Lerner & Henke, 2018; Cerit, 2020); and few or no study captured the performance of classroom teachers. Salary given to teachers in Kinaawa High School, Kawempe is still a pertinent issue because it is believed to be low. The fringe benefits given to teachers are still inadequate (Nakacwa, 2021; Ssempala, 2023) and that many classroom teachers are not given some of the intrinsic and extrinsic benefits that are supposed to complement on their salaries and this demotivates the teachers and undermines their performance. All the above issues have propelled the researcher to conduct a study in order to determine how motivation influences the performance of teachers in the Kinaawa High School, Kawempe campus.

1.2 Statement of the Problem

The government has endeavored to improve the plight of teachers by strengthening motivation of teachers in order to improve on the teachers' performance by encouraging participatory financial planning in schools, strengthening inspection of private school department. In addition to the Ministry of Education and Sports and development partners including UNICEF, World Bank, International Monetary Fund and Japan International Corporation Agency have committed resources towards financially supporting teachers in private secondary schools (Kawemba, 2020). Teachers are expected to post good performance in form of effectiveness of an individual teacher in lesson planning, teaching, class attendance, supervision of co-curricular activities, class management, time management, instructional delivery/lessons

delivered on time, content knowledge, assessment and feedback, student engagement, teachers regularity at school, and content syllabus coverage (Babirye, 2021).

The strategic plan (2016) for Kinaawa High school (2016-2020) emphasized five key areas: increasing enrollment, stakeholder welfare, academic performance, discipline and public image management. Under welfare, issues of salaries and allowances were emphasized. Conversely, in spite of what is expected of teachers' performance as highlighted above, there still exists cases of declining teachers' performance. Kinaawa High school is reaching enormous proportions, and the situation is alarming in some subjects. Teachers in this school like in other schools complain of unsatisfactory and poor motivation (Kaweesa, 2022). Teachers fail to make proper planning of their time and tasks are often not performed according to levels of priority, lessons and events are ill-scheduled, and at times teachers procrastinate events. All these have negative impact on the teachers' job completion (Nkata, 2023).

Subsequently, some school leaders and parents are dissatisfied with some teachers' assessment of the learners (Kaweesa, 2022). This situation of teachers failing to complete the syllabus, irregularly at school, late coming for classes, failing to assess students and not giving feedback has been persistent despite the school leaders' emphasis of motivation. Yet, empirical studies into the dynamics of teachers' performance in Ugandan context, Kinaawa High School particularly remain scanty. One wonders why teachers in Kinaawa High school are not motivated to perform to their expectation, the researcher would like to find out what can be done to motivate teachers in Kinaawa to perform better?

This discrepancy placed an urgent need to undertake this study to fill this gap by investigating into matters of motivation and the performance of teachers in Kinaawa High School,

Kawempe. The policy and practice recommendations arising out of the study may contribute to enhancement of teachers' performance across Uganda.

1.3.0 Objectives of the Study

1.3.1 General Objective

To find out the effect of motivation on teachers' performance in Kinaawa High School, Kawempe Campus, Nansana Municipality, Wakiso district.

1.3.2 Specific Objectives

The research aimed at achieving the following specific objectives hereunder:

- a) To find out the effect of intrinsic motivators on teachers' performance in Kinaawa High School, Kawempe campus.
- b) To find out the effect of extrinsic motivators on teachers' performance in Kinaawa High school, Kawempe campus.
- c) To ascertain the challenges Kinaawa High School faces in motivating teachers to perform better in the school assignments.

1.4 Research Questions

The study was guided by the following research questions:

- a) What is the effect of intrinsic motivators on teacher's performance in Kinaawa High school?
- b) What is the effect of extrinsic motivators on teacher's performance in Kinaawa High school?
- c) What challenges is Kinaawa High school facing in motivating teachers to perform better in the school assignments?

1.5 Scope of the Study

The geographical scope, content scope, and time scope guided this study:-

1.5.1 Geographical scope:

Kinaawa High School-Kawempe is located in Tula village, Tula Parish Nabweru Division, Nansana Municipality in Wakiso District. This particular area of the study was chosen because the researcher knows the geography of the place and has the capacity to reach to every identified respondent for this study.

1.5.2 Content Scope

The study concentrated on literature, information, articles and data concerning motivation and performance of teachers. The study put much emphasis on finding content, information relating to effect of intrinsic and extrinsic motivators on employee performance. The study considered motivation as an independent variable and teachers' performance as a dependent variable.

1.5.3 Time Scope

The researcher analyzed data, information and reports from Kinaawa High school for a period of 2016 - 2024, being the period that the school has had so many teachers leave and many instances on teachers demanding to be remunerated better. And it is within this period that private secondary schools have faced the challenge of teacher strikes in private secondary schools.

Secondly, the study lasted for several months (from November 2023 to May 2024)

1.6 Justification of the Study

A good number of studies on motivation and teachers' performance have been carried out (De Haas and Kleingeld, 2019; Schiefele and Schaffner, 2015; Neal, 2021; Ballou, 2021; Lerner and Henke, 2018; Cerit, 2020). These studies were carried out in different geographical settings

and not in Kinaawa High School, Kawempe. The motivation of teachers is very crucial and teachers that perform to their expectations always post good grades. Understanding the motivation of the teachers and knowing what motivates teachers in Kinaawa High School, Kawempe is very crucial because out of this knowledge, strategies can be developed and will be useful for the improvement of the teaching and learning environment in Kinaawa High school and for other schools in Uganda. In a nutshell, if the issue of motivation and its effect on the performance of teachers in private secondary schools is not treated with the seriousness it deserves, then Uganda's desire to have quality private education provision shall be far from reality.

1.7 Significance of the Study

Motivation in form of intrinsic and extrinsic rewards are commonly given to teachers in order to boost their morale and enable them do their work better, thus leading to high performance (Kawemba, 2020). But there has been persistent decline in performance of teachers in Uganda, including Kinaawa High School, Kawempe campus. Therefore, the results of the study are expected to be of value to the following stakeholders and individuals at policy and school levels:

Policy makers: The research findings may act as a benchmark to government and policy makers as they shall use these findings as data to cause policy discussions and engagements on matters of remuneration of teachers.

School directors: The findings shall be relevant to school administrators and Directors, to gain new insights on motivation of their teachers. They shall use the findings of this study to advocate and lobby for improvement of teacher's motivation in order to enhance their performance and efficiency.

Head Teachers: Similarly, the findings shall help the school leaders (Head-teachers) understand the effect of motivation on the teachers' performance in private secondary schools so as to adopt suitable strategies and policies that are geared towards improving teachers' performance.

Teachers: The study findings shall offer vital novel views and ideas on how best to remunerate teachers. Teachers in these private schools shall gain insight on how to effectively and efficiently operate private secondary schools and how their own remuneration needs to be handled.

The library users: This study shall be used by other library users doing similar studies on motivation and performance of secondary school teachers as reference to their studies. It will add into the body of knowledge new insights on matters of motivating teachers to perform better.

1.8 Conceptual Framework

Figure 1 below explains the relationship between the independent variable (motivation) and dependent variable (teachers' performance). It indicates how the independent variable (motivation) is expected to influence the dependent variable (teachers' performance). Motivation in this study was measured in form of intrinsic motivation factors and extrinsic motivation factors. These motivations are assumed to influence performance of the teachers in a school. Performance is measured in terms of adequate preparation, teaching, assessment of the learners, end of term examinations and UNEB examinations. Motivation may be observed but teachers' performance may still be suspect. This may be due to moderating variables like attitude to work, school financial base, government policy, and school rules and regulations, herein conceptualized as moderating variables which affect Motivation (IV) and is likely to determine how far motivation will affect teachers' performance at work.

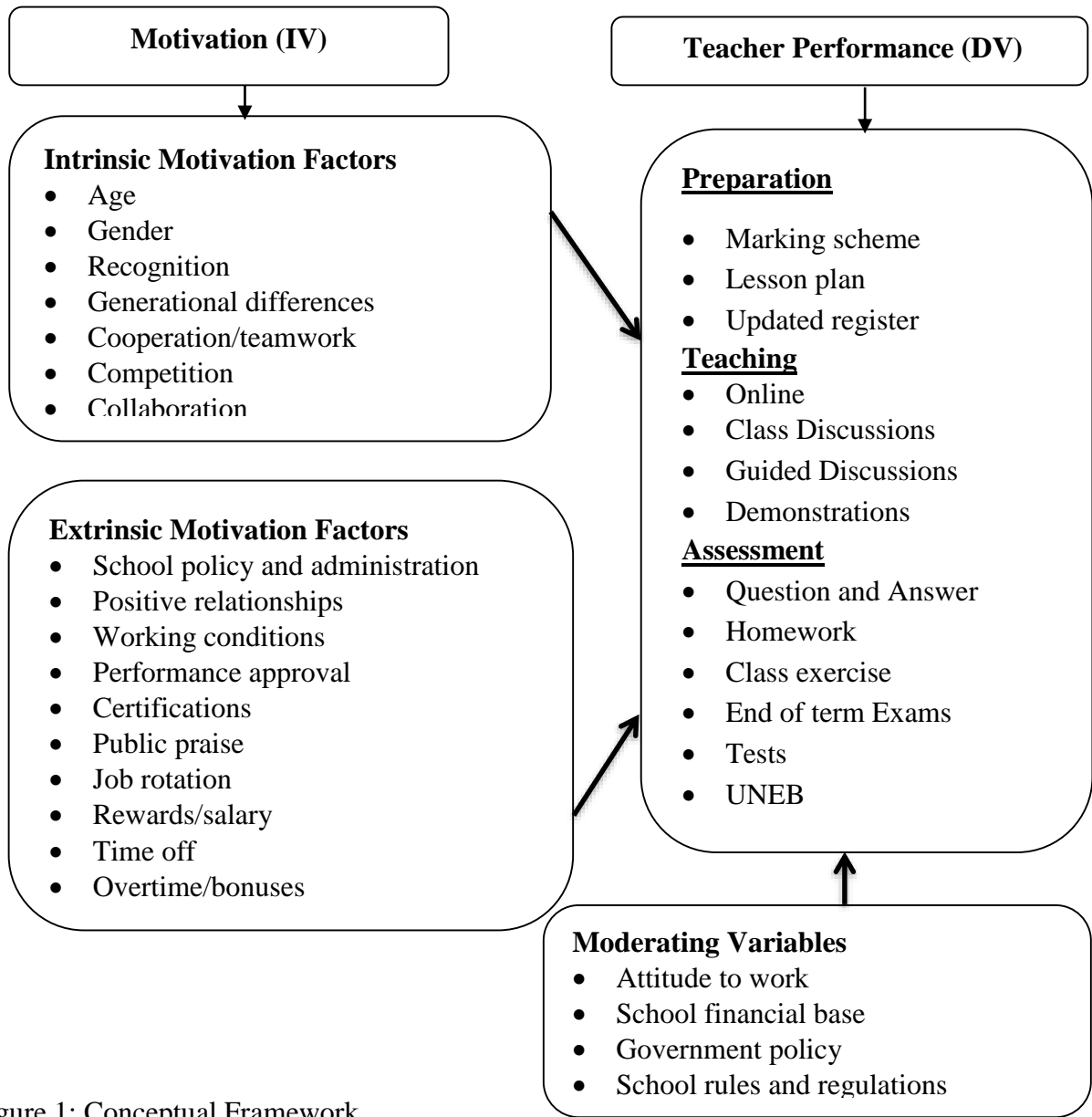


Figure 1: Conceptual Framework

Source: Schiefele and Schaffner (2015); modified by the researcher, (2024)

CHAPTER TWO LITERATURE REVIEW

2.0 Introduction

In this chapter the researcher reviews the relevant literature with regard to motivation and the performance of teachers. Journals, textbooks, websites, seminar papers, official documents and unpublished the sis were reviewed. This chapter presents theoretical review and empirical review basing on the study of motivation and the performance of teachers were studied. There is a provision for a summary of the review of literature depicting the possible gaps that was identified during literature review.

2.1. Definition of Key Terms

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

Teachers' Performance: Ssali (2021) view teachers' performance as the effectiveness and quality of a teachers' work in the classroom and their ability to facilitate students learning and development. With regard to levels of teacher performance, it's a way teachers accomplish the core duties assigned to them in the course of their employment. Similarly, Nkumbo (2016) indicated that teachers' performance means the level of output and services given to the students who are the beneficiaries. Teachers' performance according to (Nampa, 2022) therefore is an activity aimed at, achieving the best results. In the Ugandan context, teachers' performance mainly entails teaching consistently with diligence, honesty and regularly orchestrated by increased results from students. In this study, teachers' performance can be defined as the efficiency, effectiveness and ability as well as quality of class teachers' work in the class to properly facilitate learning of students. Teacher performance is looked at in terms of preparation, teaching and assessment.

Motivation: Motivation refers to a method that is used to provide salary and wage payment that is expected to be equivalent with one's effort or for the work done (Ssali, 2021). Motivation is all about paying for the services offered by the person. Any person that works on permanent or temporary basis, he is expected to be paid. According to Nabulya (2018), motivation referred to as pay or reward given to individual's work done. Motivation is defined by Maicibi (2005) as pay an individual gets for work done and points out that motivation is a vital factor affecting performance in most schools. It is an amount of money paid to someone for the work done.

On the other hand, Nimurugi (2020) defined motivation as the total compensation received by an employee. In this study, motivation is considered as the total amount a teacher receives for performing a job. The dimensions of motivation in this study included, intrinsic motivators and extrinsic motivators.

Teachers: Teachers is defined by Olushola and Adewumi (2021) as someone whose job is to teach in a school. Nzowa (2020) defined teacher as a person who helps students to acquire skills, knowledge and competence or virtue, via the practice of teaching. A teacher is a person who teaches, usually as a job at a school or similar institution. In this research, a teacher is a person who delivers an educational program, assesses student participation in an educational program, and/or administers or provides consistent and substantial leadership to an educational program.

2.2 Theoretical Review

2.2.1 Self-Determination Theory

Self-Determination Theory (Deci& Ryan, 2000) is an approach to human motivation and personality that uses traditional empirical methods while employing an organismic meta-

theory that highlights the importance of humans' evolved inner resources for personality development and behavioral self-regulation.

According to self-determination theory, different types of motivation underlie human behavior. These types of motivation are posited to differ in their inherent levels of self-determination. Self-determination involves a true sense of choice, a sense of feeling free in doing what one has chosen to do (Guay et al., 2000). Briefly, to be self-determining means to experience a sense of choice in initiating and regulating one's own actions (Deci, Connell, & Ryan, 1989).

Self-Determination Theory differs from other need-based theories in that it proposes that human motivation is based on innate psychological needs for competence, autonomy and relatedness. In Self-Determination distinguished between different types of motivation based on the different reasons or goals that give rise to an action. Hence, self-determination theory proposes that there are two basic types of motivation: intrinsic and extrinsic motivation.

Self-Determination Theory makes an important distinction between self-determined and controlled types of motivation. Thus, the theory focuses not only on the quantity of motivation but also on the quality. The aim of this study examined teachers' work motivation that actively affects student engagement based on Self-Determination Theory. The model will be specified and tested using structural equation modeling. Overall, the result of the study may provide support for the adequateness of the Self-Determination Theory for predicting and understanding of teachers' work motivation that actively affects student engagement. The study may also support the idea that teachers' intrinsic and extrinsic motivations are the antecedent of student engagement.

Self-determination researchers (Deci et al., 2000; Assor et al., 2012) also assume that there are a number of motivation factors that affect teachers' performance. However, it seems that

research to date has not explored the specific facets of teachers' engagement that are related to teachers' intrinsic and extrinsic motivation. It is therefore considered important to explore the role played by teachers' performance in their teachers' work motivation. Furthermore, recent studies have investigated the effect of extrinsic motivation upon intrinsic motivation. In this research context, Self Determination Theory suggests that the performance of teachers is jointly determined by teachers' work motivation. This leads to the following hypotheses:

H₁: Intrinsic motivators have a significant relationship on teachers' performance in Kinaawa High School.

H₂: Extrinsic motivators have a significant relationship on teachers' performance in Kinaawa High School.

2.2.2 The Equity Theory

The study was based on the Equity Model postulated by Adam Stacy (1956) which states that "motivation results from an individual's desire to reduce feelings of inequality when he/she finds an imbalance in the ratio between his or her input and outcome with others (Adams, 1956). In either scenario, the input-outcome measure is known as a reference ratio". This essentially refers to a teacher's subjective assessment and judgment about the fairness of motivation she/he gets in comparison with inputs. The equity theory postulates that people's perception and feelings on how they are treated as compared with others should be fair (De Haas & Kleingeld, 2019). Teachers consider whether management has treated them fairly, when they look at what they receive for the effort they have made.

Maicibi (2005) agrees with this view that class teachers expect motivation outcomes to be broadly proportional to their effort otherwise teachers may feel treated unequal and demotivated. The Theory of Equity emphasizes that teachers need to be treated with fairness, and this can be attained through remuneration, which is relevant to this study. The Theory of

Equity emphasizes the existence of pay structure of class teachers in schools. Once workforces notice unfairness, it can result in lower output, advanced none attendance or increase in turnover. In every professional job, the employees need to be treated fairly in terms of payment and this motivates the employees and their output must be equal to the payment (Peretomode, 1991).

Thus, equity theory is a process model of motivation. It is related to this study in that, it says that the level of reward teachers receives, compared to their own sense of their contribution, affects their remuneration. The theory considers the concept of equality and fairness, as well as the importance of comparison to others. At its core, Adam's theory says that individuals want a fair relationship between inputs and outputs. What this implies is that they want the benefits (remuneration) they receive from work to seem fair in relation to the inputs (contribution) that they provide (Walker, 2017).

Similarly, De Haas & Kleingeld (2019) want the rewards that others receive for their work to be similar to the rewards that they themselves would receive for the same level of contribution. This study is in line with the Adams' equity theory which emphasizes that teachers want fair compensation for inputs across the working population of which they are members. When this is the case, individuals may remain motivated. When it ceases to be the case, individuals may cease to be motivated. One of the basic assumptions of the Adams Theory is that there is a strong correlation between job satisfaction and performance. Adams' Theory holds well only if the condition is satisfied. It needs not be true in all cases as job satisfaction is just one factor that may influence productivity.

Adams Theory is appreciated on the ground that it provides an insight into the task of motivation by drawing attention to the job factors which are often overlooked (Schiefele & Schaffner, 2015). Thus, Adams' Theory has solved the problems of managers who were

wondering why their policies failed to motivate employees adequately. The critics of this theory say it is not conclusive, and this because Adams Theory was limited to the engineers and accountants.

The critics say that this theory is not conclusive because the professionals or the white collar workers may like responsibility and challenging jobs. But the general workers are motivated by pay and other benefits. The effect of hygiene and motivational factors may totally be reverse on some other categories of people (Peretomode, 1991). In synthesis, Adams theory related to Equity would pave the way for optimization of school financial resources and its effective management for rewarding teachers, specifically on the areas to improve on the performance of teachers in private secondary schools in Uganda.

2.3 Empirical Review

In the process of establishing the research problem, the researcher carried out a detailed review of related literature. The literature review was done basing on the study themes developed in accordance to the study objectives namely: intrinsic motivators and teachers' performance, extrinsic motivators and teachers' performance, and the challenges affecting teachers' motivation to perform better in private secondary schools. There is a provision for a summary of the review of literature depicting the possible gaps that was identified during this research, and research gaps identified.

2.3.1 Intrinsic Motivators and Teachers' Performance

According to Nzowa (2020), intrinsic motivation involves teachers providing choice, enabling students to set goals and investigate their interests and curiosities. Through the implementation of tasks, students are able to connect to the content and engage in learning. A study by Olushola and Adewumi (2021) in Nigeria found out that intrinsic motivation has no significant association with teachers' performance. A positive and significant association exists between

extrinsic motivation and teachers' performance. Motivation plays an important role in the school because it increases teacher morale and performance, and school goals can be achieved in an efficient way. The behavior of teachers can be changed through motivation in any school. In accordance to the survey by Nkumbo (2016) in Tanzania, the results showed that teachers' intrinsic motivation for teaching correlated with students' intrinsic motivation to learn. It also indicated that teachers' autonomy supported positive teacher-student relationships, and enhanced teachers' job commitment. On the other hand, Nkata (2023) opinions that teachers providing constructive criticism and allowing students to apply feedback increases the intrinsic motivation to master a concept.

Regrettably, all these have hitherto remained mere allegation without systematic answers to the predicament. This has prompted the researcher to do this research study.

Nkumbo (2016) asserts that intrinsic motivators include curiosity or taking on a new challenge. While teachers' extrinsic motivation has also a direct and positive influence on teachers' engagement, their intrinsic motivation is the most important predictor of teachers' job commitment. Teachers' extrinsic motivation has also strong and significant positive effects on their intrinsic motivation, according to Nampa (2022).

Researchers (Okeny, 2021; Ssempala, 2023) have found out that intrinsic rewards are more effective motivators than are external rewards such as money. Nimurugi (2020) opinions that intrinsic motivation considers to perform an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated, individuals engage in activities that interest them, and they do so freely, with a full sense of volition and without the necessity of material rewards or constraints.

At the level of personality functioning, intrinsic motivation provides the impetus for individuals to learn about particular subject areas and to differentiate their interests, fostering

the development of personal identities, meaning, and purpose. A number of meta-analyses have been conducted on the experimental studies, which have examined the effects of reward on intrinsic motivation. In a meta-analysis on the topic, Ssali (2021) concluded from a meta-analysis that the existence of the detrimental effects of extrinsic rewards on intrinsic motivation. In meta-analysis of 128 studies, Deci and Ryan (2000) examined the effects of extrinsic rewards on intrinsic motivation and concluded that rewards -whether contingent on engagement, completion, or performance- significantly undermined intrinsic motivation.

In each of these meta-analyses, rewards are shown to increase measures of intrinsic motivation. However, the above study was carried from outside Uganda and not in private secondary schools and was carried out almost three years ago. These constitutes gaps namely of conducting a similar study in Uganda, thus need for this study.

Further, Nkata (2023) opines that the value and importance of intrinsic and extrinsic rewards in the teaching profession have received considerable attention by researchers. For example, Nkumbo (2016) observed that participants who were taught a skill by an extrinsically motivated teacher reported lower interest in learning and lower task enjoyment than those taught by an intrinsically motivated teacher. More importantly, when these students subsequently acted as teachers, their students reported lower levels of interest, task enjoyment, and positive mood.

Nzowa (2020) suggests that contexts where pressure or rewards are used may affect directly teachers and lead them to become more controlling with their students. On the other hand, when students feel that teachers support their autonomy, they are likely to value the task and experience positive feelings toward it. They are also more likely to show considerable engagement. However, the above studies were carried from outside Uganda, and not in private

secondary schools. These constitute gaps namely of conducting a similar study in Uganda, thus the need for this research.

Nimurugi (2020) argued that intrinsic motivation is a term used to describe the incentives teachers and other employees receive and develop a feeling to complete a task simply because they find it interesting or enjoyable. Teachers who are intrinsically motivated have higher performance, greater persistence in the face of challenges, and greater overall well-being for the individuals. Besides, Nzowa (2020) noted that intrinsic motivation has a domino effect that raises teacher engagement and satisfaction, encourages creativity and innovation, and boosts productivity.

Intrinsic motivation boosts employee engagement, contentment, and performance, resulting in a productive work environment. If this is what was identified by Nzowa, the researcher would also like to find out what exists in Kinaawa High school in as far as motivation of teachers is concerned.

The benefits of intrinsic motivation are revolutionary, fostering teachers' engagement, innovation, and productivity. Imagine a workforce that is motivated by a true enthusiasm for their work rather than merely the prospect of a salary (Ssali, 2021). Teachers who are intrinsically motivated feel that they are doing an activity because they have chosen to do so voluntarily and because the activity represents a challenge to their existing competencies and require them to use their creative capabilities.

This kind of motivation is considered to be highly self-determined in the sense that the reason for doing the activity is linked solely to the individual's positive feelings while performing the task (Ssempala, 2023). With regards to the intrinsic motivators in question, the researcher developed a sense of concern in achieving knowledge on the effect of intrinsic motivators on teachers' performance in Kinaawa High School, Kawempe campus.

2.3.2 Extrinsic Motivators and Teachers' Performance

According to Ssali (2021), if teachers know there is a reward at the end of their hard work, they may be more likely to maintain focus and input their best efforts. Rewards for the completion of tasks may vary, but could include bonuses and commission. Extrinsic motivation is a powerful way to drive behaviors and reward teachers for their efforts, dedication and quality of performance.

Okeny, (2023) noted that non-self-determined motivation has a significant relationship with teachers' job performance. It presents that once class teachers are externally motivated in terms of job security, rewards and compensation, their performance become high. As a school leader or supervisor, understanding extrinsic motivation may help one to use his/her team's behavior to maximize the results of their effort.

Olushola and Adewumi (2021) argue that extrinsic motivation is a behavior that is driven by external rewards. The external rewards that generate extrinsic rewards may be tangible or intangible, such as receiving praise from a supervisor or earning bonus. The external rewards of extrinsic motivation may also be psychological or emotional. Subsequently, Nkata (2023) opines that maintaining positive relationships is a powerful extrinsic motivation. In the workplace, teachers may be more likely to work collaboratively with one another in order to preserve the well-being of their professional relationships. Thus, increased cohesion among team members may lead to enhanced communication, improved productivity and increased quality of work.

On the other hand, Nkumbo (2016) asserts that regardless of the reward, extrinsic motivation focuses on completing tasks because of the benefits provided upon completion. Rewards for the completion of tasks may vary, and these include; praise, bonuses, commission, gift cards, vacation time and extended break periods. Extrinsic motivation has an important role in the

workplace because it leads to increased productivity. In other words, by offering rewards at the completion of tasks, one may be able to increase productivity in the workplace (Nampa, 2022). If teachers know there is a reward at the end of their hard work, they may be more likely to maintain focus and input their best efforts; however, the researcher wonders whether this is applicable in Kinaawa High School thus providing the reason for this research.

Ssali (2021) further noted that extrinsic motivators improve teachers' satisfaction. When teachers feel rewarded for their efforts, they may feel more satisfied with their job performance and place of employment. It is vital to use extrinsic motivation as a way to show their appreciation for their team and their efforts. Nzowa (2020) added that extrinsic motivation, in contrast to intrinsic motivation, requires an instrumentality between the activity and some separable consequences such as tangible or verbal rewards, so satisfaction comes not from the activity itself but rather from the extrinsic consequences to which the activity leads (Deci et al., 1991; Nabulya, 2018). That is, the behavior is not performed for its own sake, but instead to receive a reward or to avoid some punishment once the behaviour has ended.

Extrinsic motivation is thought to reflect a lack of self-determination. Happy teachers who feel valued may be more likely to contribute their best work and engage in long-term relationships with the school leaders as employers. In other words, there is so much on the paper work but little has been done to make sure that this extrinsic motivation thrives well, thus need for this research in Kinaawa High School, Kawempe to ascertain the situation in that school.

Kaweesa (2022) opines that extrinsic motivators provide feedback to teachers to effective work harder. Using extrinsic reward systems may be an effective way to provide continual feedback on their team's performance. If a teacher feels they have not been receiving rewards for their efforts, it may promote a conversation about how to improve their performance. This may eventually help to motivate the team members in a school towards seeking improvement,

applying feedback to their processes and striving for excellence in their daily tasks (Kawemba, 2020).

Besides, Nakacwa (2021) noted that extrinsic motivators maintain motivation. During long-term complex work, extrinsic motivation may help team members to maintain their motivation to successfully complete their assigned tasks. Interestingly, extrinsic motivation, Deci and Ryan (2000) have proposed that extrinsic motivator focuses on an external rewards system instead of personal gain or internal benefits of completing a task. With regards to the extrinsic motivators in question, the researcher developed a sense of concern in investigating on the effect of extrinsic motivators on teachers' performance in Kinaawa High school, Kawempe campus.

2.3.3 Challenges Limiting Teachers' Motivation to Perform Better in Private Secondary Schools

According to Nkumbo (2016), one of the most common reasons why classroom teachers become demotivated is that they feel unappreciated or undervalued. They may work hard, but receive little positive feedback if any. They may also feel that their contributions are not recognized by their school leaders, other school stakeholders or students.

Schools need to create a culture of recognition in their schools. This means expressing gratitude, celebrating achievements and acknowledging strengths.

Olushola and Adewumi (2021) opine that lack of autonomy limit motivation of teachers in private secondary schools. Lack of autonomy demotivates class teachers; they feel they have no control over their work. They may face rigid rules and regulations, policies or curricula that limit their creativity.

They may also feel that they have no voice or influence in decision making processes that affect their ability to work (Nakacwa, 2021).

On the other hand, Nabulya (2018) states that lack of career growth limited teachers' motivation. When teachers feel that they have no room for growth and development, it limits their motivation. They may feel that they have reached a plateau in their knowledge, skills or effectiveness. They may also feel that they have no access to learning opportunities, resources or support that could help them improve or advance in their profession. This investigation, becomes important because knowing the existing challenges private secondary schools go through will help in knowing and enforcing workable strategies to improve on the teachers' performance in secondary schools.

Kawemba (2020) asserts that financial resources have remained a challenge to having proper teachers' motivation in private secondary schools. Private secondary schools tend to have little money to cater for the necessary physical facilities, instructional materials, adequate feeding programs and accommodation facilities. Chong & Talita (2021) also assert that inadequate financial resources undermine private secondary school capacity to finance the required reward package which would boost teachers' motivation.

In addition, Acana (2016) noted that due to limited administrative and financial autonomy of private secondary schools, the head-teachers and school directors had challenges with inappropriate classrooms, incomplete maintenance of the school buildings, and technological and material deficiencies, and in some cases there is lack of auxiliary teaching staff.

In practice, the government contends that there is a financial challenge to motivate teachers in the education sector across the country. Therefore, the researcher wonders whether the same situation prevails in private secondary schools in Kinaawa High School, Kawempe.

Altinyelken (2020) asserts that private secondary school experience a challenge related to class size which has a direct bearing in motivating teachers. The class size of learners tends to be small, yet the school has to hire teachers to effect teaching-learning process. More so, private

secondary schools lack technology for proper record keeping and information sharing. Manual registration of learners is a waste of valuable time by standing in queues in order to pay school fees as well as doing other vital work to function properly. It is not only tedious but also a time-consuming method. On the other hand, Anguyo (2021) noted that private secondary schools suffer because there is no platform good enough to help the several stakeholders communicate appropriately. In other words, inbuilt messaging may help in handling the communication among all the stakeholders effectively. This automatically limits motivation of teachers. However, the fore going study was carried out from outside Uganda, not fully private secondary schools based and carried out almost 2 years ago. These further constitute gaps namely of conducting a similar study in Uganda, thus a justification for this study.

In terms of disruption of daily educational and pedagogical work, Fabiyi (2020) noted that private secondary school head-teachers, directors and teachers in private secondary schools have been called upon to carry through with a huge number of roles, work and responsibilities, extra of the usual, in a frame of ambiguity. Kyatuka (2022) revealed that lack of proper school supervision greatly remains a challenge to teachers' motivation in private secondary schools. Supervision is one of the administrative tools which individuals as well as groups of people employ in the day-to-day administration of their work. School supervision is a way of advising, guiding, refreshing, encouraging, stimulating, improving, and over-seeing certain groups with the hope of seeking their co-operation to enable supervisors become successful in their supervision tasks, henceforth influencing teachers' motivation. Besides, Bahr (2018a) contends that supervision is seen as the stimulation of professional growth and development of teachers; and when supervision is weak, motivation of teachers remains limited. The study took one method research design (quantitative), data was collected by use of questionnaires.

Data was analyzed by percentages, mean scores, standard deviation and tables, unlike this study, that used both quantitative and qualitative approaches.

In addition, Kyesimira (2021) revealed competent school administrative staff as another challenge teachers' motivation of private secondary schools. Management of private schools requires adequate supervision by the head-teachers and teaching staff for proper service delivery. Besides, Chong & Talita (2016) noted that lack of teamwork among stakeholders limits the effectiveness of managing teachers' motivation in private secondary schools. Thus, private secondary schools lack proper teamwork to effectively implement and extend management. Teamwork is the act of working together and putting in joint efforts to achieve a common goal. In other words, Anguyo (2021) revealed that weak school administration as another challenge of motivating teachers in selected private secondary schools. In practice, there is lack of teamwork among the education stakeholders for effective motivation of teachers in private secondary schools in Uganda, and the researcher wonders whether it is the same case in Kinaawa High Schools.

2.4 Conclusion

The literature reviewed above shows that studies have been conducted on the motivation and the performance of teachers in private secondary schools in Ugandan context. However, there are still several gaps which the review has identified and which require further research. Most studies were qualitative and do not guide us on the relationship between the study variables. The scholars did not specifically focus on the variables as laid down in this study. This therefore, created a knowledge gap. Some of the specific gaps included examining the effect of motivation and the performance of teachers in Kinaawa High School. Considering the above, the current study focused more study variables. This was a critical gap in the world of knowledge that this research attempts to bridge. After the review of related literature, the

researcher realized that the related studies are dealing with the relationship between intrinsic motivators and teachers' performance, the relationship between extrinsic motivators and teachers' performance, and the challenges affecting teachers' motivation to perform better in private secondary schools in Uganda but none of them was carried out in Kinaawa High School, Kawempe. It was upon this background that the investigator decided to investigate the effect of motivation on the performance of teachers in Kinaawa High School, Kawempe Campus, Nansana Municipality, Wakiso district.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The previous chapter presented the methodology used in this study. This chapter explains the research design, information sources, study population, sample size determination, sampling techniques, procedure for data collection, data collection methods, data collection instruments; data presentation and analysis; ethical considerations and approvals, and study methodological constraints.

3.1 Research Design

The study used a case study design. A case study design is an in-depth exploration of a bounded system based on extensive data collection (Cohen, 2011). This research was purely qualitative in nature, where qualitative research approach and tools were used. Thus, in-depth individual interviews and focus group discussions were used to produce narrative data. Therefore, the researcher spent an extended time in Kinaawa High School, Kawempe studying the effect of motivation on the performance of teachers in private secondary schools in Ugandan context. This research design was adopted to answer the research questions.

3.2 Area of the Study

The study was confined to Kinaawa High School, Kawempe campus. The school is located in Tula village, Tula Parish Nabweru Division, Nansana Municipality in Wakiso District. This particular area of the study was chosen purposely because many schools in Uganda have experienced declining and sometimes fluctuating academic, institutional and motivation challenges as indicated by Kinaawa High School Annual Meeting Report (2023) and the school Termly Reports (2016 - 2023).

3.3 Sources of Information

The researcher used both primary and secondary information sources. Primary sources of information were those which were original in nature and were got for the first time. Data was collected by the use of focus group discussion guide and interview guide. On the other hand, secondary data was the data which was collected and analyzed by someone else. A range of documents were gathered for analysis including; teachers' motivation policy documents, textbooks, journals, magazines, research reports and available internet sources.

3.4 Study Population

The target population involved; school director, head-teacher, deputy head-teachers, director of studies, teachers, non-teaching staff, and PTA members (Chairperson and secretaries), and equivalent to sixty (60) in accordance with the Kinaawa High School Annual Meeting Report (2023). Directors, head-teacher, director of studies and deputy head-teachers were interviewed to get variety of views to make the study findings more reliable and comprehensive for the benefit of this society. On the other hand, these teachers and non-teaching staff were also selected in order to obtain accurate, reliable and valid information required for this research. PTA members were also selected in order to obtain core, reliable and vital information required for this study.

3.5 Sample Size Determination

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. In this regard, out of 60 target population, 52 sample size was considered. These included; school director (1), head-teacher (1), deputy head-teachers (2), director of studies (1), teachers (30), non-teaching staff (15), and PTA members (2), comprised of Chairperson (1) and secretary (1). This category of participants enabled

the investigator in getting a variety of views and unbiased response which made the research study a reality.

Table 3.1: Population, Size and Sample Selection.

Subject's to be Selected.	Population Size.	Sample size.	Sampling Selection
School director	1	1	Purposeful sampling
Head teacher	1	1	Purposeful sampling
Deputy head-teachers	2	2	Purposeful sampling
Director of Studies	1	1	Purposeful sampling
Teachers	34	30	Purposeful sampling
PTA members	2	2	Purposeful sampling
Non-teaching staff	19	15	Purposeful sampling
Total	60	52	(Krejcie & Morgan, 1970 table)

3.6 Sampling Techniques

The study employed purposive sampling technique to select the study respondents. Purposive sampling technique was used to choose the samples for the study because the categories of the respondents that were used in the study have the required information and characteristics. Purposive sampling was used to select school director, head-teacher, deputy head-teachers, and director of studies, teachers, non-teaching staff, and PTA members (Chairperson and secretaries) from whom the researcher got specific information. Such sampling technique was used because it was quick and helped the researcher to collect the first hand information. Thus, purposive sampling was the selection of a convenient sample in the study. Purposive sampling is a non-random sampling technique where respondents were selected because of some characteristic. Similarly, purposive sampling was popular in qualitative research, and those respondents were chosen purposively and interviewed to provide qualitative data.

3.7 Data Collection Methods

An interview and focus group discussions were the data collection methods used in this study. This is in agreement with Sideman (1991) as cited in Nyenje & Nkata (2016) who asserts that methods and instruments were selected basing on their ability to do what the study wants them to address as well as the posed research questions. Interviews involved a set of questions that are intended to collect information through oral or verbal communication in a face-to-face contact between the researcher and respondents. The researcher conducted personal interviews where by face-to-face interaction with the respondents were conducted with the selected participants. The interviews were recorded for future reference.

3.8 Data Collection Instruments

The study was based on interview guide, focus group discussions and documentary checklist to gather primary data as explained hereunder:

3.8.1 Interview Guide

Interview guide was used to collect data from school director, head-teacher, deputy head-teachers, PTA members and directors of studies as the key informants of the study. This instrument was considered appropriate in this study because it enabled the researcher to yield highest cooperation and lowest refusal rates; it offers high response quality, takes advantage of interviewer presence and its multi-method data collection (Katamba & Nsubuga, 2014). The guide comprised of open ended questions intending to answer the main research objectives as well stated in chapter one of this proposal. The interview method was preferred because it was more natural and qualitative. It also involved meeting respondents face-to-face and collecting information from the selected participants. Face-to-face interview was a data collection method when the interviewer directly communicates with the respondent in accordance with the prepared question guide. The interviews were face-to-face between the

researcher and selected participants who enhanced confidentiality and observing of non-verbal behaviors during the study. In this study, the probing interviewing tactic was used extensively to obtain a deeper explanation of the issue at hand from the respondents.

3.8.2 Focus Group Discussion Guide

Focus group discussions provides the “possibility to cross check an individual’s opinion with other opinions gathered, and the group interaction enriched the quality and quantity of the information gathered” (Katamba & Nsubuga, 2014). Focus group discussions were conducted to generate information from teachers and non-teaching staff either through having Zoom meeting or face-to-face discussion. Three FGDs were conducted and each FGD comprised of fifteen (15) participants, i.e two FGDs for teachers and one for non-teaching staff. Each FGD took between 45-60 minutes. This method was employed so as to get complete and detailed understanding of the issues from the respondents through follow-ups or probing questions and clarifications.

3.9 Procedure for Data Collection

The principal investigator or researcher got clearance from the Uganda Christian University Ethical Research Committee as well as School of Business of Uganda Christian University (UCU) to conduct the research study. Such a letter of permission was obtained in order for the researcher to carry out the research study. The researcher made an appointment with school directors or head-teachers to schedule for the interview. The interviews were conducted after assuring the participants confidentiality of their information. More so, consent was also obtained from the respondents and this eventually enhanced confidentiality of the research which automatically increased their involvement and participation in this study. In some cases, respondents were given written consent before getting involved/participating; and confidentiality and anonymity was also emphasized at every

research study stage. The introductory section of the interview schedule further informed participants that accepting to participate in interviews indicated consent; and that they (respondents) had the option to withdraw from this study at any point in the research. In other words, participation was also voluntary. Respondents were allowed to withdraw from the research at any stage if they wish to, without having to give any reason to anybody. In addition, the purpose and methods for the study was well explained to the potential participants, who provided consent prior to participating.

3.10 Data Presentation and Analysis

Data was purely analyzed qualitatively. Qualitative data was analyzed using thematic and content analysis. The participants' views were quoted verbatim to give their actual feeling about the issues that was raised. Data was analyzed manually by categorizing data in themes. People's responses were directly quoted. This was further presented according to study themes; thematically following the chronology of the research objectives. Data analysis further involved translating spoken word and observed actions into text through transcribing interviews and typing up observation notes. At the end of each day, field notes were transcribed.

3.11 Ethical Considerations and Approvals

The researcher followed a number of guidelines in research.

3.11.1 Ethical Consideration

Ethical clearance was sought from Uganda Christian University Research Ethical Committee as well as School of Business of Uganda Christian University to conduct research. Permission to carry out the study in Kinaawa High School, Kawempe was sought from the Director/head-teacher. Informed consent form (Appendix II) 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 the right to either accept or reject to participate in the interview or FGDs.

3.11.2 Consent and Honesty

Before data collection, respondents were asked to give their willingness to participate into the study. The consent form was developed and availed to the respondents before they took part in data collection. This gave respondents a chance to either objection or accepts and the researcher honored the decisions of the respondent. The investigator ensured that the consent of the respondents to ensure voluntary participation in the study. The choice to participate in the study or not were made after thorough explanation of the purpose of the study by the investigator. The researcher tried to maintain honesty in this research process. Honest in reporting data, results, methods and procedures, and publication status whether published or not were observed. The researcher did not fabricate, falsify, or misrepresent data.

3.11.3 Confidentiality

Confidentiality of respondents was kept. Investigator protected the confidentiality of the information was provided for the success of this research. Respondents were not required to reveal their names nor put their contacts on the tool. Identification numbers like A, B, & C were used instead of their names to avoid information given being traced and know the particular respondent. As this research involved a lot privacy of the person, in order to obtain reliable and valid data, the researcher maximized confidentiality. Data gathered was used only for the purpose of this study and nothing else.

3.11.4 Anonymity

The research procedures were explained to all the respondents before they took part in the research; and their informed consent was obtained. To ensure anonymity of the respondents, the investigator gave respondents codes or numbers that are known to the researcher only to ensure that the information given by the respondents cannot be easily linked to them by a third party. Personal bias was avoided during the entire study that is to say, during interviews, data analysis and reporting.

3.11.5 Plagiarism

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

3.11.6 Deception

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

3.12 Methodological Constraints

The researcher met un-co-operative participants who were unwilling to give relevant information. However, this was sorted by the investigators through showing and giving them a copy of an introductory/authorization letter and promising them that the relevant information given was confidential.

Testing: The use of research assistants brought in consistency in the administration and conducting interviews in terms of time of administration, understanding of the items in the FGD and interview schedule and explanations given to the respondents. To minimize this

threat, the research assistants were oriented and briefed on the procedures followed in data collection.

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

Limited funds and time constraints: This limited the intensity of the spread or area of coverage of the study. This was solved by the researcher through borrowing funds from friends and family members. In addition to the above, the researcher made sure; he followed the scheduled work plan.

3.13 Dissemination of Results

The study report was submitted to the School of Business and Uganda Christian University library after being approved by the researcher's supervisor. The researcher also disseminated the report findings with a copy to Library of Kinaawa High School, a copy to Kaweepe division, a copy to Ham Mukasa library at Uganda Christian University, and a copy shall be retained by the researcher.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

4.0 Introduction

This chapter is detailed with data presentation, analysis and interpretation of results, as well as gave detailed discussion of results. The study findings are presented, following the study objectives namely; finding out the effect of intrinsic motivators on teachers' performance in Kinaawa High School, finding out the effect of extrinsic motivators on teachers' performance in Kinaawa High school, and ascertaining the challenges Kinaawa High School faces in motivating teachers to perform better in the school assignments.

The study presents interview results obtained to explain qualitatively about the effect of motivation and the performance of teachers in Kinaawa High School in form of quotations and narrative statements as per respondents' views in regard to each objective of the study. The chapter also presents the response rate, which shows the actual number of respondents that participated in the study.

4.1 Response Rate

Fifty-two (52) participants were interviewed. The response rate for interviews was 100%. Therefore, it presents adequate, accurate, valid and reliable data on the study variables in Kinaawa High School, thus the study gave generalized results. This response rate is above the 70% response rate as recommended by the Guttmacher Institute (2006) for a study to be considered as one with satisfactory results. The high response rate is attributed to the well-designed and planned interview times, the study topic and the enthusiasm of the researcher which aroused the interest and positive attitude of the respondents.

4.2 Background Information of the Participants

The background information of the participants included; age of the respondents, gender, highest education level and period worked in this school. Profiles of the respondents who participated in this research are clearly shown in Table 4.1 below:

Table 4.1: Participants' Background Information

Demographic Information		
Respondents' Age	Freq. (f)	Percent (%)
18 – 27 years	4	7.7
28-37 years	16	30.7
38-47 years	22	42.3
48 years-above	10	19.3
Total.	52	100.0
Gender of the participants	Freq. (f)	Percent (%)
Male	30	57.7
Female	22	42.3
Total.	52	100.0
Highest level of respondents' education	Freq. (f)	Percent (%)
Masters' degree	2	3.8
Bachelors' degree	44	84.6
Diploma holders	6	11.6
Total.	52	100.0
Period spent working in this school	Freq. (f)	Percent (%)
Below 5 years	8	15.4
Between 6 – 10 years	20	38.5
Between 11 – 15 years	18	34.6
Over 16 years	6	11.5
Total.	52	100.0

Source: Primary data (2024)

As shown in Table 4.1, 4 respondents (7.7%) were between 18-27 years, 16 respondents (30.7%) were between 28-37 years, while 22 respondents (42.3%) were between 38-47

years, and 10 respondents (19.3%) were from 48 years and above. This implies that those participants in the age group of 38-47 years made the majority during the research carried out in Kinaawa High School.

It can be seen in Table 4.1 above, that 52 respondents participated in this study. Out of them, 30 respondents (57.7%) were males and 22 respondents (42.3%) were females. This implies that male participants were more during the study. However, difference in numbers did not affect participation of both male and female participants in the study.

As shown in above Table 4.1, respondents varied in terms of education level. 2(3.8%) were at Masters' degree level; 44 respondents (84.6%) were at bachelors' level, while 6 respondents (11.6%) were at diploma level. These results indicate that the majority of participants were at Bachelors level of education, but every participant had reasonable knowledge on the effect of motivation on teachers' performance as their responses were appropriate and corresponded to the questions asked.

Lastly, the majority of the participants 20(38.5%) indicated they have been staying/working with school for a period between 6-10 years. Also, 18(34.6%) of the participants have indicated 11 to 15 years, 8(15.4%) indicated of below than 5 years, and only 6 (11.5%) mentioned of more than 16 years. The implication of these is that, all the participants are familiar with several ways of motivating teachers and its related consequences on teachers' performance in Kinaawa High School.

4.3 Presentation of Qualitative Results

4.3.1 Qualitative Results on Intrinsic Motivators and Teachers' Performance

The above sub heading was posed to find out the effect of intrinsic motivators on teachers' performance in Kinaawa High School, Kawempe campus.

Table 4.2: The effect of intrinsic motivators on teachers’ performance in Kinaawa High School

Thematic Area	Frequency	Percentage
Recognition of teachers raises satisfaction and motivate them to devote more of their time to work	46	88.5
Intrinsic rewards encourages teachers’ creativity and innovation	43	82.7
Teamwork encourages ability to use improvised learning materials	39	75
Collaboration of teachers raises their engagement in preparing and assessing students’ academic work	37	71.2
It allows teachers to provide constructive criticism and allows students to apply feedback	35	67.3
Intrinsic motivators raise teachers loyalty and dedication enhancing ability to complete syllabus in time	34	65.4
Intrinsic motivators inspire teachers to complete the assigned heavy workload in time	31	59.6
Intrinsic motivation involves teachers providing choice	29	55.7

Source: Primary data (2024) (n=52)

The first objective was set to find out the effect of intrinsic motivators on teachers’ performance in Kinaawa High School, Kawempe campus. Feedback from the interviews revealed that, 88.5% of the respondents mentioned that recognition of teachers raises satisfaction and motivates them to devote more of their time to work, while 15.5% of the respondents did not accept the above statement; in fact, one of the deputy head-teachers explained that;

“... when teachers get recognized for the work done, it eventually boosts their ability at work. It energizes, directs and sustains what teachers do, turning the wheels of effort and perseverance. When these teachers are properly motivated, they see teaching not as a job, but as a mission or calling. It enhances their satisfaction and motivates them

to devote more of their time to daily school activities.... (Kafero Arafat pseudo name personal communication, April, 12th 2024).”

This implies that recognition raises teachers’ satisfaction. By strategically offering praise and recognition, teachers not only validate the individual efforts of their learners but also inspire them to set and reach higher goals. It is the engine of job commitment. This nature of enthusiasm is infectious, inspiring learners to set their sights higher and push their boundaries further. This concurs with Acana (2016) who asserts that recognition help teachers see that their school values them and their contributions to the success of their team and the school overall. Teachers build a sense of security in their value to the school, motivating them to continue great work.

The study noted that 82.7% of the respondents mentioned that intrinsic rewards encourage teachers’ creativity and innovation, while, 17.3% of the respondents did not agree with the above statement under investigation. Another interviewed deputy head-teacher had these to say;

“.... when classroom teachers are well motivated through staff development; they are able to develop more skills and competency to apply modern teaching approaches. Teachers have been able to use online teaching and assessment and giving feedback to students. Such innovation and new teaching skills have enhanced the efficiency of classroom teachers to daily interact and discuss with their leaners, guide them and persuade them to concentrate on their academic studies.... (Nsereko Muhammed pseudo name personal communication, April, 14th 2024).

This implies that rewarding teachers through upgrading and other form of refresher courses motivate teachers to actively become creative, able to develop new teaching-learning techniques. Teachers have gained knowledge and skills onto the use on online teaching through teamwork and refresher courses given to them at school premises. This concurs with Anguyo (2021) who argues that head-teacher organizing fresher courses for teachers

to exchange new ideas and acquire more knowledge and skills on use of improvised advanced technology in online classes boost teachers' efficiency.

The study also revealed that teamwork encourages ability to use improvised learning materials, and this was accepted by 75% of the respondents, while 25% did not agreed with the statement. One of the interviewed participants had these to say:

“... working as a team boosts morale and ability of teachers to improvise for the required teaching-learning materials. Improvisation of locally made and unsophisticated learning materials by classroom teachers go a long way to standardize teaching/learning, promoting students' academic outcomes and improving quality of education generally. Therefore, resourceful and skillful teachers are encouraged through teamwork to improvise necessary learning materials to improve the quality of teaching and learning and also promote academic standard in this school.... (Sserugo Abdul pseudo name personal communication, April, 17th 2024).”

This implies that collaborative working environment encourage teachers require looking for improvised learning materials to achieve effective teaching-learning process. Improvisation of learning resources help classroom teachers to meet individual differences of the learners in the classroom, and this is by use of learning resources that appeal to different individuals to supplement verbal explanation of concepts. This concurs with Aboho (2018) who asserted that best way for class teachers to make use of their manipulative skills is to improvise so as to achieve their lesson objectives at least to a reasonable extent, and this can be achieved with colleagues giving adequate support to teachers.

The study further revealed that collaboration of teachers raises their engagement in preparing and assessing students' academic work, and this was mentioned by 71.2% of the respondents, whereas only 28.8% did not agree. One of the interviewed participants had these to say:

“... when teachers collaborate, they are able to learn from each other, share best practices and gain new perspectives. This collaborative environment provides

opportunities for reflection, feedback and commitment as teachers strive to improve their instructional strategies, assessment and preparations.... (Nsereko Muhammed pseudo name personal communication, April, 14th 2024).”

This implies that teacher collaboration build the skill and knowledge base among teachers in a school, and other form of professional network, adding value to the education students receive. Most importantly, Atwebembeire, Musaazi, Namubiru&Malunda (2018) argue that teacher collaboration is crucial to school improvement and must be part of the regular work of teachers and administrators while actually implementing teacher recommendations. These help teachers to test the newly adapted lesson with their students and report back to the group with the results. This has created a reflective process of building and evaluating lessons.

In interviews, 67.3% of the respondents revealed that intrinsic motivators allow teachers to provide constructive criticism and allows students to apply feedback, while, 32.7% did not agree with the statement; in fact, one of the class teachers explained that;

....it provides teachers with feedback that fosters growth. Thus, effective, actionable feedback and ultimately leads to stronger classroom efficiency. Providing students with feedback is not about criticism but rather about fostering academic concentration, improving teaching-learning methodologies, and ultimately enhancing the quality of academic results..... (Mubiru Shaban pseudo name personal communication, April, 7th 2024).

This implies that feedback is fundamental to any growth-oriented system. Class teachers derive immense value from receiving feedback on their teaching practices. Giving students’ feedback is essential and contributes to the overall students’ academic outcomes. Feedback helpsteachers to identify areas where they excel and aspects that need refinement. In other words, by acknowledging their strengths and recognizing areas for growth, teachers can fine-tune their teaching methods and consistently strive for excellence as ascertained by Chong & Talita (2021).

Additionally, 65.4% of the respondents also revealed that intrinsic motivators raise teachers' loyalty and dedication enhancing ability to complete syllabus in time, while, 34.6% did not agree with the above stated idea under investigation. One of the interviewed class teachers had these to say:

“...in our school, some are some occasions where teachers receive rewards for doing their job perfectly, leading them to become more loyal than those teachers with no such rewards, recognition or any other form of motivation. Such teachers are also likely to work longer for the school and work with greater dedication. They are always the first individuals to complete the academic syllabus, which eventually encourages their colleagues to work harder...”(Kajubi Shafik pseudo name personal communication, April, 7th 2024).

This implies that with intrinsic motivators, teachers tend to devote more of their time to work. They are able to apply most effective teaching methods so as to complete the syllabus in time. It is vital to delve into the extraordinary commitment of teachers, the challenges they experience at schools and the need to appreciate their invaluable contributions. This concurs with Ssempala (2023) who opines that in the realm of education, there exists a group of remarkable individuals who possess an unyielding passion for their profession. They are unsung heroes, the catalysts for change, and the champions of knowledge. These individuals are teachers, and their dedication often goes beyond the boundaries of what is expected. However, it is essential to recognize that their passion should not be misconstrued as blind loyalty.

In interviews, it was revealed by 59.6% of the respondents that intrinsic motivators inspire teachers to complete the assigned heavy workload in time, while, 40.4% of the respondents did not agree with the above statement; in fact, one of the directors of school explained that;

“... intrinsic motivator is the key to success in education sector, and it empowers a teacher to work with an affection that contributes to the accomplishment of hierarchical objectives. It drives teachers to be pleased or motivated to achieve

exceptional performance. Correspondingly, the teachers' positive behavior related to teaching increases their level of understanding and interest, eventually improving their job performance....” (Higenyi Ramazan pseudo name personal communication, April, 7th 2024).

This implies that intrinsic motivator drives individuals to move toward accomplishing a goal. It is the key to success for every secondary school and empowers a teacher to work with an affection that contributes to accomplishing hierarchal objectives. This concurs with Fabiyi (2020) asserts that when teachers are recognized, motivated and encouraged by his/her immediate supervisors, it motivates them to work harder, thus able to complete the assigned workload within the shortest time possible.

Lastly, in interviews, 55.7% of the respondents revealed that intrinsic motivation involves teachers providing choice, while, 44.3% of the respondents did not agree with the statement under investigations; in fact, the director of studies explained that;

“...it involves class teachers providing choice, enabling learners to set goals and investigate their academic interests as well as curiosities. Thus, therefore, learners are able to connect to the subject content and engage in learning. Teachers can use intrinsic motivation to create a personalized learning experience that meets the needs of each learner...” (Sserugo Abdul pseudo name personal communication, April, 7th 2024).

This implies that by recognizing and valuing the unique abilities and strengths of individual learners and creating a positive and inclusive classroom environment, teachers can help all learners thrive. This is in agreement with Kyatuka (2022) who argued that providing choice in the classroom is a good way in order to increase learners' intrinsic motivation. Teachers can also increase learner mastery by giving learners time to apply and learn from feedback through reflection.

4.3.2 Qualitative Results on the Extrinsic Motivators and Teachers' Performance

The above sub heading was posed to find out the effect of extrinsic motivators on teachers' performance in Kinaawa High School, Kawempe campus.

Table 4.3: The effect of extrinsic motivators on teachers' performance in Kinaawa High School

Thematic Area	Frequency	Percentage
Performance appraisal encourages teachers to have timely preparation	49	94.2
Job rotation enhances equip teachers with mote teaching skills	46	88.5
Overtime allowances encourages teachers to devote more time to teaching-learning process	43	82.7
Public praise motivates teachers to get satisfied at work	40	76.9
Reward at the end of their hard work make teachers to maintain focus and input their best efforts.	37	71.2
Commission or reward motivates teachers to complete academic tasks because of the benefits provided upon completion.	36	69.3
Promotion of teachers encourages them to devote more of their time to academic work	33	63.5

Source: Primary data (2024)

The second objective was set to find out the effect of extrinsic motivators on teachers' performance in Kinaawa High School. Feedback from the interviews revealed that performance appraisal encourages teachers to have timely preparation, and this was accepted by 94.2% of the respondents while 5.25 of the respondents did not mentioned the above stated idea under investigation; in fact, one of the deputy head-teachers explained that;

“..... conducting regular performance appraisal motivates teachers to conduct timely preparation and assessment. It guides improvement of teaching skills, to recognize and reinforce teaching excellence, to help classroom teachers focus on learner outcomes, and to plan in service education activities. Correspondingly, performance appraisal helps school evaluate how well teachers perform their job duties and where teachers can improve to more closely align with school’s overall mission....” (Kafero Arafat pseudo name personal communication, April, 12th 2024).

This implies that performance appraisal motivates teachers to engage in authentic professional learning, resulting in higher levels of learning for all learners. Collaborative inquiry, analysis, and reflection are central to quality professional learning among teachers. The teacher performance appraisal includes performance rubrics designed to guide self-assessment and reflection based on professional practices. The teacher performance appraisal is based on several performance standards of teaching, students’ knowledge, knowledge of content and planning, instructional delivery, safe and effective learning environment, assessment of learners as well as students’ academic progress as ascertained by Altinyelken (2020).

The results show that 88.5% of the respondents mentioned that job rotation equips teachers with mote teaching skills, while, 11.5% respondents disagreed. One of the deputy head-teachers had these to say;

“.... job rotation in school eliminates boredom, promotes career development, increased teacher satisfaction and experience. Rotating jobs can provide teachers with fresh new opportunities and responsibilities. It highlights teachers’ strengths; it is worth noting that job rotation specifically identifies what class can teacher teach best. Rotating the role may put teachers in a position or class that suits them better than the previous one....” (Nsereko Muhammed pseudo name personal communication, April, 14th 2024).

This implies that job rotation for teachers and their fellow worker's new skills and as a result, sends a message that the school encourages professional development. If a teacher feels like this is a core value of the school they work for, then, they might be more aligned with the school culture and not feel the need to move. This concurs with Babirye (2021) who asserted that students avoid getting bored with the same teacher. Even though, all teachers follow the same curriculum, new teacher brings a new style, a different accent and a different sense of humor.

The study revealed that 82.7% of the respondents accepted that overtime allowances encourage teachers to devote more time to teaching-learning process, whereas, only 17.3% disagreed with the above statement; in fact, one of the teachers explained that;

“..... overtime allowances encourage teachers to become more flexible and develop ability to deal with bottlenecks like teacher shortage and conduct remedial lessons. It allows school leaders to quickly respond to short-term variations in workload or staffing while only having to pay for the time needed....” (Ssenyonyi Sadak pseudo name personal communication, April, 7th 2024).

This implies that overtime offers school leaders critical flexibility in staffing, while teachers can benefit from additional payment for the additional time worked out. But while overtime is commonly used across the school, in practice it's not always clear who is entitled to overtime pay and how this should be calculated as ascertained by Chong & Talita (2021).

The study further revealed that 76.9% of the respondents mentioned that public praise motivates teachers to get satisfied at work, while, 23.1% did not accept the above stated idea under investigation. The interviewed head-teacher had this to say;

“.... the interesting fact is that many different departments in our school have varying cultures when it comes to praising teachers and rewarding impressive performance. Praising teachers publically either in staffroom or any function within school premises, motivate that particular teachers and colleagues to work even more-harder. Someone feel satisfied with the service he/she is providing, thus

leading to high job commitment....” (Nuhu Mbogo Kalema pseudo name personal communication, April, 7th 2024).

This implies that public praises like a higher paycheck make teachers more committed at work. Therefore, praising teachers make them feel valued and they shall become happier and more productive. This concurs with Kawemba (2020) who argues that receiving regular praise increase teachers’ individual productivity, engagement among their colleagues, receive higher loyalty and satisfaction scores. There is nothing better than knowing that your efforts are appreciated. It is great to have your efforts recognized not only a one-to-one level but in front of others. Public praise can be quick and easy and is a great way to spread appreciation, motivation and boost engagement.

The study also revealed that 71.2% of the respondents mentioned that reward at the end of their hard work make teachers to maintain focus and input their best efforts, while, 28.8% of the respondents did not agree; in fact, one of the directors of studies explained that;

“.... rewarding teachers for their hand work through recognition and other form of rewards can be a fine line to walk at times. Some teachers may be uncomfortable in the spotlight, particularly if the attention comes from school administration. However, rewarding teachers properly creates an atmosphere of encouragement and recognition for the classroom teachers..... ” (Ssepebwa Asman pseudo name personal communication, April, 7th 2024).

This implies that becoming a school teacher is a journey that leads to a rewarding and fulfilling career. When teachers are properly rewarded, they devote more of their time to work. They are more involved in teaching learning processes especially assessment and remedial lessons. They are able to give more time to students, to handle individual academic differences as ascertained by Kyatuka (2022).

More so, the study revealed that 69.3 of the respondents mentioned that commission or reward motivates teachers to complete academic tasks because of the benefits provided upon completion, while, only 30.7% of the respondents did not agree with the stated idea. One of the interviewed participants had this to say;

“...when teachers are promised rewards after the completion of academic tasks assigned to them, their morale to work enhanced expecting to get the reward. This eventually promotes teachers’ ability and commitment at their places of work. They devote more of their time to syllabus completion, helping students with academic concerns, and marking exercise books or conducting assessment as well as promoting class discussions..... ” (Higenyi Ramazan pseudo name personal communication, April, 7th 2024).

This implies that rewards improve teachers’ commitment and motivate them to stay and excel in their jobs. Teachers tend to devote more of their time when they expect to be rewarded in return. For instance, allowance given to teachers for conducting remedial lessons or supervision students during prep-time, motivate teachers to become more effective. This is in agreement with Kyesimira (2021) who argued that teachers’ rewards and bonuses are monetary rewards that are linked to specific performance criteria, such as student achievement, teacher evaluation or school improvement. These rewards aim to attract, retain, and motivate classroom teachers who are effective, committed and innovative.

Lastly, it was revealed that promotion of teachers encourages them to devote more of their time to academic work, and this was accepted by 63.5% of the respondents. One of the interviewed key informants noted that:

“...promotion of teachers is one of the reinforces of the reward system to help motivating teachers. Promotion increases teachers’ satisfaction and morale by recognizing their efforts, enhancing teacher professionalism and autonomy by encouraging them to pursue their own goals and standards, fostering teacher

commitment and learning through a culture of feedback and support, as well as improving teachers' recruitment and retention by making the profession more competitive and appealing..." (Kafero Arafat pseudo name personal communication, April, 12th 2024).

From a motivation perspective, if rewards are allocated only on non-performance factors such as seniority, job title or across the board pay raises, teachers are likely to reduce their efforts. As stated by the Bahr (2018a), in a hierarchy using promotion solely as a reward for good performance, teachers tend to rise to their level of competence because good performance in one job is no guarantee of good performance in another. This easily explains why the pay for performance programs or compensation plans are gaining in popularity in schools now-a-days.

It was finally revealed that when intrinsically motivated, teachers engage in activities that interest them, and they do so freely, with a full sense of volition and without the necessity of material rewards or constraints. Teachers who are intrinsically motivated feel that they are doing an activity because they have chosen to do so voluntarily and because the activity represents a challenge to their existing competencies and require them to use their creative capabilities. This kind of motivation is considered to be highly self-determined in the sense that the reason for doing the activity is linked solely to the individual's positive feelings while performing the task.

4.3.3 Qualitative Results on the Challenges Kinaawa High School faces in Motivating Teachers to Perform Better

The above sub heading was posed to ascertain the challenges Kinaawa High School faces in motivating teachers to perform better in the school assignments.

Table 4.3: The challenges Kinaawa High School faces in motivating teachers to perform better in the school assignments

Thematic Area	Frequency	Percentage
Financial resources	45	86.5
Weak school administration	41	78.8
Stakeholders' collaboration	37	71.2
Lack of autonomy	34	65.4
Student-teacher ratio	31	59.6
Limited teamwork	27	51.9
Working conditions limited teachers' motivation	23	44.3

Source: Primary data (2024)

The third objective was set to ascertain the challenges Kinaawa High School faces in motivating teachers to perform better in the school assignments. Feedback from the interviews revealed that financial resources have remained a challenge to having proper teachers' motivation in Kinaawa High School, and this was accepted by 86.5% of the respondents, while 13.5% of the respondents disagreed with the statement; in fact one of the deputy head-teachers explained that;

“..... the main source of financial resources for this school is mainly school fees. Little is honestly paid by these students, which mainly are used for the priority areas especially buying textbooks, and other instructional materials. In most cases, a lot of financial resource shave been diverted to feeding of students, and this has been as a result of increasing food prices in the market. The school always have inadequate financial base to adequately cater for the motivation of classroom teachers....”
(Kafero Arafat pseudo name personal communication, April, 12th 2024).

This implies that Kinaawa High School experience issue of limited budgeting for teachers' motivation, and this could be as a result of inadequate financial base to cater for the planned school planned activities. Extra motivation of teachers gets little money planned for that purpose. This concurs with Ssempala(2023) who argue that limited financial resources have

several effects. Schools with scarce financial resources tend to focus on urgent needs and engage in more discretionary spending, borrowing, and investing.

The results show that 78.8% of the respondents mentioned that weak school administration has remained a challenge to having proper teachers' motivation in Kinaawa High School, while, 21.2% of the respondents disagreed with the statement. One of the deputy head-teachers had these to say;

“.... motivation of teachers has remained characterized by gaps, and this has been attributed to weaknesses in school administration. If a teacher is motivated, they shall work harder to achieve good results whilst giving learners the impression that they are interested and care about what they do. This is better for their learners and for the reputation of the school. However, lack of streamlined school administration limits the motivation of teachers....”(Nsereko Muhammed pseudo name personal communication, April, 14th 2024).

This implies that weak school administration drives school teachers to be pleased or motivated to achieve exceptional performance. School administration lack ability to provide adequate resources like bonuses, rewards, good communication, moral support, and an increment in salaries to ensure quality learning environment. This is in agreement with Okenyi (2021) who argued that school administrators lack motivation strategy; yet, motivation is the key success in secondary schools, and it empowers a teacher to work with an affection that contributes to the accomplishment of hierarchical objectives.

The study revealed that 71.2% of the respondents mentioned that stakeholders' collaboration have remained a challenge to having proper teachers' motivation in Kinaawa High School, while, only 28.8% of the respondents disagreed with the stated idea under investigations; a head teachers explained that;

“..... school experience lack of stakeholder collaboration. School stakeholders do not adequately coordinate and collaborate as a team to mobilize resources for motivation of teachers. They rarely seat together to harmonize on the issues at hand especially mobilization of financial resources to cater for the motivation gaps in school....” (Kafero Arafat pseudo name personal communication, April, 12th 2024). This implies that lack of school stakeholders’ collaboration with the school, limit their ability to mobilize financial resources, skills and knowledge concerning motivation of teachers. This is in agreement with Ssali (2021) who argued that there are several entities that serve as stakeholders in school. All of them have some type of interest in the education priorities, and when they don’t coordinate, the goal of motivating teachers shall not be achieved. More factors ranging from lack of knowledge and poor management undermine stakeholder collaboration.

The study further revealed that 65.4% of the respondents mentioned that lack of autonomy has remained a challenge to having proper teachers’ motivation inKinaawa High School; while, 34.6% of the respondents disagreed with the statement. The interviewed head-teacher had this to say;

“.... controlling leadership style hinders teachers’ autonomous motivation. Head teachers should articulate a clear vision, consider teachers’ individual needs and aspirations, inspire and support professional development activities, including motivation of teachers. The school directors have the final say on the motivation of teaching staff, limiting teachers to take part in participatory decision making....” (Mubiru Shaban pseudo name personal communication, April, 7th 2024).

This implies that autonomy is closely linked to teachers’ motivation. Autonomy enables teachers to use their decision making skills and professionalism by taking into account different perspectives. In line with the above, Nzowa (2020) found that working autonomy affects teachers’ motivation. Educators with teachers’ autonomy know why they do what they do and convey this understanding to others.

The study also revealed that 59.6% of the respondents mentioned that student-teacher ratio has remained a challenge to having proper teachers' motivation in Kinaawa High School, while, 40.4% of the respondents did not agree with the stated statement; one of the directors of studies explained that;

“... with increasing enrolment of learners, the ratio of student-teacher has remained high. This indicating that teachers cannot be effectively motivated to handle the rising number of learners. Students are too many per class to be taught by one teacher. The ratio of 80:1 (student: teacher) is extremely too high for a teachers to effectively handle individual students' academic differences, limiting teachers ability and motivation at work.....” (Higenyi Ramazan pseudo name personal communication, April, 7th 2024).

This implies that the ratio is often used as a proxy for class size, although several factors can lead to class size varying independently of student-teacher ratio, and vice versa. Large class size has remained a big challenge to proper motivation of teachers. This concurs with Nimurugi (2020) who argued that student-teacher ratios vary widely among developing countries. Teachers have no ability to effectively concentrate and handle individual' learners' academic differences. This limits their motivation and ability to within school premises.

More so, the study revealed that 51.9% of the respondents mentioned that limited teamwork has remained a challenge to having proper teachers' motivation in Kinaawa High School, whereas, 48.1% of the respondents disagreed with the above statement. One of the interviewed participants had these to say;

“... limited teamwork undermines motivation of teachers. Lack of teamwork and collaboration among school stakeholders limit their influence and coordination to work together to achieve the common goal, none other than motivating teaching staff. A lack of teamwork suggests teachers don't feel as though their colleagues contribute equally. Thus, efficiency and productivity drop off sharply, and

collaboration is next to impossible...” (Kafero Ali pseudo name personal communication, April, 3rd 2024).

This implies that team work, internal administration and leadership largely determine the nature of the school environment. Limited teamwork among school leaders limits the ability to effectively motivate teaching staff. This is in agreement with Nampa (2022) who argued that motivating teachers in a school is essential because it encourages individual behavior and actions regarding perceived goals; and this can be attained with teamwork. The presence of team spirit among school stakeholders plays a vital role in schools’ move toward success, including motivating of teachers. Without teamwork, teaching is an individual activity that often leads to negative outcomes for teachers and students.

Lastly, it was revealed that 44.3% of the respondents that working conditions have remained a challenge to having proper teachers’ motivation in Kinaawa High School; while, majority (55.7%) of the respondents did not mentioned the above statement. One of the interviewed key informants noted that:

“...teachers’ working conditions may be explained as the necessary atmosphere created for teachers at the workplace to motivate them to greater performance. to me, teachers working conditions include classroom space, and appropriate class size numbers, electricity, availability of enough furniture and teaching and learning materials. Teachers’ working conditions also include competitive remuneration, the opportunity to participate in decision making as well as having access to descent housing, motivate teachers in school...” (Nakakeeto Amina pseudo name personal communication, April, 11th 2024).

This implies that when working environment is not conducive, motivation of classroom teachers remains a challenge. Inappropriate school environment limits teachers’ ability to effectively work and boost their morale at work place. In view of the above explanation, Nkata (2023) has noted that working conditions have a significant influence on teacher morale and motivations well as their classroom performance.

Lastly, the study revealed that teachers play an important role in the development of human capital by nurturing and building the intellectual capacity of students. Teachers' motivation appears crucial because it predicts not only teachers' engagement and wellbeing but also students' outcomes such as engagement. It is clearly noticed that teachers in private secondary schools are faced with array of challenges constricting the drive towards equipping students with the appropriate practical skills as a result of dwindling motivation.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMEDATIONS

5.0 Introduction

This chapter therefore contains the summary of findings, conclusion and recommendations of the study. These follow the sequence of research questions as developed from the research objectives. The areas for further study are equally presented in this chapter.

5.1 Summary of Findings

A teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. On the other hand, an extrinsically motivated teacher's may perform the activity/duty in order to obtain some reward such as salary. Teachers' extrinsic motivation had also strong and significant positive effects on their intrinsic motivation. Therefore, the school director's should be to enhance the intrinsic motivation for teachers to teach effectively and at the same time, to supply some extrinsic rewards. Extrinsic motivation, in contrast to intrinsic motivation, requires an instrumentality between the and some separable consequences such as tangible or verbal rewards, so satisfaction comes not from the activity itself but rather from the extrinsic consequences to which the activity leads. That is, the behaviour is not performed for its own sake, but instead to receive a reward or to avoid some punishment once the behaviour has ended. Initial conceptualizations viewed intrinsic and extrinsic motivation as being invariantly antagonistic. Intrinsic motivation was considered self-determined, whereas extrinsic motivation was thought to reflect a lack of self-determination.

5.2 Conclusions

From the findings in chapter four, the following conclusions were drawn.

Reference to objective one, it is concluded that recognition of teachers raises satisfaction and motivate them to devote more of their time to work, intrinsic rewards encourages teachers' creativity and innovation, teamwork encourages ability to use improvised learning materials, and collaboration of teachers raises their engagement in preparing and assessing students' academic work; these are the major effect of intrinsic motivators on teachers' performance in Kinaawa High School.

Reference to objective two, it concluded that performance appraisal encourages teachers to have timely preparation, job rotation enhances equip teachers with mote teaching skills, overtime allowances encourages teachers to devote more time to teaching-learning process, public praise motivates teachers to get satisfied at work, and reward at the end of their hard work make teachers to maintain focus and input their best efforts; and these are the major effects of extrinsic motivators on teachers' performance in Kinaawa High School.

Basing on the objective three, it is concluded that financial resources, weak school administration, stakeholders' collaboration, lack of autonomy and limited teamwork, these are the major challenges Kinaawa High School faces in motivating teachers to perform better in the school assignments.

5.3 Recommendations

From the findings of the study, the following recommendations were made;

The study recommends that there is for private 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 recommends that the school administrators should be a streamlined motivation strategy ensuring that problems related to motivation of teachers are dealt with speedily and effectively.

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

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

5.4 Areas of Further Research

The researcher carried this study in order to examine the "Motivation and Teachers' Performance in Private Secondary Schools in Central Buganda: A Case of Kinaawa High School, Kawempe Division, Wakiso District", but the study was not exhaustive owing to constraints in terms of scope, time and finance. Further research is therefore needed in areas such as: -

1. Choice experiment, ANOVA, regression model and Pearson's' Correlation can be used instead of Thematic Content Analysis in a further study.
2. The Effect of Work Environment on Teachers' Performance in Selected Private Secondary Schools in Uganda.
3. The Effect of Continuous Staff Development on Teachers' Performance in Selected Private Secondary Schools in Uganda.
4. Need for a comparative study about the motivation and teachers' performance in Private Secondary Schools in other parts of Uganda, so as to compare with the results got from Kinaawa High School, Kawempe Division, Wakiso District and have a better ground for recommendation.

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APPENDICES

APPENDIX 1: SAMPLE SIZE DETERMINATION TABLE

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

APPENDIX 11: INFORMED CONCENT FORM

TOPIC: MOTIVATION AND TEACHERS’ PERFORMANCE IN PRIVATE SECONDARY SCHOOLS IN CENRAL BUGANDA, UGANDA: A CASE OF KINAAWA HIGH SCHOOL, KAWEMPE DIVISION, WAKISO DISTRICT

I..... have agreed to take part in the study of “Motivation and Teachers’ Performance in Private Secondary Schools in Central Buganda, Uganda: A Case of Kinaawa High School, Kawempe Division, Wakiso District”.I have understood the purpose and the methods to be used in the study and agreed without being coarsed or forced.

Confidentiality: Your answers will be taken generally as a contribution from one member of the participants. The answers will be treated in confidence and used for purposes of this study only. It is not necessary that you give your name and nobody will be allowed access to the questionnaires used as they will be immediately collected and kept by the principal investigator only.

Voluntary Consent: You are free to choose whether you should take part in this study or not. You will not be persecuted in any way for declining to take part in the study neither will it affect you at work place. We shall only proceed beyond this point if you accept to take part in the study. You are also free to stop at any stage of the study if you feel uncomfortable. If you have any questions about the study now or at any time during the study, you may contact the principal investigator: Muhammed Ali, on Telephone -----

Consent Statement: I have been informed about the study on the “Motivation and Teachers’ Performance in Private Secondary Schools in Central Buganda, Uganda: A Case of Kinaawa High School, Kawempe Division, Wakiso District”.The purpose and nature of the study, the benefits and risks have been explained to me. I have been informed that the information given will be kept

confidential and that participation in the study is voluntary and that no consequences will result if I refuse to participate or withdraw from the study.

Sign : ----- Date : -----

Or thumb print :----- Date :-----

3. Are there challenges (like attitude to work, financial constraints, inappropriate feeding etc) to be affecting teachers' motivation to perform better in your school?

b). If yes, explain how?

4. How best do you want motivation of teachers to be improved?

5. How best do you want the performance of teachers to be improved?

Thank you for your Co-operation

4. How best do you want motivation of teachers to be improved?

5. How best do you want the performance of teachers to be improved?

Thank you for your Co-operation

APPENDIX V: INTRODUCTORY LETTER



**UGANDA CHRISTIAN
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

September 18th, 2023

To Whom It May Concern;

Dear Sir/Madam,

RE: STUDENT RESEARCH AND PROJECT WORK

**NAME: SERUGO Muhamad Ali
ACCESS NUMBER: A91471
REGISTRATION NUMBER: RS20M02/010**

The above named is a student of Master of Arts in Organizational Leadership and Management (UG-UCU-22 cohort) at Uganda Christian University with the School of Business during the second year of study.

Besides attendance of theory lectures, the student is required to demonstrate abilities in applying the acquired knowledge by conducting a research and writing a project paper on a Leadership problem/situation in Uganda.

The research topic:

By this letter, we are requesting you to assist the student herewith and avail the information requested or participate in surveys.

Your participation will be greatly appreciated.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Magoba Dorcas'.

**Magoba Dorcas
Coordinator, Master of Arts in Organizational Leadership and Management
UCU, School of Business**

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P.O. Box 4, Mukono, Uganda. Plot 67-173, Bishop Tucker Road, Mukono Hill, Tel: +256 (0) 312 355 0800, Web: www.ucu.ac.ug
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