

**MOTIVATION AND TEACHERS' PERFORMANCE IN GOVERNMENT AIDED
PRIMARY SCHOOLS: A STUDY OF LABONGO LAYAMO SUB-COUNTY-
KITGUM DISTRICT**

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DECLARATION

I, the undersigned do declare that this dissertation is my original work and has never been published and submitted to any other University or institution of higher learning for an academic award or degree before. The dissertation is the result of my own work and where other people's works were cited, they were duly acknowledged.

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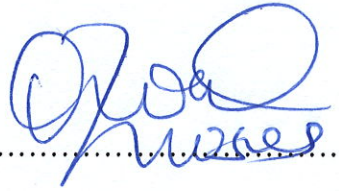
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APPROVAL

This is to certify that this dissertation has been submitted for examination in partial fulfillment of the requirements for the award of the Degree of Master in Business Administration (MBA) with our approval as the candidate's supervisors.

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DEDICATION

I dedicate this dissertation to my beloved mother, Mrs. Grace Oryem and the special thanks goes to my beloved husband, Mr. Okello Aldo Frank and children, Charity, Emma, Emily, Edinah and Erin for their love, patience, encouragement, and unwavering support throughout my studies. Their understanding and sacrifices gave me the strength to remain focused and committed to completing this work. May this achievement serve as a source of inspiration to my children and a reflection of the value of education, perseverance, and determination.

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LIST OF ABBREVIATIONS/ACRONYMS

AIDs:	Acquired Immune Deficiency Syndrome.
MoES:	Ministry of Education and Sports.
NASPTSU:	National Survey on Primary Teachers Satisfaction Uganda.
PTA:	Primary Teachers' Association.
SSA:	Sub Saharan Africa.
UPE:	Universal Primary Education.

ABSTRACT

Teachers' motivation has become an important issue given their responsibility to impart knowledge and skills to learners. Satisfied and motivated teachers are generally more productive and can influence students' achievement. This study examined the effect of motivation on teachers' performance in government aided primary schools in Labongo Layamo Sub-County, Kitgum District. The study was guided by the following objectives: to assess the level of motivation of teachers; to assess the level of teachers' performance; to determine the relationship between motivation and teachers' performance; and to determine the influence of contextual factors on teachers' performance. The study used a descriptive survey design with purely quantitative approach. Data was collected from the total of 92 respondents comprising of the teachers, head teachers, chairpersons' PTA from all the five-government aided primary schools in Labongo Layamo Sub-County, Kitgum District. Data was analyzed using descriptive and inferential statistics with the help of SPSS software. The study findings revealed a high level of teachers' motivation and high level of teachers' performance, though the level of remuneration as a component of motivation remained low. The study further revealed that leadership styles and responsibility have significant positive relationship with teachers' performance. Contextual factors do not have any statistically significant effect on teacher's performance. The study concludes that motivation plays crucial role in enhancing performance of teachers in Government aided primary schools. The study recommends that measures to improve teachers' performance should focus on leadership styles and responsibility as components of motivation since they have statistically significant effect on teachers' performance.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Teacher motivation has remained an important concern in education because teachers play a central role in delivering instruction, supporting learners, and creating conditions that promote effective learning. Recent studies indicate that motivated teachers are more likely to demonstrate enthusiasm, commitment, and positive engagement in their teaching responsibilities, although the relationship between teacher motivation and student outcomes may vary across contexts (Bardach & Klassen, 2021; Quispe et al., 2022). In particular, research has shown that teacher motivation is associated with teaching practices and learners' experiences, suggesting that the motivation of teachers can influence the quality of classroom interaction and instructional delivery (Bardach & Klassen, 2021; Parr et al., 2021). Teacher motivation refers to the internal and external forces that stimulate teachers to initiate, sustain, and direct their efforts towards accomplishing teaching-related goals. Quispe et al. (2022) explain that motivation influences teachers' performance by encouraging them to put effort into their responsibilities and pursue desired work outcomes.

Therefore, recognizing and understanding how and why motivating employees, is a central point for every organization is very important and is a reason why this research examined the influence of motivation on the performance of government aided primary teachers in Labongo Layamo Sub County in Kitgum District. The ensuring sections of this study deals with the background to the study, statement of the problem, the general objectives, the specific objectives, research questions or hypotheses, conceptual framework, theoretical framework, significance of the study or justification of the study, scope of the study and operational definitions.

1.1 Background of the study

1.1.1 Historical background

In the African continent, responding to today's workplace demands means among other things that organizations need to understand the preferences and needs of employees and offer more than a good paycheck (Nienaber, 2009). According to Aghazader (2003), the changing expectations of employees present various challenges to managers. (Nienaber, 2009) suggests that employees seek more meaningful and challenging opportunities, an alignment between personal and organization values as well as tolerance to individual preferences and differences. Remuneration is important to employees, but what really impacts people on a daily basis are the quality of their work experience. Most companies are not sensitive to the different needs of their employees and do not differentiate between different forms of rewards (Amstrong, 2006). Because Employees are the direct beneficiaries of rewards, their different needs and demographics should be considered before constructing a reward package. Bennell (2004) indicates that teaching has become employment of the last resort among university graduates and secondary school leavers. A study conducted in Malawi and Tanzania on motivation and performance of teachers in primary schools indicates that about one-half of junior secondary school leavers who finished school in 1990 were employed as teachers in 2001. The corresponding figure for Uganda is at 81 per cent.

In Uganda, the Ministry of Education and Sports controls the entire sector of education. Since independence in 1962, the post-primary school system has continued to expand, through service providers such as government and the private sector that have been encouraged to open up schools. Government has recommended use of distance education and opening up of learning centres which have created challenges of increased demand for education and expansion of the education system. There is growing fear that perhaps with the massive number

of teachers without commensurate expansion in facilities, learning and teaching materials may have comprised the quality of education along remuneration (Aacha, 2010).

A study carried out in Uganda by Ward et al. (2006) reveals that teachers' salaries are low and they are sometimes obliged to have a second job to sustain themselves and their families. All these, coupled with frequent delays in the payment of these salaries, lack of staff accommodation, poor or no meals for staff; tend to reinforce absenteeism, low morale and lack of commitment to work. Employers in schools in Uganda have not put standard measures upon which employees are motivated (Kagweza, 2010). Some employers have used pecuniary rewards for high levels of performance, usually defined in terms of student outcomes or teacher skills and knowledge.

There is evidence that in some schools when students perform well, the concerned teachers of the candidate classes are rewarded basing on the numbers of distinctions in a subject which may not be the case with other teachers who teach in lower classes, yet they also play a role in preparing these candidates in lower classes for the final exams (Kagweza, 2010). He further established that other individual in private schools have always been rewarded on grounds of nepotism and tribalism.

It is upon such a background that some teachers have performed reluctantly while others continue to be promoted due to their pseudo-performance. A motivational system would be deliberately created to support schools' unique human capital strategy if increased performance of teachers is to be realized (Odden & Kelly, 2002). Teachers in Kitgum district are faced with a series of complains but with the major one being lack of motivation of teachers in the primary schools. Performance in the district has been deterred by lack of motivation that has restricted and limited the teacher work effectiveness. The teachers complain of low motivation

occasioned by the low salaries, delayed payments and a general improper work environment that has frustrated the teacher's effective performance

1.1.2 Theoretical background

The main objective of this study is to establish whether motivation is related to the performance of government aided primary teachers in Uganda. This research will be guided by three motivational theories, namely; Vroom's expectancy, Herzberg's environmental (Two-Factor), and Maslow's Needs Hierarchy. Vroom's Expectancy Theory (Vroom, 1964 cited in Mullins, 2002) stipulates that an individual tendency to act or behave in a certain way depends on the valence-expectancy-instrumentality times of the expectations that act or behavior will result in a positive outcome. When for example an employee expects high remuneration, the employee is motivated to work hard.

Herzberg's Environmental Theory (Herzberg, 1923 cited in Ivancevich, Donnelly, and Gibson, 1996) stipulates that there are factors (salaries, company policies and administrative rules) in the work environment that contribute to the behaviors of workers. Herzberg asserts that management has to create a conducive working environment for workers to achieve organizational goals. Maslow's Needs Hierarchy Theory (Maslow, 1954 cited in Chandan, 1987) stipulates that, human beings are motivated by the desire to satisfy many needs (physiological, safety, social, esteem and self-actualization) which are arranged in a hierarchical manner. Maslow argues that managers have to formulate proper administrative policies for employees to perform their duties effectively. Underpinning these theories (Vroom's Expectancy, Herzberg's Two-Factor and Maslow's Needs Hierarchy) are concepts like remuneration, work environment and administrative policies, which is going to be exploited by this study in explaining teachers' motivation and performance in Labongo Layamo Sub- County. It is on the basis of these three theories that this study is proposing that

the performance of government- aided primary school teachers' in Labongo Layamo Sub County; Kitgum District could be influenced by motivational practices.

1.1.3 Conceptual background

The dependent variable in the study is teachers' performance. Goreal, (2015) defines performance as the act or process of carrying out something in fulfillment of a claim; promise or request or action of representing a character in a dramatic work. Kamwine (2004) defines teacher performance as the process through which education instructors' carry out their duties to achieve organizational goals. Mashereka, (2007) defines teacher performance as a process whereby teachers execute or carry out their work within or outside the school system satisfactorily to the extent that output when measured or seen will show desirable behaviors. In this study, teacher performance refers to teaching, supervision, evaluation and monitoring.

On the other hand, the independent variable in the study is motivation. Saleemi (1997) defines motivation as the process of satisfying the needs and motives of an individual to work effectively and efficiently for desired ends. Dale (1990 cited in Saleemi, 1997) defines motivation as an inspiration process which implies the members of a team to pull their weight effectively to give their loyalty to the group to carry out properly the tasks that they accepted and generally to play an effective part in the job that the group has under taken. Gove (1993) defines motivation as a process of stimulating the active interest of workers to perform or act as required. In this study, motivation referred to a process in which education managers and administrators provide remunerations, create a conducive working environment and create proper administrative policies for teachers to do their job.

1.1.4 Contextual background

In Uganda, the Ministry of Education and Sports controls the primary and the other levels of education. The primary school system since independence has continued to expand through service providers like the government and the private sectors who have been encouraged to open up schools throughout the country. Government has also recommended distance education and opening up learning centers (Government white paper on Education, 1992) which has resulted into increased demand for education. There is a growing fear that perhaps the massive number of teachers without commensurate expansion in facilities and teachers' morale may have compromised the quality of education under Universal Primary Education (UPE).

The National Teacher Policy 2018 and The education act 2008 has been enacted To give full effect to education policy of government functions and services by government; b) To give full effect to the decentralization of education services; c) To give full effect to the Universal Primary Education Policy of government; d) To give full effect to the Universal Post Primary Education and Training Policy of government; e) To promote partnership with the various stakeholders providing education services; f) To promote quality control of education and training; g) To promote physical education and sports in schools. these policies and regulations are implemented it enhances teachers' performance by their commitment. However, this policy is not being fully implemented created gaps in the level of performance of teachers and pupils.

Consequently, in Labongo Layamo Sub-County due to implementation gaps for example, a report by the Kitgum District Education Officer revealed that teachers were devoting less and less time to extra-curricular activities, teaching preparation, and marking. Therefore, deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), and poor professional performance have been observed in some primary schools. In view of the above situation, a study to investigate the effect of motivation on teachers'

performance in government primary schools in Labongo Layamo Sub-County, Kitgum District was deemed necessary by the researcher.

1.2 Problem Statement

In Uganda, the government in a bid to improve the education sector undertook several reforms and policies which included building and renovation of schools, procurement of instructional materials, training and hiring of teachers, fighting against teachers and pupils absenteeism, curriculum reforms and decentralization of primary education (MoES, 2014). Furthermore, substantial quality enhancement measures have been initiated which include, development of thematic curriculum for teaching and learning of literacy and numeracy in lower primary schools, regular monitoring and assessment of learning achievements of pupils, among others.

However, the government of Uganda has put in place efforts to increase monetary rewards as motivator for teachers in primary schools. For the last four consecutive years i.e. from 2015/2016 to 2018/2019 Financial Years, primary teacher salaries were increased as per their grades/ranks. For example, Grade II teachers, salary was UGX 210,000 in FY 2009/2010, in FY 2010/2011 and FY 2011/12 it was 273,000/=-, and was subsequently increased to UGX 310,000 in 2012/2013 upto date (Ministry of Public Service, Circular Standing Instructions for Financial Years, 2017/2018- 2018/2019). Government also tried to increase teacher housing so that they can live near their schools. Up to 124 houses were constructed (Kitgum District Local Government Progress Report, FY2018-2019). It was anticipated to improve PLE performance in government primary schools.

Despite all these efforts, performance of teachers in government aided primary schools is still low. Overall, PLE results for Kitgum district for the Academic year 2020 show that out of registered 2,941 pupils only 5 female and 17 male candidates got division one with Labongo Layamo Sub County failing to get a single female candidate in first grade. (Kitgum District

Education Office, 2020). This shows that there is still a problem with teachers' performance in the district. Thus, despite the district efforts to improve teacher motivation, little is known of the relationship between motivation and teachers' performance within the district. Thus, prompted a study into the effect of motivation on teachers' performance in government primary schools in Labongo Layamo Sub-County, Kitgum District.

1.3 General Objectives

The general objective of this research was to investigate the effect of motivation on teachers' performance in government aided primary schools in Labongo Layamo Sub-County, Kitgum District.

1.3.1 Specific objectives

- i. To assess the forms of teachers' motivation in Labongo Layamo Sub County, Kitgum District.
- ii. To assess the level of teachers' performance in Labongo Layamo Sub County, Kitgum District.
- iii. To determine the relationship between motivation and teachers' performance in Labongo Layamo Sub County, Kitgum District.
- iv. To determine the influence of contextual factors on the relationship between motivation and teachers' performance in Labongo Layamo Sub County, Kitgum District.

1.4 Research Questions

This study was guided by the following research questions

- i. What are the different forms of teachers' motivation in Labongo Layamo Sub County, Kitgum District?

- ii. What is the level of teacher's performance in Labongo Layamo Sub County, Kitgum District?
- iii. What is the relationship between motivation and teachers' performance in Labongo Layamo Sub County, Kitgum District?
- iv. What influence the contextual factors has on the relationship between motivation and teachers' performance in Labongo Layamo Sub County, Kitgum District

1.5 Scope of the study

1.5.1 Content scope

This study was carried out on the effect of motivation on teachers' job performance in government primary schools in Labongo Layamo Sub-County, Kitgum District. In addition, this study limited itself on some key factors of remuneration, working conditions and supervision; and then teachers' performance (timely scheming of work, lesson planning, involvement in pupils' discipline, among others) in order to achieve a thorough investigation.

1.5.2 Geographical scope

The study was conducted in Kitgum district. The district is found in northern part of Uganda bordered by Lamwo district from North, Southern Sudan from the Northeast, Kabong district on the East, Agago district from Southeast and Pader district on the Southern part. The district covers a distance of approximately 460 Kilometers (290 miles) from the capital city Kampala via Gulu City and covers an area of 3,960 square Kilometer with a population of 98,438 according to the national population Census, 2014. Kitgum District comprises of Mucwini Sub-County, Akwang Sub- County, Amida Sub- County, Lagoro Sub- County, Orom Sub- County, Kitgum Matidi Sub- County, Namokora Sub- County and Kitgum Municipality. Labongo Layamo Sub County is chosen because of its recent history as far as performance of primary aided teachers is concerned in Kitgum District.

1.5.2 Time scope

This research covered the time period running from 2015 to 2019, 4 years which was convenient to give reliable information on motivation and teachers performance in Primary Schools in Labogo Layamo Sub County in Kitgum District. The period was also enough to get good findings useful in writing the final report on the study. The researcher conducted the actual research beginning April 2021 to March 2022

1.6 Significance of the study

The study will provide the Ministry of Education and Sports (MoES) with empirical information on the motivational factors that influence teachers' performance in government-aided primary schools in Kitgum District. The findings may assist the Ministry in reviewing teacher-support policies concerning remuneration, recognition, working conditions, professional development, promotion and other forms of motivation. Evidence from Uganda indicates that financial and non-financial motivation can be associated with better educational outcomes, suggesting the importance of addressing teachers' welfare and motivation as part of efforts to improve education quality (Kakiga et al., 2024).

The findings will be useful to Kitgum District Local Government, particularly the District Education Department, in identifying motivational challenges affecting teachers in government-aided primary schools. The study may provide evidence to guide district-level interventions such as recognition of good performance, supportive supervision, professional development, improved working conditions and effective communication with teachers. This is particularly important because studies in other Ugandan districts have shown that teacher welfare and the working environment are associated with school performance (Mujuni, Mwesigye, & Tushabomwe-Kazooba, 2022).

The study may be significant to head teachers and school administrators because it will provide information on how different forms of motivation influence teachers' day-to-day performance.

The findings may help school administrators understand the importance of recognition, supportive working environments, professional development and other motivational practices.

The study may benefit teachers in government-aided primary schools by providing an opportunity for their views, experiences and motivational concerns to be documented. The findings may draw attention to factors that encourage teachers to prepare lessons, attend school regularly, use appropriate teaching methods, manage classrooms effectively, assess learners and make effective use of instructional time. By identifying areas where teachers feel inadequately motivated, the study may contribute to interventions aimed at improving teachers' working experiences and professional commitment.

The study may indirectly benefit learners because teachers' motivation and performance are important to the quality of classroom instruction. When teachers are adequately motivated, they may be more committed to lesson preparation, instructional delivery, learner assessment and classroom management. Evidence from Ugandan primary schools has demonstrated a significant relationship between teacher motivation and learners' academic performance (Kakiga et al., 2024). Therefore, improving teacher motivation in Kitgum District may contribute to better learning experiences and educational outcomes for pupils.

The study will provide education policy makers and planners with evidence that can support decisions concerning teacher motivation and performance in rural and underserved districts such as Kitgum. The findings may help inform policies on teacher welfare, deployment, professional development, recognition, supervision and retention. This is relevant because recent research in Uganda has continued to identify remuneration, working conditions and other motivational factors as important issues in understanding teacher performance. For

example, research in Alebtong District found that financial reward management was relevant to teacher performance in government-aided primary schools (Opok, Obici, & Mwesigwa, 2026).

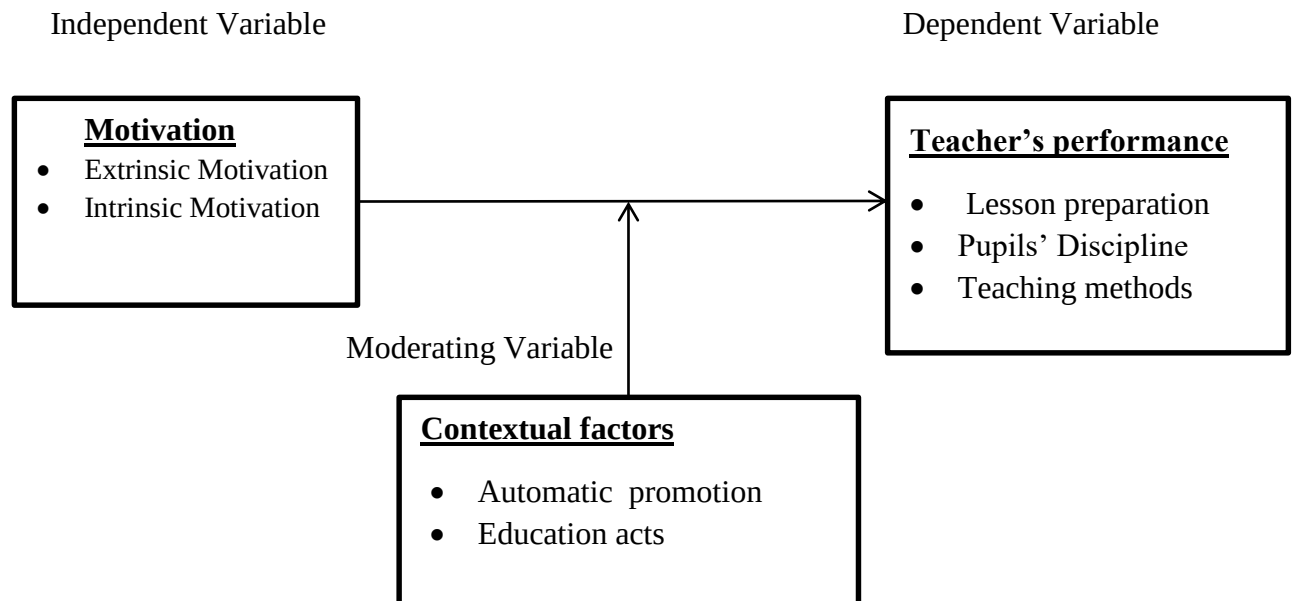
To researchers and future scholars, the study contributes to the existing body of knowledge on teacher motivation and performance, particularly within government-aided primary schools in Northern Uganda. It may serve as a reference for researchers undertaking studies on teacher motivation, teacher performance, school leadership, teacher welfare and educational outcomes. The study may also provide a basis for future research comparing teacher motivation across districts, regions, school types or different categories of teachers.

1.7 Conceptual framework

This is a model that highlights relationship that exists between various variables of the study. A conceptual framework is an interconnected set of ideas (theories) about how a particular phenomenon functions or is related to its parts. The framework serves as the basis for understanding the causal or co relational patterns of interconnections across events, ideas, observations, concepts, knowledge, interpretations and other components of experience (Marilla D. Svinicki A, 2010).

This conceptual frame work describes the relationship between motivation as an independent variable and performance of government aided primary teachers in Labongo Layamo Sub County, Kitgum District as the dependent variable. It also indicates the intervening variables (other factors) that have a direct influence on motivation and performance of primary teachers. They include teachers' commitment and qualifications among other factors.

1.8 Conceptual Framework



Source: Adopted and modified from Herzberg's (1966) two factor theory

Figure 1: Conceptual Framework on Motivation and Teachers' Performance

The framework relates motivation and teacher's performance in the following ways. The Independent Variable is extrinsic motivation that include; remuneration, working conditions and leadership styles and the intrinsic motivational factors like job satisfaction, achievement and responsibility. The Dependent Variable is Teacher's performance that consists of: adequate preparation of lessons, Discipline and pupils' management and adequate teaching methods. The intervening variable is contextual factors that consist of Education Act 2008 and the National Teacher Policy 2018. Whereby if these policies and regulations are implemented it enhances teachers' performance by their commitment.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter presents and demonstrates what is already written about the Subject under investigation. It shows the researcher's attempt to address the gaps in the existing knowledge. It involves use of text materials, internet materials, journals and general articles from newspapers. Several sources were consulted and the researcher critically analyzed and appraised the various authors for literature so far read and related to the study variables. The chapter is therefore organized into sub-themes derived from the sub variables in the conceptual framework.

2.1 Theoretical reviews

The theories of motivation adopted in this study were Vroom's Expectancy, and Herzberg's Environmental also known as Two-Factor. Vroom's Expectancy Theory (Vroom, 1964 cited in Mullins, 2002), which is based upon the assumption that people are rational beings who will try to maximize their pay off and choose an alternative that would pay them the most benefit. People assume that motivation to work is strongly determined by an individual's perception that a certain type of behavior will lead to a certain type of outcome and the individual's preference for the type of outcome. The Theory stipulates that an individual's tendency to act or behave in a certain way depends on the valence-expectancy-instrumentality times of that act or behave will result in a positive outcome.

An individual who has a particular goal must practice certain behavior to achieve it. That individual will weigh the likelihood that various behaviors will achieve the desired goals, and if certain behaviors seem to be more successful than others that behavior likely will be one the goal-seeker selects. According to Vroom (1964 cited in Mullins, 2002), under conditions of

free choice, an individual is motivated towards that activity the individual is most capable of rendering and which the individual believes has the highest probability of leading the individual to most preferred goals. The Theory proposes three determinants of motivation that influence job performance (i.e., valence, instrumentality and expectancy) as

2.1.1 Vroom's Expectancy Theory

Vroom (1964 cited in Mullins, 2002) anticipates that feelings of satisfaction should be the preferred outcome to be achieved. Performance will be determined by an individual's perceptions that a certain type of outcome and personal preference for the type of outcome. From the framework, it can be seen that each of these three components (i.e., expectancy, instrumentality and valence) has its distinct meaning. Expectancy refers to a probability estimate calculated by a person's thought processes that a particular act or work effort will produce a particular specified outcome (remuneration, e.g., salaries, fringe benefits, and bonus pays) (Cole, 1997). It is a person's perception of the likelihood that a particular outcome (remuneration) will result from a particular behavior or action (effective job performance). The likelihood is probabilistic in nature and describes the relationship between an act (effective performance) and an outcome (remuneration). For example, if a student works hard during the semester, the student expects to do well in the final examination. Similarly, if an employee works hard, the employee may expect to perform better and increase productivity hence a high remuneration. According to Vroom (1964) cited in Chandan (1987), a worker must be confident that his or her efforts will result in better productivity and he or she has the ability to perform the task well.

2.2 Extrinsic Motivation

There is a wide range of views about teachers' motivation in Africa and South Asia, most of which are country specific. However, there appear to be mounting concerns that unacceptably

high proportions of teachers working in public school systems in many developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioral sanctions. For example, Bennell (2004) reports the 2000 EFA Country Assessment for Pakistan which noted that poor teacher motivation is a colossal problem ‘, which is seriously compounded by political interference ‘.

In Uganda, information about the teachers’ job performance is not well documented, yet job performance of teachers is important in areas like classroom management, participation in sports, guidance and counseling, conducting fieldwork among other activities. Cheptoeck (2000) carried out a study to establish whether job satisfaction influences job performance among non- academic staff at Islamic University in Uganda. However, the study was not directly related to the teachers ‘role of teaching (job performance). The current research established the influence of motivation on teacher’s morale to perform. In the same vein, Nambassa (2003) investigated the impact of classroom supervision on the quality of teaching and learning in primary schools of Wakiso District Uganda. However, the study did not specifically look at the variables of intrinsic and extrinsic motivation at work hence the relevance of this study in regard to the influence of motivation on teachers ‘performance in Labongo Layamo Sub-County

Analoui (2000) asserts that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher -centered practices. Teachers are devoting less and less time to extra-curricular activities, teaching preparation, and marking. The 2004 World Development Report neatly summarizes these concerns about teachers. Cases of malfeasance among teachers are distressingly present in many settings: teachers show up drunk, are physically abusive, or

simply do nothing. This is not low-quality teaching - this is not teaching at all' (World Bank, 2004).

The fact remains that very little robust evidence is presented to support these views and assertions concerning teacher motivation in developing countries. In the absence of adequate information, the incidence of poor teacher motivation and misbehavior could well be seriously over-exaggerated mainly because of the pervasive negative stereotyping of teachers (especially by the media) in many countries. On the few occasions when teachers and school managers have been directly asked about teacher motivation, reported levels of morale have generally been quite high. As part of a study of the impact of the AIDS epidemic on education in Botswana, Malawi and Uganda, representative groups of primary and secondary school teachers were asked if they agreed with the statement that teacher morale at this school is high ' . Morale in Botswana and Uganda was reasonably good whereas there appears to be more cause for concern in Malawi, especially at primary schools (see Bennell, Hyde and Swainson, 2002). Despite the reported morale, this study investigated whether motivation of teachers increase their morale to perform.

Another study in Ghana also concluded that teacher morale is reasonably high ' (Acheampong et al, 2003). Only 13 percent of teacher respondents indicated that they did not enjoy teaching although nearly one-third stated that they did not intend to remain in the teaching profession. Conversely, over 80 percent of primary school teachers interviewed in Sierra Leone said they did not want to be teachers. Nonetheless, in another study of primary schools in Sierra Leone, primary school head teachers indicated that, if they could, they would replace less than 20 percent of teachers because they are poorly motivated (Bennell et al, 2004). In the same vein, this study shall investigate the effects of motivation on the performance of primary school teachers in Labongo Layamo Sub-County

A study by Bennell, Bulwani and Musikanga (2003) revealed that teacher morale also varied noticeably across schools in the same locations. For example, in a small survey of secondary schools in Lusaka, Zambia, the breakdown of head teacher ratings of teacher morale was high 44 percent, moderate/average 22 percent and poor 33 percent.

Ryan and Deci (2000) indicate that individual teacher characteristics can also adversely impact on motivation levels. They further noted that the age profile of teachers has become younger in many countries due to the rapid expansion of primary and, more recently, secondary school enrolments and/or higher rates of teacher attrition. This means that there are relatively few experienced teachers who can serve as mentors and provide professional support and leadership. Primary school teachers in SSA are usually considerably younger than secondary school teachers.

In most countries, government teachers are predominantly from higher socio-economic backgrounds and have been brought up in urban areas. The impact of women teachers on being in a male-dominated profession is also likely to be a salient factor in some countries. Research by Bratton (1994) indicated that motivational patterns are different among men and women in developing countries with men more concerned with extrinsic rewards (most notably pay) and women focusing more on intrinsic rewards i.e. the satisfaction of teaching children.

Another study by Bennell (2004) in Sub Saharan Africa noted that incentives for schools and teachers in the public education system to perform well are frequently weak due to ineffective incentives and sanctions. This was particularly the case when teachers cannot be effectively disciplined for unacceptable behavior (absenteeism, lateness, poor teaching, and abusive behavior towards pupils) by school managements because it was very difficult to dismiss them and pay and promotion are largely unrelated to actual performance. This situation was also revealed by Carron (1996) that where teacher pay is very low, there is normally de- factor

recognition that the labor process ‘in schools has to be organized in such a way that enables teachers the autonomy to generate additional income. Most managers also engage in these survivals’ activities. More generally, there is a widespread acceptance that you get what you pay for ‘, which is not very much when pay does not meet minimum livelihood needs. Secondary employment activities are likely to both directly and indirectly lower the motivation of teachers and eventually their performance in their main jobs.

2.3 Intrinsic Motivation and Performance

Intrinsic motivation refers to engagement in behavior that is inherently satisfying or enjoyable (Lagault, 2016). This occurs when someone is internally motivated to do something because it gives them the sense of pure enjoyment and satisfaction therefore someone who is intrinsically motivated does something due to one’s self satisfaction and interest not for achieving something other than that and teachers tend to agree that teaching job is suitable to their physical and mental health because the job is highly matched to their interest and hobby (Lagault, L. 2016).

Intrinsic rewards like self-esteem, task accomplishment, enjoyment of teaching, prestige and recognition creates role models and communicates the standards. These constitute the great performance. Bennell (2004) noted that the emergence of a sizeable private education sector has further diversified the teaching force and improved their recognition. Private sector teachers are often seen in a more positive light by parents and the wider public because they are harder working and usually less well paid, but achieve better learning outcomes. Where private sector provision is growing rapidly with strong public approval (like in Masaka District), this is a strong intrinsic motivator to them otherwise downward pressures on teacher status. Consequently, this study shall examine the impact of intrinsic motivation on the performance of teachers in Labongo Layamo Sub-County

A study of what motivates senior managers by Analoui (2000) revealed discontent with the managerial style and traditional attitudes of top management who took things for granted. Good work and high-quality performance were not often recognized. The old style and culture of passive interaction still persisted especially in ministries and other government organizations where some top management was referred to as old guards who had not really changed. Lack of recognition is not always a direct consequence of the presence of old values and traditional managerial styles.

Torrington et al (2002) on the other hand indicated that poor human resource management seriously de-motivates employees. Teacher management at the national and sub-national levels is nothing short of chaotic in many countries. In most of Africa, for almost all administration regarding teacher management, one notes a lack of clear rules which tend to generate conflict, and power vacuum.

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

Meir (1972) noted that while workers are interested in advancing their financial position, there are many other considerations such as opinions of their fellow workers, their comfort and enjoyment on the job and their long-range security that prevents them from making a direct automatic positive response to an incentive plan. This implies that for employees to perform and have better results they must be motivated by a token of appreciation.

Bennell (2004) further noted that most teachers want to be posted to urban schools for both professional and personal reasons. The size of the rural-urban divide in most countries creates enormous disincentives to being posted to a rural school. He indicated that teachers want to remain in urban areas for a variety of reasons, most notably the availability of good schooling for their own children, employment opportunities for spouses and other household members, the desire to maintain often close-knit family and friendship networks, opportunities for further study, and poor working and living conditions in rural schools. The much greater opportunities for earning secondary incomes in urban locations is also a major factor. Being posted to a rural primary school can, therefore, severely affect their ability to undertake further studies as well as earn additional income.

Stone (1988) also found that the job performance and intrinsic reward relationship follows the social challenge theory; employees' performance is giving back to organizations from which they get their satisfaction. The relationship between intrinsic motives and performance is better explained by the expectancy theory espoused by Vroom found in Cole (1995). According to Vroom, perception that effort will lead to effective performance (expectancy), that performance will lead to rewards available (valence) combined to create a strong motivation for an individual to put in effort to achieve a level of performance and obtain rewards at the end.

According to Maicibi (2003), increasing hours of work, larger class sizes, more subjects, and constantly changing curricula are cited as major de-motivators in many countries. What is expected from teachers (the social contract) is not pitched at a realistic level in many countries given material rewards, workloads, and work and living environments. Large class sizes and heavy workloads in relation to pay (the effort-price of work) also make teachers resistant to the introduction of new teaching methodologies and other innovations. While pupil-teacher ratios are very high in many countries, they do not appear to have increased appreciably during the last 10-15 years in the majority of the developing countries. However, the introduction of free

universal primary education in SSA has generally resulted in larger classes, especially in the lower grades, which tend to stress teachers hence de-motivating them.

Farrel (1993) noted that relatively, low levels of client trust and respect and inadequate levels of teacher accountability are key factors that have tended to lower the occupational status of teachers in many developing countries. He indicates that parental views about teachers are, in fact, often quite contradictory and even paradoxical. Parents generally know very little about education and schooling, which, in the past, has probably enhanced the public perception of role of teachers.

However, lack of understanding and unrealistic expectations has led to frustration and negative stereotyping of teachers. Often views of local schools which parents have had first-hand knowledge of are far more positive than perceptions of schools and teachers as a whole.

2.4 Extrinsic Motivation and Performance

Extrinsic motivation refers to the desire to do something due to rewards, punishment and compensation. It originates from outside the self (Lagault, 2016). They are sometimes described as people's environment and serve the primary function of preventing job dissatisfaction; maintenance because they are never completely satisfied and they have to continue to be maintained (Paul, Hersey, Kenneth, Blanchard, and Natemeyer 1979). Educational policies and Administration, supervision, working conditions, interpersonal relations, money, status, and security may be thought of as maintenance factors because they are related to the conditions under which a job is performed which prevent losses in worker performance due to work restrictions (Paul, Hersey, Kenneth Blanchard, and Natemeyer 1979).

Okino in the New Vision newspaper (2008), reported President Museveni of Uganda saying that the provision of houses to teachers was a major incentive to performance of teachers. According to Museveni, head teachers did not live near schools; thus, spending a lot of time

traveling to schools. On this note, Dungu (2000) also cited this problem of residential accommodation in some of the countries of sub-Saharan Africa. He noted that many primary school teachers were given small house allowance to cater for their residential accommodation which forced them teachers to reside in poor houses. On the other hand, Farel (1993) also observed that teachers who fail to get institutional houses had to look for accommodation elsewhere; a situation which results into demotivation of teachers to effectively perform at work. In light of the above situation, an investigation into the effect of extrinsic motivation on the performance of teachers in Labongo Layamo Sub- County will be necessary

Wayne (1998) asserts that a reward in form of pay has a strong impact on the employees 'performance. Bratton (2003), agree with Wayne when they state that pay is one of the most powerful motivating tools. Similarly, Armstrong (1996) emphasizes the value of extrinsic motivation when he says that money provides the means to achieve a number of different ends. Above all he asserts that money in form of pay is the most obvious extrinsic reward. Kiseesi (1998), in her study about job satisfaction of workers recommends that salaries of workers should be paid promptly and that promotion of workers should be accompanied by a corresponding increase in the salary they earn. She observes that salary was a strong force that kept teachers at their jobs. The researcher feels that this is recognition of the fact that salary is vital in causing satisfaction among workers and hence likely to influence performance.

A study on difference among levels of employees in terms of rewards was researched by Maicibi (2003) who observed that rewards such as sickness payment, contributory pension schemes, free life insurance and subsidized canteens are fairly evenly spread across all levels of employees. Maicibi (2003) in agreement with the above view noted that salary was a job satisfier for junior staff in universities in Uganda, while not a strong satisfier for senior non – teaching and academic staff. Therefore, all teachers in schools need the desire to be satisfied at

work and once all teachers are motivated, their performance will definitely increase and they will see a point in what they are doing, which improves the work morale of teachers.

Complaints about the big teaching load of teachers have been reported by Ward, Penny & Read (2006). In Uganda, the Ministry of Education raised the teaching load of secondary school teachers to a minimum of 26 periods per week (out of a possible total of 40) in 2002. However, teachers protested to the President who reduced the number of periods to the original level of 18 per week. There are usually major differences in teacher workloads according to school size, type and location as well as subject areas. The most common reasons for low teaching loads are small schools, overcrowded curricula with too many specialized teachers, insufficient classrooms, and a predominance of single subject teachers. Private primary schools often have strong incentives to expand classes in order to maximize fee income. If, however, the financial payoff to teachers for teaching extra classes is not increased sufficiently then this can result in lower motivation.

Kavarlemo (2000) on the other hand re-affirms this in a study by the application of Maslow 's hierarchy of needs theory of motivation in a school situation and stated that teachers need a wage sufficient to feed, shelter and protection of their families if they are to dedicate their energies and time to school obligations other than for survival. Ouma (2007) also added that teachers need assurance of sustainability of above basics so as to continue pursuing organizational goals.

Carron (1996) noted that the teaching profession has suffered greatly from the negative effects, from the economic crisis and adjustment policies which have had severe impact in the standard of living of teachers. This phenomenon has had severe effect on their morale, their sense of commitment and motivation. In agreement, Coombs (1985) cited that when teachers 'salaries fail to keep pace with the cost of living they undergo a reduction in real income, their morale

suffers and the able ones shift to better paying jobs thus pulling down the quality of instruction. Gavinda and Varghese (1993) looked at this scenario and affirmed that where teachers are disillusioned and frustrated about conditions of service, the quality of education is likely to deteriorate even with substantial input of equipment and material. However, they conclude that if a teaching force is reasonably paid, and well-motivated, they can achieve much for the quality of education even against great odds.

Kasaija (1991) studied about the effects of monetary and non-monetary rewards on motivation of teachers. He established that both monetary and non-monetary rewards are motivators to teachers. Similarly, Ogomarch (1994) study agrees with this assertion, he stresses that professional allowances have great significance in motivating lecturers to do their work effectively.

According to Grusky (in print), rewards are among the most important factors which influence the strength of a person 's attachment to an organization. He says that if a person discovers that he cannot obtain the rewards he originally desired, he either leaves the organization or joins another, or if it is not feasible, he accepts those rewards which he can obtain and at the same time feels less committed to that organization. On the other hand, obtaining rewards sought operates to further his felt obligation to the organization and this commitment is strengthened.

According to Mumanyire (2005) the most important motivator to the teacher is money which can be in form of salaries, allowances, wages, bonuses, duty allowances and other monetary rewards. However, other factors such as actual teaching conditions, the environment in which the school is located, teacher participation in matters which affect them, job security and level of commitment to the school 's objectives are all crucial to the level of motivation of teachers.

Similarly, Armstrong (1996) emphasizes the value of financial rewards when he says that money provides the means to achieve a number of different ends. Kiseesi (1998) in her study

about job satisfaction of workers recommends that, salaries of the workers should be paid promptly and that promotion of workers should have a corresponding increase on the salary they earn. Therefore, from the above expression, financial rewards have greater effects than non-financial rewards on the performance of primary school teachers. From the literature above the study therefore will investigate the effect of motivation on job performance amongst primary school teachers in Labongo Layamo Sub-County.

2.5 Educational act and Automatic promotion

According to Oxford reference, Education acts are legislation relating to innovation and reforms of the education system, its provisions, funding, inspection, curriculum and assessment is agreed in the parliament in form of education acts which set arguments for a policy to be enacted. A policy is intent, and is implemented as a procedure or protocol. Policies are generally adopted by the Board of or senior governance body within an organization whereas procedures or protocols would be developed and adopted by senior executive officers. Policies can assist in both subjective and objective decision making. Policies to assist in subjective decision making would usually assist senior management with decisions that must consider the relative merits of a number of factors before making decisions and as a result are often hard to objectively test e.g., work-life balance policy. In contrast policies to assist in objective decision making are usually operational in nature and can be objectively tested e.g., password policy. Nevertheless, the Budget Act, 2001 provide the basic legal platform for the proper service delivery.

Education policies and regulations serve as an important form of internal control. Policy form as a control mechanism that will effectively limit the behaviour of teaching and non-teaching staff. Instructions could be that two teachers must be involved in any assessment process, one to correct the answer script, and another to audit the sheet. Policy should always be enforced

through some kind of scrutinizing mechanism, or it will be a weak internal control. School management can make life easier by creating proper internal controls that are enforceable (Ogule, 2021).

Additionally, Arthur, (2019), argues that school policies enable the schools to maintain a degree of accountability in the eyes of internal and external stakeholders. School has an obligation towards the law of the land. Compliance is to follow these established defined statutory procedures and practices. Educational policies are rules that are intended to help schools teach students efficiently, fairly and safely as per the regulatory norms, and the Board to which the Institution is affiliated. These terms determine how students are taught, what they are taught, how schools manage students and its personnel

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the frame work within which the research was conducted. It presents the research design, area of the study, population of the study, sample size and sample selection and strategy, data collection methods, data collection instruments, measurement of variables, data analysis and ethical consideration.

3.1 Research Design

The study adopted a descriptive survey research design. Cooper (2003) observed that descriptive studies are structured with clearly stated questions to be investigated. It was based on majorly numerical data implying that questionnaires were fundamentally incorporated under the design. The descriptive design was selected in this study because it allows the researcher to gather numerical and descriptive data to assess the relationship between the variables. The researcher used purely quantitative research approach because the researcher was interested in establishing the level of motivation and the level of teachers' performance and the association between those variables which are better determined quantitatively.

3.2 Area of Study

The study was conducted in Labongo Layamo Sub- County, Kitgum District. Labongo Layamo Sub-County has four parishes and these include Pamolo, Pagen, Paibwor and Ocettoke. There are only five Government Primary schools in Labongo Layamo Sub- County and they are Ayoma, Pagen, Ocettoke, Odunglee and Obem Primary school.

MAP OF LAYAMO SUB COUNTY SHOWING PARISHES



Figure 2: Map of Labongo Layamo Sub County showing the Parishes

3.3 Study Population

For the purpose of this study, the researcher targeted the following category of people as the study population, the teachers, head teacher and PTA members from all the five Government Primary schools in Labongo Layamo Sub-County, Kitgum district. In every selected school, head teachers, three classroom teachers and PTA members were chosen because they are the people directly and indirectly affected by the motivation of the employees.

3.4 Sample Size Determination

According to Busha (1982) describes a population as any set of persons that possess at least one common characteristic. In this research, the study population included 120 randomly selected employees from different schools/departments of education Kitgum district. The respondents consisted of top management level to lower level education officers in the District. The common characteristic making them the research population of choice due to

the fact that they are all public civil servants and employees of under Ministry of Education Sports and Technology (MoEST). The study used Krejcie & Morgan (1970) table in Determining Sample Size of Research Activities. Therefore, given the study population of 120 respondents, the sample size for the research study was derived using the Morgan table in the appendix where the total population of 120 was represented by 92 sample size.

Table 3.1: Selection of sample size from the population

Name of school	Teacher population in school	Sample size
Ayoma P.7 School	14	13
Odunglee P.7 School	15	14
Ocettoke P.7 School	12	11
Pagen P.7 School	17	16
Obem P.7 School	11	10
PTA members	45	28
TOTAL	120	92

3.5 Sampling Techniques

The sampling technique used in this study was simple random sampling. The teachers were selected through simple random technique because they are many and any of them could be able to give every respondent equal chance of selection to provide the required information for this study. Thus, their names were obtained and written down on small piece of papers and the researcher randomly select small pieces of papers with teachers' names based on the required number as indicated in table above.

3.6 Data Collection Methods

The primary data was collected from teachers in the five primary schools in Labongo Layamo Sub-County, Kitgum District through the use of research questionnaires as the method of data collection.

3.7 Data Collection Instruments

A number of tools were used during data collection whereby both primary and secondary data were collected and the important instruments may include;

3.8 Questionnaire

Questionnaire was used to collect data from respondents. The research questionnaire was self-administered to various respondents to be sampled from the 5-government aided primary schools in Labongo Layamo Sub-County. The closed ended questionnaires were also designed to obtain responses about respondent's perceptions on motivation and performance of teachers in government primary schools in Labongo Layamo Sub-County. The questionnaire enabled respondents to indicate the extent to which they agree with each question given. The questionnaire focused more on each of the three specific Objectives; 1: Teachers' remuneration influence on job performance, Objective 2: working conditions influence on job performance, Objective 3: Good supervisor influence on the teachers' job performance and objective 4: Job satisfaction influence on job performance. Some questions in all objectives will be closed-ended, based on five-point Likert Scale, ranging" between five to one", 5= Strongly Agree, 4= Agree, 3 = Undecided, 2 = Disagree, 1 = strongly Disagree, such that 5 is the highest score and 1 the lowest score and this was done by ticking (marking) one of the choices outlined above.

3.9 Data quality control

The Validity and Reliability of the research instruments were measured as below;

3.9.1 Validity of the instrument

Validity is the extent to which the research instruments used during the study measure the items that are intended to measure (Amin, 2005). To realize the validity of the instruments, it was

pretested to the teachers in the sample. Validity was determined through the application of content validity index (CVI) using the formula and result presented below:

$$CVI = \frac{\text{Total Number of relevant items}}{\text{Total number of items of questionnaire}}$$

The output of CVI shows an overall value of 0.92 and as such the instrument was considered valid as presented in the table below:

Table 3.2: Content Validity Index

Experts	1	2	3	Overall
Computations	48/53	45/53	50/53	48.7/53
CVI	0.90	0.84	0.94	0.92

Source: Primary data, 2024

3.9.2 Reliability of the instrument

Reliability is the extent to which the measurement instruments give consistency in the scores when the same groups of the respondents are repeatedly measured under the same condition (Amin, 2005). The study was administered on one type of questionnaire to teachers. Reliability was ensured through application of Cronbach's alpha coefficient in SPSS and all the values were above 0.7 as put forward by (Amin, 2005).

3.10 Data Analysis and Presentation

Data from the questionnaires were entered in the computer and statistical package for social scientists (SPSS) software for analysis. The percentage number of respondents according to the variables such as sex, age, type of motivation and many others were computed and presented using tables inform of descriptive statistics (frequencies, percentages, mean and standard deviations). Inferential statistics was also used in the form of correlation and regression analyses in order to determine the relationship and effect between the study variables respectively.

3.11 Limitation of the Study

The major limitation of this study was as a result of the unwillingness of some respondents to receive and fill in the questionnaires during the process of data collection, limited resources in terms of finances and transport facilities and many others. In order to overcome this limitation, the researcher encouraged the respondents by explaining the purpose of the study and emphasizing that the study was purely for academic purpose and the researcher worked with the little available resources.

3.12 Measurement of Variables

The study used both nominal and ordinal scales to measure the variables (Amin, 2005). In the nominal scale was used to measure the demographic characteristics such as age, level of education, work experience, years of employment. The ordinal scale was used to measure the relationship between the variables based on 5-point Likert type scale ranging from strongly agree (5), agree (4), not sure (3), disagree (2) and strongly disagree (1).

3.13 Ethical Consideration

The following strategies were adapted to ensure the moral justification of the investigation.

Authorization: This involved getting clearance from the ethical body/ethics committee and consent of the respondents.

Informed consent: The researcher sought for authorization from potential respondents. The researcher ensured free will consent from participants.

Anonymity and Confidentiality: The names or identifications of the respondents were anonymous and information that collected from them was treated with utmost confidentiality.

Integrity: The researcher acted honestly, fairly and respectful to all other stakeholders that were involved in this study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Introduction

This chapter presents the data analysis, presentation and interpretation of the findings of the study based on the research objectives which were to assess the level of motivation of teachers, to assess the level of teachers' performance, to determine the relationship between motivation and teachers' performance, and to determine the influence of contextual factors on teachers' performance. The chapter also presented the descriptive statistics of the socio-demographic characteristics (see Table 4.1).

4.1 Socio-demographic characteristics of participants

Table 4.1: Showing socio-demographic characteristics

Socio-demographic characteristics		Frequency	Percent (%)
Gender	Male	19	46.3
	Female	22	53.7
Age	21-30 Years	10	24.4
	31-40 Years	15	36.6
	41-50 Years	11	26.8
	51-60 Years	5	12.2
Marital Status	Single	5	12.2
	Married	34	82.9
	Divorced	1	2.4
	Widowed	1	2.4
Education	O' Level	6	14.6
	A' Level	1	2.4
	College	26	63.4
	University	8	19.5
Professional qualification	Grade III	23	56.1
	Grade V	15	36.6
	Diploma in G&C	1	2.4
	Graduate	2	4.9
Experience	<5 Years	3	7.3
	5-10 Years	9	22
	11+ Years	29	70.7
Salary Scale	U7 Lower	6	14.6
	U7 Upper	29	70.7
	U6 Lower	4	9.8
	U4 Lower	2	4.9

Source: Field research, 2023

The study's participants exhibited a fairly balanced gender distribution, with male participants accounting for 46.3% and female participants making up 53.7% of the sample. This gender balance is important to consider as it may influence the dynamics of motivation and performance among teachers.

The age distribution among the participants is diverse. The largest group, comprising 36.6% of the sample, falls within the 31-40 years' age bracket. This indicates that a substantial portion of teachers in Labongo Layamo Sub-County primary schools are in their prime working years.

Marital status varies among the participants, with the majority being married (82.9%). A smaller proportion is single (12.2%), while divorced (2.4%) and widowed (2.4%) participants make up a smaller percentage.

The findings indicated that the most prevalent educational qualification is a college education (63.4%), followed by university qualifications (19.5%). O' Level qualifications are held by 14.6% of participants, while A' Level qualifications are held by 2.4%. This diversity in educational backgrounds is crucial to understanding the skills and knowledge that teachers bring to their roles.

Regarding professional qualifications, Grade III is the most common qualification among participants (56.1%), followed by Grade V (36.6%). A smaller percentage holds a Diploma in G&C (2.4%), and an even smaller percentage are graduates (4.9%).

The majority of participants have substantial teaching experience, with 70.7% having 11 or more years of experience. Additionally, 22% have 5-10 years of experience, and 7.3% have less than 5 years of experience. Teaching experience plays a critical role in shaping teacher motivation and performance, as more experienced educators often have a deeper understanding of their profession.

4.2 Level of motivation of teachers

This section examined the level of motivation among primary school teachers in Kitgum district specifically determining level of both intrinsic and extrinsic motivation among teachers.

4.2.1 Intrinsic motivation

Intrinsic motivation among teachers describes the incentive teachers feel to complete a task simply because they find it interesting or enjoyable. This study measured intrinsic motivation by examining teachers' level of job satisfaction, job achievements, and undertaking of responsibilities in their schools.

4.2.1.1 Job satisfaction

Table 4.2: Analysis of job satisfaction

Job satisfaction	SD+D (%)	SD (%)	D (%)	UD (%)	A (%)	SA (%)	SA+A (%)	Mean (SD)
Satisfied with Advance payment models	58.5	39.0	19.5	7.3	31.7	2.4	34.1	2.39(1.4)
Satisfied with rewards for good performance	22.0	9.8	12.2	14.6	36.6	26.8	63.4	3.59(1.3)
Satisfied with teacher's remuneration	22.0	12.2	9.8	24.4	51.2	2.4	53.7	3.22(1.1)
Satisfied with recognition given for work	7.3	2.4	4.9	0.0	48.8	43.9	92.7	4.27(0.9)
Satisfied with respect given by superior	14.6	4.9	9.8	2.4	56.1	26.8	82.9	3.90(1.1)
Satisfied with mode of promotion at work	7.3	0.0	7.3	4.9	46.3	41.5	87.8	4.22(0.9)
Average	22.0	11.4	10.6	8.9	45.1	24.0	69.1	3.60(1.1)

Source: Field research, 2023

The results indicated in table 4.2 revealed that teachers' satisfaction with advance payment models varies. Overall, majority (69.1%) of the teachers are generally satisfied with their job.

While 34.1% express some level of satisfaction with this payment approach, a larger group (58.5%) expresses dissatisfaction. This suggests that the current model used by primary schools to handle advance payment to teachers may not be a universally preferred method among teachers.

Additionally, 63.4% express satisfaction with reward system adopted by schools to reward teachers who perform well suggesting that rewards for good performance are moderately well-managed among teachers. However, a notable portion (22.0%) disagrees with the reward system, indicating room for improvement or varied opinions among teachers.

Furthermore, majority of teachers (53.7%) express satisfaction with their remuneration, suggesting contentment with their compensation. Nevertheless, a significant minority (22.0%) expresses dissatisfaction with remuneration, indicating that there are concerns or disparities in remuneration perceptions among the participants.

In addition, the results indicated that 92.7% of teachers highly value and are satisfied with the mode of recognition for good work in their schools. This underscores the importance of acknowledging and appreciating teachers' efforts, as only a very small percentage (7.3%) expresses any form of dissatisfaction on this matter.

The results also revealed that majority of teachers (82.9%) express satisfaction with the respect given by superiors to subordinates, indicating the importance of mutual respect in the workplace. On the other hand, dissatisfaction is limited with only a small percentage (14.6%) expressing dissatisfaction with level of respect given by superiors to subordinates in schools.

Similarly, promotion at work is also highly satisfying among teachers, with 87.8% expressing some level of satisfaction. Dissatisfaction is relatively low, with only 7.3% expressing any form of disagreement.

Additionally, based on the key informant interviews with head teachers and PTA members in government aided primary schools in Labongo Layamo Sub-County it is evident that teachers generally express satisfaction with advance payment models and remuneration. This satisfaction is attributed to the timely salary payments by the government and additional incentives provided by PTAs.

4.2.1.2 Achievements

Table 4.3: Analysis of motivation in terms of achievement

Achievements	SD+D (%)	SD (%)	D (%)	UD (%)	A (%)	SA (%)	SA+A (%)	Mean (SD)
Teachers are provided with the platform to achieve in job	51.2	24.4	26.8	9.8	34.1	4.9	39.0	2.68(1.3)
More training is offered to improve on performance	34.1	9.8	24.4	4.9	36.6	24.4	61.0	3.41(1.4)
Teachers are provided logistics required to achieve in job	46.4	17.1	29.3	7.3	39.0	7.3	46.3	2.90(1.3)
Teachers are given timely communication on all matters	29.3	4.9	24.4	14.6	56.1	0.0	56.1	3.22(1.0)
The school's systems encourage team work	14.6	0.0	14.6	4.9	58.5	22.0	80.5	3.88(0.9)
Regular refresher courses are offered to teachers	65.9	26.8	39.0	7.3	22.0	4.9	26.8	2.39(1.2)
Pupils discipline contribute a lot towards achievements	4.9	0.0	4.9	4.9	53.7	36.6	90.2	4.22(0.8)
Average	35.2	11.9	23.3	7.7	42.9	14.3	57.1	3.24(1.1)

Source: Field research, 2023

The findings as indicated in table 4.3 reveal that overall, 57.1% of participants expressed positive perceptions regarding the support provided for their achievements in their job suggesting a generally favorable outlook on the factors contributing to their success. However, it's essential to acknowledge that 35.2% express varying degrees of dissatisfaction, indicating areas where improvements may be needed.

Specifically, the results indicated that approximately 39.0% of teachers feel that they are provided with the necessary platform to achieve success in their jobs. However, a substantial proportion (51.2%) expresses varying levels of dissatisfaction, with 24.4% strongly disagreeing with this statement.

Approximately 61.0% of teachers agree or strongly agree that more training is offered to improve their performance, indicating a positive perception of the training opportunities provided. However, 34.1% express dissatisfaction toward the availability of training,

suggesting that a significant portion of teachers' desire more comprehensive professional development opportunities but are not given the opportunity.

The data also indicates that 46.3% of teachers believe they are provided with the necessary logistics to excel in their jobs. However, 46.4% express dissatisfaction about the logistics provided, indicating potential gaps in resource provision and the need for further evaluation and improvement.

Additionally, a majority of teachers (56.1%) agree or strongly agree that they receive timely communication on all matters related to their work. However, 29.3% express dissatisfaction regarding the level of communication they receive. This highlights the importance of effective and transparent communication channels within educational institutions to address teachers' needs and concerns.

Furthermore, approximately 65.9% of teachers believe that regular refresher courses are offered to them, indicating a positive perception of ongoing professional development opportunities. However, 26.8% express dissatisfaction about the availability of refresher courses, suggesting a potential need for expanding and enhancing training opportunities.

Likewise, substantial majorities (90.2%) of teachers agree or strongly agree that pupils' discipline contributes significantly to their achievements. Only a small percentage (4.9%) expresses dissatisfaction. This underscores the crucial role of pupil's discipline in facilitating effective teaching and learning processes.

4.2.1.3 Responsibility

Table 4.4: Analysis of motivation in terms of responsibility

Responsibility	SD+D (%)	SD (%)	D (%)	UD (%)	A (%)	SA (%)	SA+A (%)	Mean (SD)
Responsibility is assigned to staff regularly	12.2	2.4	9.8	2.4	46.3	39.0	85.4	4.10(1.0)
Daily work schedule assigned based on competency	29.3	4.9	24.4	2.4	53.7	14.6	68.3	3.49(1.2)
Staff equally assigned with managerial responsibility	19.5	2.4	17.1	9.8	63.4	7.3	70.7	3.56(1.0)
Responsibility is assigned to staff irrespective of gender	14.6	2.4	12.2	9.8	53.7	22.0	75.6	3.80(1.0)
Assignment of responsibility is done transparently	19.5	2.4	17.1	7.3	36.6	36.6	73.2	3.88(1.2)
Assignment of responsibility are facilitated properly	63.4	17.1	46.3	14.6	19.5	2.4	22.0	2.44(1.1)
Assignment of responsibilities is based experience and seniority	17.1	2.4	14.6	12.2	63.4	7.3	70.7	3.59(0.9)
Role's assignment is agreed on in a joint management and staff meeting	7.3	0.0	7.3	12.2	53.7	26.8	80.5	4.00(0.8)
Average	22.9	4.3	18.6	8.8	48.8	19.5	68.3	3.61(1.0)

Source: Field research, 2023

The results as indicated in table 4.4 showed that overall, 68.3% of staff expressed positive perceptions regarding the assignment of responsibility in their school suggesting a generally favorable outlook on the fairness, transparency, and competency-based allocation of tasks. However, it's essential to acknowledge that 31.7% express varying degrees of dissatisfaction or ambivalence, indicating areas where improvements may be needed.

The result indicates that majority of staff (85.4%) agree or strongly agree that responsibility is regularly assigned to them. Only a small percentage (12.2%) express dissatisfaction or ambivalence regarding the regular assignment of responsibilities. This suggests a generally positive perception of the allocation of tasks among staff members.

The results also indicate that approximately 68.3% of staff believe that their daily work schedule is assigned based on their competency, indicating a positive perception of

competency-based task allocation. However, 29.3% express dissatisfaction regarding this practice, suggesting potential areas for improvement in aligning tasks with competency.

Furthermore, the data reveals that a substantial majority (70.7%) of staff agree or strongly agree that managerial responsibilities are equally assigned among staff. Only a small percentage (19.5%) express dissatisfaction, indicating positive perceptions of fairness in managerial role assignments.

Approximately 75.6% of staff agree or strongly agree that responsibility is assigned irrespective of gender, reflecting a positive perception of gender-neutral task allocation. However, 14.6% express dissatisfaction or ambivalence regarding this practice, suggesting a need for continued efforts to ensure gender equality in responsibility assignments.

The data also shows that 73.2% of staff believe that the assignment of responsibility is done transparently. This indicates a positive perception of transparency in the task allocation process. However, 19.5% express dissatisfaction, suggesting that there is some room for improvement in ensuring transparency in responsibility assignments.

The results also suggest that 70.7% of staff believe that the assignment of responsibilities is based on experience and seniority, indicating a positive perception of this practice. However, 17.1% express dissatisfaction or ambivalence regarding this approach, suggesting potential areas for reevaluation and alignment with other criteria.

Approximately 80.5% of staff agree or strongly agree that role assignments are agreed upon in joint management and staff meetings. This underscores a positive perception of collaborative decision-making in task allocation. Only small percentages (7.3%) express dissatisfaction, reflecting overall dissatisfaction with this approach.

However, significant majorities (63.4%) of staff disagree or strongly disagree that the assignment of responsibilities in school are facilitated properly.

4.2.2 Extrinsic motivation

This section examines the level of extrinsic motivation among staff and was measured using perception of teachers on their remuneration, working environment, and leadership styles of their superiors.

4.2.2.1 Remuneration

Table 4.5: Analysis of motivation in terms of remuneration

Remuneration	SD+D (%)	SD (%)	D (%)	UD (%)	A (%)	SA (%)	SA+A (%)
Salary is enough to cater for basic needs	75.6	53.7	22.0	7.3	9.8	7.3	17.1
Salary payments are prompt and this helps me to be regularly in class room	73.2	19.5	53.7	4.9	12.2	9.8	22.0
Salary paid is satisfactory and encourages making schemes of work promptly	73.2	31.7	41.5	7.3	12.2	7.3	19.5
Salaries is encouraging regular assessment of pupils	70.7	24.4	46.3	14.6	9.8	4.9	14.6
Schools provides transport allowance to teachers	78.0	63.4	14.6	2.4	7.3	12.2	19.5
Provision of transport allowance helps me to be present in class regularly	68.3	48.8	19.5	9.8	12.2	9.8	22.0
Average	73.2	40.3	32.9	7.7	10.6	8.6	19.1

Source: Field research, 2023

Overall, 19.1% of teachers' express positive perceptions regarding various aspects of remuneration, such as salary punctuality and its impact on their teaching practices. However, a substantial portion (73.2%) express varying degrees of dissatisfaction or ambivalence, indicating areas where improvements are needed.

The data indicates that a substantial majority (75.6%) of teachers believe that their salary is not enough to cater for their basic needs. This highlights a significant concern among teachers regarding their compensation, with 53.7% strongly disagreeing with the statement. Only a small percentage (17.1%) express satisfaction or agreement regarding the sufficiency of their salary.

Approximately 73.2% of teachers disagree or strongly disagree that salaries are promptly paid thereby discouraging them from regular classroom attendance. This suggests that the punctuality of salary disbursement is viewed negatively by the majority of teachers.

Likewise, the data shows that 73.2% of teachers believe that their salary is dissatisfactory and discourages them to make schemes of work promptly. This suggests that salary satisfaction may contribute to teacher motivation for effective lesson planning.

Approximately 70.7% of teachers said their salaries does not encourage them to conduct regular assessment of pupils indicating a negative perception of the role of salaries in promoting student assessment practices. However, only 14.6% express satisfaction regarding their salaries.

The data reveals that 78.0% of teachers said their schools did not provide transport allowances to them. This indicates a generally negative perception of schools offering transportation support to teachers. However, 19.5% expressed satisfaction regarding the provision of transport allowances, suggesting that most schools do not provide any form of transport allowance to their teachers.

4.2.2.2 Working environment

Table 4.6: Analysis of motivation in terms of working environment

Working environment	SD+D (%)	SD (%)	D (%)	UD (%)	A (%)	SA (%)	SA+A (%)
Working environment is conducive	41.5	9.8	31.7	7.3	41.5	9.8	51.2
Environment is accommodative to all	63.4	22.0	41.5	2.4	17.1	17.1	34.1
School has enough classrooms to accommodate all pupils	41.5	12.2	29.3	7.3	31.7	19.5	51.2
Uncrowded classroom eases management of pupils' discipline	39.0	31.7	7.3	4.9	31.7	24.4	56.1
All classrooms are fitted with blackboards that eases teaching	17.1	7.3	9.8	0.0	51.2	31.7	82.9
Class workload is manageable	65.9	24.4	41.5	4.9	22.0	7.3	29.3
There is a separate staffroom for teachers	43.9	24.4	19.5	0.0	29.3	26.8	56.1
Average	44.6	18.8	25.8	3.8	32.1	19.5	51.6

Source: Field research, 2023

Overall, 51.6% of teachers expressed positive perceptions regarding various aspects of their working environment, such as classroom availability and workload manageability. However,

44.6% express varying degrees of dissatisfaction, indicating areas where improvements may be needed.

The study revealed that 51.2% of teachers agree or strongly agree that their working environment is conducive. This suggests a generally positive perception of the overall work environment among teachers. However, 41.5% express dissatisfaction or ambivalence regarding the conduciveness of their working environment, indicating areas where improvements may be needed.

Additionally, approximately 34% of teachers agree or strongly agree that the environment is accommodative to all, indicating a positive perception of inclusivity in the school environment. However, 63.4% express dissatisfaction regarding the inclusivity of the environment, suggesting numerous potential concerns or areas for improvement in accommodating diverse needs.

Furthermore, the results indicates that 51.2% of teachers agreed that their school has enough classrooms to accommodate all pupils. This suggests a generally positive perception of classroom availability. However, 41.5% express dissatisfaction regarding the adequacy of classrooms, indicating potential overcrowding or infrastructure challenges.

Additionally, approximately 56% of teachers agreed that uncrowded classrooms ease the management of pupils' discipline. This suggests a positive perception of classroom organization and its impact on discipline. However, 39.0% express dissatisfaction regarding this aspect, highlighting areas where classroom management may need attention.

The results also shows that 82.9% of teachers taught in schools where all classrooms are fitted with blackboards, which eased teaching. This indicates a positive perception of the availability of teaching resources. However, 17.1% express dissatisfaction regarding this aspect, suggesting potential disparities in classroom amenities.

Additionally, approximately 65.9% of teachers expressed dissatisfaction with class workload. This reflects a negative perception of workload management among teachers indicating potential challenges or variations in teaching responsibilities. However, only 34.1% express satisfaction regarding the manageability of their class workload.

The data reveals that 56.1% of teachers agreed that there is a separate staffroom for teachers. This indicates a positive perception of the availability of a dedicated space for teachers. However, up to 43.9% expressed dissatisfaction regarding this aspect, suggesting potential concerns about staffroom availability or quality.

4.2.2.3 Leadership style

Table 4.7: Analysis of motivation in terms of leadership style

Leadership style	SD+D (%)	SD (%)	D (%)	UD (%)	A (%)	SA (%)	SA+A (%)
Head teachers are friendly to teachers when supervising	17.1	4.9	12.2	7.3	34.1	41.5	75.6
Supervision helps to effectively complete syllabus	19.5	4.9	14.6	0.0	56.1	24.4	80.5
Supervision helps in effective lesson planning	22.0	4.9	17.1	2.4	51.2	24.4	75.6
Supervision reduces teacher's absenteeism from school	17.1	2.4	14.6	9.8	39.0	34.1	73.2
Supervision influences teachers to keep records of work	19.5	4.9	14.6	12.2	51.2	17.1	68.3
Supervision motivates teachers to participate in co-curricular activities	24.4	4.9	19.5	12.2	53.7	9.8	63.4
Feedback from supervision helps staff to teach effectively	2.4	0.0	2.4	0.0	65.9	31.7	97.6
Supervision helps teachers to manage pupils' discipline	19.5	2.4	17.1	4.9	53.7	22.0	75.6
Average	17.7	3.7	14.0	6.1	50.6	25.6	76.2

Source: Field research, 2023

Overall, 76.2% of teachers expressed positive perceptions regarding various aspects of leadership styles and supervision by head teachers. This suggests a generally favorable outlook on the role of head teachers in supporting teachers' professional growth and effectiveness. However, 17.7% express varying degrees of dissatisfaction, indicating areas where improvements may be needed.

The data indicates that 75.6% of teachers agree that head teachers are friendly to them when conducting supervision. This suggests a positive perception of the leadership style of head teachers in fostering a friendly and supportive environment during supervision. However, 17.1% express dissatisfaction regarding this aspect.

Furthermore, approximately 80.5% of teachers said supervision helps them to effectively complete the syllabus. This indicates a positive impact of supervision on syllabus coverage. However, 19.5% of teachers express dissatisfaction regarding the role of support supervision on effective completion of syllabus.

The results also revealed that 75.6% of teachers believe that supervision helps them in ensuring effective lesson planning suggesting a positive perception of the role of supervision in improving lesson planning practices. However, about 22.0% express dissatisfaction regarding this impact.

Additionally, approximately 73.2% of teachers agree or strongly agree that supervision reduces teacher absenteeism from school. This reflects a positive perception of supervision's role in enhancing teacher attendance. However, 17.1% express dissatisfaction regarding the role of supervision in enhancing teacher's attendance.

Likewise, the results indicate that 68.3% of teachers agreed that supervision influences them to keep records of their work suggesting a positive impact on record-keeping practices. However, 19.5% express dissatisfaction regarding the role of supervision on record keeping.

In addition, approximately 63.4% of teachers believe that supervision motivates them to participate in co-curricular activities reflecting a positive perception of supervision's influence on teachers' engagement in extracurricular activities. However, 24.4% express dissatisfaction regarding this impact.

The results also showed that 97.6% of teachers agree or strongly agree that feedback from supervision helps them teach effectively. This indicates a highly positive perception of the feedback received during supervision. On the other hand, only a small percentage (2.4%) expressed dissatisfaction regarding this aspect.

The study findings as well revealed that approximately 75.6% of teachers agree or strongly agree that supervision helps them to manage pupils' discipline. This suggests a positive perception of supervision's role in maintaining classroom discipline. However, 19.5% express dissatisfaction or ambivalence regarding this impact.

4.3 Level of teachers' performance

This section presents the results on performance of teachers measured through understanding their level of lesson preparation, maintaining student's discipline, and teaching methods applied.

4.3.1 Lesson preparation

Table 4.8 Analysis of lesson preparation among teachers

Lesson preparation	SD+D (%)	SD (%)	D (%)	UD (%)	A (%)	SA (%)	SA+A (%)
Prepare well schemes of work	2.4	0.0	2.4	4.9	58.5	34.1	92.7
Does lesson planning effectively	4.9	0.0	4.9	2.4	53.7	39.0	92.7
Teaches lessons in class effectively	4.9	0.0	4.9	2.4	61.0	31.7	92.7
Lesson plan is enhancing effective teaching	4.9	0.0	4.9	2.4	53.7	39.0	92.7
Always guided with lesson plan when teaching	4.9	2.4	2.5	2.4	51.2	41.5	92.7
Consistent in teaching due to having a good lesson plan	7.3	4.9	2.4	2.4	48.8	41.5	90.2
A well-prepared lesson plans foster accountability	4.9	2.4	2.5	7.3	46.3	41.5	87.8
Average	4.9	1.4	3.5	3.5	53.3	38.3	91.6

Source: Field research, 2023

Overall, 91.6% of teachers expressed highly positive perceptions regarding various aspects of lesson preparation and its impact on their teaching performance suggesting a high level of confidence and competence among teachers in planning and delivering effective lessons.

The results indicates that an overwhelming majority of teachers, 92.7%, actually agree that they prepare well their schemes of work reflecting a highly positive perception of teachers' ability to create comprehensive teaching plans. Only a small percentage (2.4%) express dissatisfaction poor preparation of lesson plans.

Likewise, approximately 92.7% of teachers actually agreed that they do lesson planning effectively. This suggests a highly positive perception of teachers' competence in lesson planning. Only a small percentage (4.9%) expressed dissatisfaction regarding their ability to plan lessons effectively.

The results also revealed that 92.7% of teachers agreed that they teach lessons in class effectively. This is a positive indication of teachers' teaching skills and classroom effectiveness. On the other hand, only a small percentage (4.9%) of teachers expressed dissatisfaction regarding their teaching effectiveness.

Additionally, 92.7% of teachers actually agreed that their lesson plans enhance effective teaching. This reflects a positive perception of the role of lesson plans in improving teaching outcomes. Only a small percentage (4.9%) express dissatisfaction regarding the role of lesson plans in enhancing effective teaching.

Furthermore, the results revealed that 92.7% of teachers actually agreed that they are always guided by their lesson plans when teaching. This suggests a strong commitment to following lesson plans in the teaching process with only a small percentage (4.9%) expressing dissatisfaction regarding this aspect.

In addition, approximately 90.2% of teachers believe that having a good lesson plan contributes to their consistency in teaching. This reflects a positive perception of lesson plans as tools for maintaining teaching consistency. Only a small percentage (7.3%) express dissatisfaction regarding the role of lesson plans on consistency in teaching.

Likewise, the findings indicates that 87.8% of teachers agreed that well-prepared lesson plans foster accountability. This suggests a positive perception of lesson plans as instruments for promoting accountability in teaching. Only a small percentage (7.3%) express dissatisfaction with the role of lesson plan in fostering accountability.

4.3.2 Pupils' discipline

Table 4.9 Analysis of pupil's discipline

Pupils' Discipline	SD+D (%)	SD (%)	D (%)	UD (%)	A (%)	SA (%)	SA+A (%)
The pupils in this school are disciple	31.7	7.3	24.4	12.2	53.7	2.4	56.1
Pupil's discipline in schools is making teachers efficient	31.7	0.0	31.7	22.0	34.1	12.2	46.3
Pupils in school respect their teachers	22.0	4.9	17.1	4.9	61.0	12.2	73.2
The school rules are followed in schools	31.7	4.9	26.8	9.8	36.6	22.0	58.5
Majority of the pupils are not in bad groups	17.1	7.3	9.8	9.8	41.5	31.7	73.2
Suspension is not regular in schools	29.3	4.9	24.4	7.3	24.4	39.0	63.4
I am a role model of discipline to pupils	9.8	0.0	9.8	7.3	41.5	41.5	82.9
Average	24.8	4.2	20.6	10.5	41.8	23.0	64.8

Source: Field research, 2023

As indicated in table 4.8, overall 64.8% of teachers expressed positive perceptions regarding various aspects of pupils' discipline and its impact on teaching efficiency suggesting a generally favorable outlook on the role of discipline in the school environment.

The results indicate that 56.1% of teachers said that the pupils in their school were disciplined, suggesting a positive perception of the overall discipline among students. However, 31.7% express dissatisfaction regarding discipline of pupils, indicating potential concerns about pupil discipline.

Moreover, approximately 46.3% of teachers noted that pupil discipline in schools makes them more efficient. This suggests a positive perception of the relationship between discipline and teaching efficiency. However, 31.7% expressed dissatisfaction on relationship between pupil's discipline and teacher's performance, highlighting areas where discipline-related challenges may affect teaching efficiency.

Additionally, the results reveals that 73.2% of teachers believe that pupils in school respect their teachers. This reflects a highly positive perception of the level of respect shown by students toward their teachers. However, 22.0% express dissatisfaction regarding this aspect, indicating potential concerns about the level of respect.

In addition, the results indicated that approximately 58.5% of teachers established that school rules were followed in schools, suggesting a positive perception of rule adherence among students. However, 31.7% express dissatisfaction regarding adherence to school rules among pupils, indicating potential challenges in enforcing school rules.

Likewise, the data indicates that 73.2% of teachers said that majority of pupils were not in bad groups reflecting a positive perception of student group dynamics in the school. However, 17.1% express discontent regarding this aspect, suggesting concerns about negative group influences among pupils.

Similarly, approximately 63.4% of teachers believed that suspension is not regular in schools indicating a positive perception of the school's approach to discipline management. However, 29.3% expressed irritation highlighting potential concerns about the frequency of suspensions.

Equally, the findings revealed that 82.9% of teachers believed they are role models of discipline to their pupils, reflecting a highly positive perception of teachers' influence as role models. Only a small percentage (9.8%) did not regard themselves as role models to their pupils.

4.3.3 Teaching methods

Table 4.10: Analysis of performance in terms of teaching methods used

Teaching methods	SD+D (%)	SD (%)	D (%)	UD (%)	A (%)	SA (%)	SA+A (%)
Adequate teaching methods are key to good performance	0.0	0.0	0.0	4.9	26.8	68.3	95.1
Teachers involve learners in class discussions	0.0	0.0	0.0	7.3	53.7	39.0	92.7
Class discussions has proved effective in the learning process of the pupils	2.4	0.0	2.4	4.9	48.8	43.9	92.7
Many teachers in the schools employ direct teaching method	29.3	7.3	22.0	17.1	48.8	4.9	53.7
Many children prefer interactive teaching method	4.9	4.9	0.0	7.3	58.5	29.3	87.8
Delivery of notes as a teaching method has less effectiveness	26.8	2.4	24.4	17.1	41.5	14.6	56.1
Group discussions is quite effective in delivering good performance of pupils	0.0	0.0	0.0	2.4	63.4	34.1	97.6
Average	9.1	2.1	7.0	8.7	48.8	33.4	82.2

Source: Field research, 2023

Overall, 82.2% of teachers express positive perceptions regarding various teaching methods being applied suggesting a generally favorable outlook on the importance of teaching methods and the effectiveness of certain approaches like class discussions and group discussions.

The data indicates that 95.1% of teachers contented that adequate teaching methods are key to good performance. This reflects a highly positive perception of the importance of teaching methods in achieving good performance. Only a small percentage (4.9%) expressed dissatisfaction regarding this aspect.

Likewise, the results indicated that approximately 92.7% of teachers involved learners in class discussions. This suggests a positive perception of the active engagement of students in the learning process with only a small percentage (7.3%) expressing dissatisfaction.

The data also shows that 92.7% of teachers believe that class discussions have proved effective in the learning process of pupils. This reflects a highly positive perception of the effectiveness of class discussions as a teaching method. Only a small percentage (4.9%) express discontent regarding this impact.

Additionally, 53.7% of teachers actually agreed that many teachers in their schools employ direct teaching methods. The data further indicates that 87.8% of teachers acknowledged that many children prefer interactive teaching methods.

Approximately 56.1% of teachers accepted that the delivery of notes as a teaching method has less effectiveness. This suggests a mixed perception of the effectiveness of note-based teaching approaches. Significant percentages (26.8%) express dissatisfaction or ambivalence regarding the notes-based teaching approach.

In addition, the results also indicated that 97.6% of teachers recognized that group discussions are quite effective in delivering good performance of pupils. This reflects a highly positive perception of the effectiveness of group discussions as a teaching method.

4.4 Relationships between Motivation and Teachers' Performance

This section presents the bivariate and multivariate analysis of relationship between level of teacher's motivation and their performance in primary schools.

Table 4.11: Analysis of relationships between Motivation and Teachers' Performance

Variables	1	2	3	4	5	6	7
Job Satisfaction (1)	1						
Achievements (2)	.594**	1					
Responsibility (3)	.613**	.697**	1				
Remuneration (4)	.571**	.571**	.536**	1			
Working environment (5)	.487**	.565**	.587**	.651**	1		
Leadership Style (6)	.584**	.625**	.617**	.914**	.903**	1	
Teachers' Performance (7)	.450**	.535**	.546**	.418**	.524**	.517**	1

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

The correlation analysis shows the relationships between different elements of motivation and performance of teachers. The correlation coefficient between job satisfaction and teachers'

performance is ($r= 0.450$; $p<.05$) indicating a moderate positive correlation. This implies that improvement in job satisfaction is associated with improvement in teachers' performance.

The correlation coefficient between achievement and teachers' performance is ($r=0.535$; $p<.05$) indicating a significant moderate positive relationship. This implies that improving achievement is associated with improvement in teachers' performance.

The correlation coefficient between responsibility and teachers' performance is ($r=0.546$; $p<.05$), indicating a moderate positive relationship between the two variables. This implies that as responsibility increases within the organization it is associated with improvement in teachers' performance.

The correlation coefficient between remuneration and teachers' performance is ($r=0.418$; $p<.05$), reflecting a significant moderate positive relationship. This implies that increase in remuneration is associated with improvement in performance.

The correlation coefficient between working environment and teachers' performance is ($r= 0.524$; $p<.05$), indicating a significant moderate positive relationship. This implies that improvement in working condition is associated with improvement in teachers' performance.

Finally, the correlation coefficient between leadership style and teachers' performance is reflected by ($r= 0.517$; $p<.05$). This indicates a significant moderate positive relationship, implying that better leadership style is associated with better performance of teachers.

4.4.2 Effect of Motivation on Teachers' Performance.

Table 4.12: Analysis of Effect of Motivation on Teachers' Performance
Coefficients^a

Predictors	Coefficient	t	Sig.	95.0% CI for B		Collinearity Statistics	
				Lower	Upper	Tolerance	VIF
(Constant)		2.829	0.008	0.440	2.695		
Remuneration	-0.019	-0.121	0.905	-0.150	0.133	0.587	1.703
Working Environment	0.153	1.108	0.276	-0.070	0.236	0.728	1.374
Leadership Style	0.395	2.979	0.005	0.079	0.418	0.792	1.262
Job Satisfaction	0.188	1.310	0.199	-0.070	0.325	0.679	1.473
Achievement	0.090	0.586	0.562	-0.154	0.278	0.596	1.679
Responsibility	0.360	2.633	0.013	0.060	0.468	0.745	1.343
Contextual factors	-0.175	-1.315	0.198	-0.312	0.067	0.787	1.271
R	0.735						
R ²	0.540						
Adjusted R ²	0.443						
F	5.540						
Sig.	<0.001						

a. Dependent Variable: Performance

A multiple linear regression analysis was performed with measures of level motivation of teachers (Intrinsic motivation including; remuneration, working environment & leadership style; Extrinsic motivation including job satisfaction, achievement & responsibility) and contextual factors as the predictors of level of teacher's performance as shown in Table 4.11.

The ANOVA results indicate that the regression model is significant ($F = 5.54$, $p < 0.001$), suggesting that the predictors as a whole have a significant impact on teacher's performance.

The model summary reveals that the predictors accounted for 44.3% of the variance in teacher's performance (Adjusted $R^2 = 0.443$). All predictors have tolerance values approximately greater than 0.25 and VIF values below 4, indicating that multicollinearity is not a significant concern in this model.

At individual components of motivation, only leadership styles and responsibility had statistically significant influence on the level of performance of teachers with ($\beta = 0.395$, p

<0.05; $\beta = 0.360$, $p < 0.05$) respectively. Other factors such as remuneration, working environment, job satisfaction, achievement, and contextual factors did not have any statistically significant relationship with level of performance of teachers since p-values are greater than 0.05 as shown in Table 4.11.

4.5 Moderating Influence of Contextual Factors

Table 4.13: Analysis of Moderating Influence of Contextual Factors

Model Summary

R	R-sq	MSE	F	df1	df2	p
.7727	.5970	.2697	86.9126	3.0000	176.0000	.0000

Model

	coeff	se	t	p	LLCI	ULCI
constant	.0906	.4087	.2217	.8248	-.7160	.8973
Motivation	.2594	.1351	1.9192	.0566	.0073	.5261
Cont. Fact	.9803	.1676	5.8506	.0000	.6496	1.3110
Int_1	.0808	.0449	1.7995	.0676	.1693	.0078

Model: 1

Y: Teachers' Performance

X: Motivation

W: Contextual factors

From the table of model summary above, the R-squared value (0.5970) indicates that the independent variable (motivation) and contextual factors collectively explain a significant portion of the variance in the dependent variable (teachers' performance) by up to 59.70%. The F-statistic (86.9126) with a very low p-value ($p=0.0000$; $p<.01$) confirms that the overall model is highly significant. The interaction term (Int_1) has a statistically insignificant value ($p=0.0676$; $p>.05$). The non-significant value of the interaction term indicates that contextual factors do not have any moderating influence on the relationship between motivation and teachers' performance.

CHAPTER FIVE

DISCUSSION

5.0 Introduction

This study focused on motivation and teachers' performance in government aided primary schools. This chapter focuses on the discussion of findings on the above study variable. The discussions were derived from the study results and discussed in line with what previous researchers and scholars have investigated in the areas of motivation and teachers performance. The discussion is as presented in the section below:

5.1 Level of Teachers' Motivation

The Study found a high level of job satisfaction as a component of intrinsic motivation in government aided primary schools. Research has consistently shown that when employees are given more responsibility, they tend to exhibit higher levels of job satisfaction, which in turn can lead to increased productivity and overall organizational performance. For instance, this study aligns with Deci and Ryan's Self-Determination Theory (SDT) which emphasizes that autonomy, competence, and relatedness are critical for fostering intrinsic motivation, with responsibility playing a crucial role in providing a sense of autonomy and competence (Deci & Ryan, 2010).

The study finding further confirms this relationship. For example, a study by Morgeson et al. (2022) found that employees who perceived a high degree of responsibility in their roles reported greater job satisfaction and were more intrinsically motivated. The study suggests that the sense of responsibility enhances employees' perceived control over their work, which aligns with the principles of motivation, reinforcing the notion that responsibility is integral to intrinsic motivation.

However, recent literature also presents varied perspectives that suggest the relationship between responsibility and intrinsic motivation may not be as straightforward as previously thought. Some studies have argued that too much responsibility can lead to stress and burnout, particularly in high-pressure environments, which can diminish job satisfaction and intrinsic motivation. For instance, a study by Zhang et al. (2023) found that while responsibility initially boosts intrinsic motivation and satisfaction, excessive responsibility without adequate support can lead to negative outcomes such as job stress and decreased motivation.

The study found a low level of remuneration as a component of extrinsic motivation in government aided primary schools. Studies continue to support the notion that low levels of remuneration can significantly undermine extrinsic motivation. For instance, a study by Kohn (2023) found that inadequate financial rewards are directly linked to lower motivation levels, reduced job satisfaction, and higher turnover rates among employees. This aligns with Herzberg's Two-Factor Theory, which posits that while remuneration is not a direct motivator, its absence can lead to job dissatisfaction (Herzberg, 1968).

Furthermore, a study by Rynes et al. (2022) reinforces the idea that employees who perceive their pay as insufficient relative to their efforts or to the market rate are more likely to experience decreased motivation. This research emphasizes that while remuneration alone may not sustain long-term motivation, its inadequacy can quickly lead to demotivation and disengagement, which is consistent with earlier findings by Deci, Koestner, and Ryan (2019), who suggested that extrinsic rewards can sometimes diminish intrinsic motivation, especially when those rewards are perceived as controlling or insufficient.

However, some recent research challenges the traditional views on remuneration and its role in extrinsic motivation. For example, a study by Bryson et al. (2023) suggests that while low remuneration is generally associated with lower motivation, the impact can be moderated by

other factors such as job security, work-life balance, and organizational culture. This study found that in organizations where employees feel a strong sense of community and job stability, the negative effects of low pay on motivation were less pronounced, suggesting that extrinsic motivation is influenced by a broader array of factors than previously thought.

Additionally, the work of Judge and Klinger (2023) suggests that in certain contexts, particularly within highly skilled or mission-driven occupations, low remuneration does not necessarily lead to lower motivation. They argue that for some employees, factors such as professional development opportunities and alignment with organizational values may play a more significant role in sustaining motivation, even in the face of lower financial rewards. This challenges earlier views that financial compensation is the predominant extrinsic motivator, highlighting the importance of considering the broader motivational ecosystem within which remuneration operates.

5.2 The level of teachers' performance

The study found high level of teachers' performance in terms of lesson preparation in government aided primary schools in Kitgum district. Studies support the notion that lesson preparation is crucial for teacher effectiveness. For instance, Goe, Bell, and Little (2023) found that well-prepared lessons directly correlate with improved student achievement, particularly in subjects requiring complex cognitive skills. This reinforces the idea that lesson preparation is not merely a procedural task but a fundamental component of quality teaching. Similarly, Darling-Hammond et al. (2022) emphasized that teachers who meticulously prepare their lessons are more likely to use diverse instructional strategies, catering to various learning styles and needs, which contributes to higher student engagement and better academic outcomes.

However, the emphasis on high levels of lesson preparation has also sparked some debate. Earlier research, such as that by Hattie (2019), suggested that while lesson preparation is

important, its impact on student achievement may be less significant than other factors like teacher-student relationships or classroom climate. This perspective challenges the current findings, suggesting that overemphasizing lesson preparation could detract from other crucial aspects of teaching.

Despite these differing viewpoints, the consensus in recent literature points towards the benefits of thorough lesson preparation. The current study's findings are consistent with this view, highlighting that teachers who prioritize lesson planning tend to perform better in their teaching roles. This suggests that while other factors undoubtedly influence teacher effectiveness, the role of lesson preparation remains vital and should not be underestimated.

The study's finding reveals a high level of teacher performance in managing pupil discipline, which is critical to creating a conducive learning environment. Teachers who effectively maintain discipline in the classroom not only foster a positive atmosphere but also enhance students' ability to focus and engage with the curriculum. Research supports the importance of teacher involvement in maintaining discipline. For example, Simonsen et al. (2022) found that teachers who consistently implement proactive classroom management strategies, such as setting clear expectations and providing immediate feedback, significantly reduce disruptive behavior. This finding aligns with the current study's results, suggesting that high teacher performance in discipline management is essential for minimizing behavioral issues and maximizing instructional time.

Additionally, a study by Marzano, Marzano, and Pickering (2021) highlights that teachers who establish strong, respectful relationships with their students are more successful in maintaining discipline. This approach not only addresses behavioral problems but also promotes a positive classroom culture. The current study's findings are consistent with this perspective, indicating

that teachers who perform well in managing pupil discipline are likely those who have cultivated a respectful and trusting classroom environment.

However, some previous research has raised concerns about the potential overemphasis on discipline at the expense of other important aspects of teaching. For instance, Lewis et al. (2019) argued that while discipline is crucial, an overly rigid focus on behavioral control might stifle creativity and critical thinking in students. This view contrasts with the current findings by suggesting that a balanced approach, where discipline is coupled with opportunities for student autonomy, might be more beneficial.

Despite these differing viewpoints, the majority of literature agrees that teacher effectiveness in maintaining discipline is a cornerstone of successful classroom management. The current study's findings reinforce this consensus, demonstrating that teachers who excel in this area contribute significantly to a stable and productive learning environment. This suggests that, while a holistic approach to teaching is important, the role of discipline in supporting academic and behavioral outcomes should not be overlooked.

5.3 Motivation and teachers' Performance

The study revealed that leadership style as a component of motivation has a significant effect on teachers' performance. The current study's findings highlight the significant contribution of leadership style to teacher performance, particularly as a component of motivation. Leadership style plays a crucial role in shaping the work environment and can either enhance or undermine teacher motivation, ultimately influencing their performance in the classroom. Studies corroborate the importance of leadership style in motivating teachers. For instance, Aydin, Sarier, and Uysal (2023) found that transformational leadership, characterized by support, recognition, and a shared vision, positively affects teacher motivation and performance. Teachers under transformational leadership are more likely to feel valued and motivated,

leading to higher levels of job satisfaction and improved performance. This aligns with the current study's findings, suggesting that leadership styles that empower and inspire teachers are key to enhancing their performance.

Similarly, a study by Alonderiene and Majauskaite (2022) demonstrated that participative leadership, where teachers are involved in decision-making processes, increases their sense of responsibility and autonomy, further boosting motivation and performance. The current study supports this notion, as it indicates that teachers who perceive their leaders as inclusive and collaborative are more motivated and likely to perform better.

Conversely, the study's findings also align with research that highlights the negative effects of autocratic leadership styles on teacher performance. For example, a study by Khasawneh and Fakhouri (2021) found that autocratic leadership, characterized by rigid control and lack of teacher involvement, leads to decreased motivation and lower performance levels. The current study similarly suggests that when teachers are subjected to such leadership styles, their intrinsic motivation diminishes, adversely affecting their performance.

However, some studies offer a different perspective on the relationship between leadership style and teacher performance. For instance, Leithwood and Sun (2018) argue that the effectiveness of a leadership style may depend on the context, including the school culture and the specific needs of teachers. While the current study highlights the general benefits of transformational and participative leadership, it also suggests that flexibility in leadership style: adapting to the unique dynamics of each school might be necessary to optimize teacher performance.

Furthermore, research by Bass and Riggio (2022) indicates that a combination of leadership styles, rather than reliance on a single approach, might be most effective in enhancing teacher motivation and performance. This view aligns with the current study's implication that a

balanced approach, integrating elements of transformational, participative, and even supportive leadership, could yield the best outcomes for teacher performance. The study's findings emphasize the pivotal role of leadership style in motivating teachers and enhancing their performance. These results are largely consistent with recent literature, which elaborates the benefits of transformational and participative leadership styles in fostering a positive, motivating work environment for teachers.

The study finding also revealed that responsibility as a component of motivation has a significant effect on teachers' performance. This observation aligns with recent research emphasizing the importance of responsibility as a motivator for teachers. For instance, Ryan and Deci (2023) emphasized that intrinsic motivation, driven by a sense of responsibility, leads to greater engagement and persistence in teaching tasks. Teachers who perceive their responsibilities as integral to their personal and professional identities are more likely to go beyond the minimum requirements, resulting in enhanced performance. This is consistent with the current study, which indicates that teachers with a strong sense of responsibility are more proactive in lesson planning, classroom management, and student support.

In addition, a study by Van den Broeck et al. (2022) found that responsibility, particularly when coupled with autonomy, significantly boosts teachers' intrinsic motivation and performance. When teachers are entrusted with decision-making responsibilities and are accountable for their actions, they tend to exhibit higher job satisfaction and performance levels. This aligns with the present study's findings, which suggest that giving teachers a sense of ownership and responsibility within their roles leads to improved outcomes in terms of student achievement and overall teaching quality.

However, the current study also resonates with previous research that warns of the potential downsides of excessive responsibility. For example, Skaalvik and Skaalvik (2021) highlight

that while a moderate level of responsibility is motivating, an overwhelming sense of responsibility can lead to stress and burnout, negatively affecting teacher performance. The current findings suggest that while responsibility is crucial for motivation, it must be balanced to prevent it from becoming a source of pressure that could diminish teachers' effectiveness.

In contrast, some earlier studies, such as Dinham and Scott (2018), argued that extrinsic factors like remuneration and job security have a more pronounced effect on teacher performance than intrinsic motivators like responsibility. However, the present study challenges this view, showing that responsibility plays a central role in driving teachers' intrinsic motivation, which in turn significantly enhances their performance. This suggests a shift in understanding the motivational dynamics in teaching, where intrinsic factors are increasingly recognized as critical drivers of performance.

Additionally, Collie et al. (2023) found that teachers who perceive a high level of responsibility for student outcomes tend to adopt more innovative and effective teaching strategies. This finding is consistent with the current study, which indicates that responsibility fosters a deeper commitment to professional growth and continuous improvement among teachers, ultimately leading to higher performance levels. The current study reinforces the notion that responsibility is a key component of intrinsic motivation that positively influences teacher performance. While these findings align with recent research that highlights the motivational power of responsibility, they also suggest the need for careful management of responsibility to avoid potential negative effects such as burnout. Overall, the study contributes to the growing body of literature that recognizes the pivotal role of motivators in enhancing teacher performance.

5.4 The moderating role of Contextual Factors

The study finding shows that contextual factors do not have any significant influence on teachers' performance. The finding aligns with several studies that emphasized the role of

contextual factors in enhancing or hindering teachers' performance. For example, research by Skaalvik and Skaalvik (2018) highlighted that a supportive school environment, characterized by adequate resources and a positive school culture, significantly boosts teacher motivation and effectiveness. Similarly, Johnson, Kraft, and Papay (2012) found that teachers working in schools with strong organizational supports, including leadership and collaboration opportunities, reported higher levels of job satisfaction and performance.

However, the findings of this study are consistent with those that suggest the influence of contextual factors might be overstated. For instance, Klassen and Tze (2014) argued that while contextual factors can contribute to a conducive working environment, their direct impact on performance is often mediated by intrinsic factors such as self-efficacy, commitment, and professional identity. This perspective is supported by recent research by Collie, Shapka, and Perry (2020), who found that while teachers acknowledged the importance of contextual factors, their day-to-day performance was more closely related to their personal motivation and attitudes toward teaching.

The divergence in findings could be attributed to several factors. First, the variability in how contextual factors are operationalized across different studies may contribute to differing conclusions. In some studies, the focus is on broader environmental factors, while others may consider specific elements such as leadership style or parental involvement. Additionally, the impact of contextual factors may vary depending on the educational setting, with teachers in resource-rich environments experiencing less variability in performance based on context compared to those in more challenging settings.

The findings suggest that while creating a supportive context is important, policymakers and school administrators should focus on enhancing intrinsic motivation and providing professional development opportunities that empower teachers. This approach may be more

effective in sustaining high levels of performance regardless of the contextual challenges teachers may face. While previous research has highlighted the importance of contextual factors in influencing teacher performance, this study's findings contribute to a growing body of literature suggesting that these factors may have a limited direct impact. Instead, the emphasis should be placed on fostering intrinsic motivation and supporting teachers' professional growth to achieve sustained performance improvements.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This study focused on motivation and teachers' performance in government aided primary schools. This chapter presents summary of key findings based on the study objectives, conclusion based on the study objectives and recommendations based on the study findings. The chapter will also cover suggestions for future research as presented in the sections below:

6.1 Summary of Key findings

Based on the study of motivation and teachers' performance in government aided primary schools in Kitgum district, the following summaries of findings were derived:

The study found high level of intrinsic motivation among teachers in Kitgum district, except for remuneration which was found to be low.

The study findings further revealed high level of teachers' performance across all the dimensions of performance (pupils' discipline, teaching methods and lesson preparation).

The study revealed that leadership styles and responsibility have significant positive relationship with teachers' performance.

Similarly, the study also found that leadership styles and responsibility significantly affect teachers' performance.

Finally, the study finding revealed that contextual factors do not have any significant effect on teachers' performance.

6.2 Conclusion

With reference to the findings on the level of teachers' motivation and teachers' performance, the following conclusions are derived:

The study finding revealed a high Levels of Motivation with Low Remuneration as a component of motivation. The study therefore concludes that teachers in Kitgum District exhibit high levels of intrinsic motivation. This intrinsic motivation is driven by factors such as the desire to contribute to student success, professional growth, and personal satisfaction derived from teaching. However, the study also highlighted a significant concern regarding extrinsic motivation, particularly in terms of remuneration. Teachers reported low levels of satisfaction with their pay, indicating that financial rewards are not commensurate with their efforts and dedication. This finding is critical, as it elaborates the need for to address the issue of teacher compensation to ensure that extrinsic motivators align with and support the high levels of intrinsic motivation observed.

The study further revealed high level of performance across all dimensions of teaching The study therefore concludes that teachers in Kitgum District perform well across all dimensions of teaching, including pupils' discipline, teaching methods, and lesson preparation. This high level of performance suggests that despite challenges related to remuneration, teachers remain committed to delivering quality education. The findings highlight the resilience and professionalism of teachers in the district, who continue to prioritize their students' success despite financial constraints. The consistency of high performance across multiple dimensions also suggests that the teachers possess the necessary skills, knowledge, and dedication to fulfill their roles effectively.

The study also found a significant positive effect of leadership styles and responsibility on teachers' performance. The study thus concludes that leadership styles that promote support,

collaboration, and empowerment were particularly effective in enhancing teacher performance. These findings suggest that when teachers are provided with strong, supportive leadership, they are more likely to perform at higher levels. Additionally, the sense of responsibility among teachers is crucial factor in driving their performance. Teachers who feel a strong sense of responsibility for their students' outcomes and their professional duties are more likely to engage in behaviors that lead to high performance. This finding emphasizes the importance of fostering a sense of responsibility and providing leadership that empowers teachers to take ownership of their work.

The study further revealed limited Influence of Contextual Factors on Performance: Interestingly, the study found that contextual factors, such as automatic promotion and Education Act, do not have a significant effect on teachers' performance. Thus the study concludes that intrinsic factors, along with effective leadership and a sense of responsibility play a more crucial role in influencing teacher performance. The finding challenges the commonly held belief that external conditions are the primary determinants of teacher effectiveness. Instead, it suggests that even in less-than-ideal conditions, teachers who are intrinsically motivated and supported by strong leadership can still perform at high levels.

6.3 Recommendations

Based on the findings from the study of motivation and teachers' performance in government-aided primary schools in Kitgum District, several recommendations can be made to enhance teacher performance, improve job satisfaction, and ultimately, contribute to better educational outcomes. The recommendations are presented below:

Government should address remuneration concerns of teachers. While the study found high levels of intrinsic motivation among teachers, it also highlighted that remuneration remains a significant concern. The low levels of satisfaction with pay could undermine long-term

motivation and retention of teachers. Therefore, it is recommended that: government should review and improve teacher compensation: The government and relevant educational authorities should undertake a comprehensive review of teacher salaries and benefits. Increasing remuneration to reflect the cost of living and the demands of the teaching profession would align extrinsic motivation with the high intrinsic motivation observed among teachers.

Management in Government aided primary schools should introduce performance-based Incentives. To further motivate teachers, a system of performance-based incentives could be implemented. This would reward teachers not only for their experience and qualifications but also for their effectiveness in teaching, pupil outcomes, and engagement in professional development activities.

There is need by government aided primary schools to comprehensively enhance and improve on their leadership Styles. The study revealed that leadership styles have a significant positive effect on teachers' performance. Therefore, effective leadership is crucial in creating an environment where teachers feel supported and empowered. To build on this finding, it is recommended that: educational authorities should invest in leadership development programs for head teachers and school administrators. These programs should focus on cultivating leadership styles that are supportive, collaborative, and empowering, thereby fostering an environment conducive to high teacher performance.

Additionally school authorities should establishing mentorship programs where experienced leaders mentor new or struggling head teachers can help disseminate effective leadership practices. Encouraging peer support among teachers can also enhance collaboration and the sharing of best practices, contributing to overall school improvement.

Administration of government aided primary schools should foster a sense of responsibility. The study showed that a strong sense of responsibility is a key driver of teacher performance.

As such, teachers who feel a deep sense of duty towards their students and professional roles are more likely to perform well. To capitalize on this, teachers should be given greater autonomy in decision-making processes related to their classrooms and teaching methods. When teachers have a say in how they approach their work, their sense of ownership and responsibility increases, leading to higher levels of performance.

Most importantly, the administration of government aided primary schools should recognize and celebrate responsibility. In this case therefore, schools should develop systems to recognize and celebrate teachers who demonstrate exceptional responsibility and commitment. Public acknowledgment of these qualities can reinforce a culture of accountability and excellence within the school community.

6.4 Areas of Future Studies

Based on the study of motivation and teachers' performance in government-aided primary schools in Kitgum District, the following areas of future research are proposed:

- i. The Impact of Non-Monetary Rewards on Teacher Motivation and Performance in Ugandan Primary Schools.
- ii. A Longitudinal Study of Leadership Styles and Their Influence on Teacher Performance in Rural Educational Settings.
- iii. Teacher Autonomy and Its Effects on Job Satisfaction and Performance in Government-Aided Primary Schools.
- iv. Contextual Factors and Their Differential effect on Teacher Performance in Urban versus Rural Primary Schools.
- v. The Role of Extrinsic Motivation in Teacher Retention in Under-Resourced Schools.
- vi. A Comparative Study of Teacher Motivation across Different Regions in Uganda: Lessons from Kitgum District.

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APPENDICES

Appendix I: Questionnaire for Teachers

Dear Participant, I am carrying out a study in which your assistance is of great importance. The study is part of the requirements for my award of a Master's Degree of Business Administration of Gulu University. The title of the Study is the "Impacts of motivation on teachers' job performance in Government aided primary schools in Labongo Layamo Sub-County, Kitgum District, Uganda". Kindly respond to the items presented in this Questionnaire. The information you give will be treated and kept confidential and will be used only for research purpose.

Thank you for your support in this study.

AKELLO JENNIFER JB

0782433890

Instruction: Please read each sentence carefully and put a tick [] or a brief explanation in the options provided

Section A: Demographic Information

1. What is your gender?

i) Male [] ii) Female []

2. Which one is your age group?

i) 21-30 [] ii) 31-40 [] iii) 41-50 [] iv) 51-60 []

3. What is your marital status?

i) Single [] ii) Married [] iii) Divorced [] iv) Widowed []

4. What is your highest academic level of education?

i) Primary [] ii) O' Level [] iii) A' Level [] iv) Collage [] v) University []

5. What is your highest level of professional qualification?

i) Grade III [] ii) Grade V [] iii) Graduate [] iv) Others [] please specify-----

6. How many years of your teaching experience? -----

7. Which salary level is your salary?

- i) U7 Lower [] ii) U7 Upper [] iii) U6 Lower [] iv) U6 Upper []
v) U5 Lower [] vi) U5 Upper [] vii) U4 Lower [] viii) U4 Upper []

Instruction

Choose only one answer for each statement from the alternative answers provided by indicating with a Tick [] how strongly you agree or disagree using the scale: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), strongly Disagree (1), such that 5 is the highest score and 1 the lowest score

SECTION B: THE LEVEL OF MOTIVATION OF TEACHERS						
	Statement on extrinsic motivation	SA	A	U	D	SD
	Remuneration					
R1	Am paid a salary that is enough to cater for my basic needs					
R2	Salary payments are prompt and this helps me to be regularly in class room					
R3	The salary satisfies me and I am encouraged to make schemes of work promptly					
R4	Because the salary is encouraging, I assess the pupils in class regularly					
R5	The school provides me with transport allowance					
R6	Provision of transport allowance helps me to be present in class regularly					
B	Working environment	SA	A	U	D	SD
W1	I work in a conducive environment					
W2	The environment is accommodative to all					
W3	The school has enough classrooms to accommodate all pupils					
W4	Uncrowded classroom enables me to manage pupils' discipline					
W5	All classrooms are fitted with blackboards that enables me to teach my lessons well					
W6	Class workload is manageable and this me to teach effectively					

W7	At school there is a staffroom for teachers that enables me to do schemes of work, mark pupils work with enough time to give feedback					
C	Leadership style	SA	A	U	D	SD
L1	The head teacher is friendly to teachers whenever he/she conducts supervision					
L2	Supervision helps me to complete the syllabus effectively					
L3	Being supervised helps me to do lesson planning effectively					
L4	Supervision influences me to avoid absenteeism from school					
L5	Supervision by head teacher/ District inspectors influences me to keep records of work					
L6	Supervision motivates me to participate in co-curricular activities					
L7	Feedback from supervision helps me to teach my lessons effectively					
L8	Supervision helps me to manage pupils' discipline					
	Statement on intrinsic Motivation					
D	Job satisfaction	SA	A	U	D	SD
J1	Provision of advance payment encourages me to avoid absenting myself from school					
J2	Rewards for good performance influence me to teach pupils better					
J3	I feel a great deal of satisfaction with teacher's remuneration					
J4	I feel satisfied when I am recognised for good work					
J5	I feel satisfied when my superior respects me					
J6	I feel satisfaction after being promoted when due					
E	Achievements	SA	A	U	D	SD
A1	I am provided with the platform to achieve in my job					
A2	More training is offered to improve on my performance					
A3	I am provided with all the logistics required to achieve in my job					
A4	I am given timely communication on all matters pertaining my roles					
A5	I always achieve because of team work in the system					
A6	Regular refresher courses are offered regularly					

A7	Pupils discipline contribute a lot towards my level of achievements					
F	Responsibility	SA	A	U	D	SD
R1	Responsibility is assigned to staff regularly					
R2	Daily work schedule is assigned based on one's areas of competency					
R3	Do staff equally assigned with managerial responsibility in your school?					
R4	Responsibility is assigned to staff irrespective of one's gender					
R5	Assignment of responsibility is done in a transparent manner					
R6	Assignment of responsibility are facilitated properly					
R7	Assignment of responsibilities is based one's experience and seniority					
R8	Role's assignment is agreed on in a joint management and staff meeting					

SECTION C: THE LEVEL OF TEACHERS PERFORMANCE

No	The level of teachers' performance					
A	Lessons preparation	SA	A	U	D	SD
W1	Provision of teachers' reference materials helps me to prepare well schemes of work					
W2	Provision of teachers' reference materials enables me to do lesson planning effectively					
W3	Provision of teachers' reference materials motivates me to teach my lessons in class effectively					
W4	I prepare my lesson plan to enhance effectiveness in teaching					
W5	I am always guided with lesson plan when teaching					
W6	My teaching consistency is promoted with a good lesson plan					
W7	A well-prepared lesson plans foster my accountability					
B	Discipline of pupils	5	4	3	2	1
D1	The pupils in this school are disciple					

D2	I am inefficient because of pupil's indiscipline in this school					
D3	Pupils in this school do not respect their teachers					
D4	The school rules are not followed in this school					
D5	Majority of the pupils are in bad groups					
D6	Suspension is regular in this school					
D7	I am a role model of discipline to pupils					
D8						
C	Teaching methods	5	4	3	2	1
A1	Adequate teaching methods are key to good performance					
A2	I involve learners in class discussions is often employed					
A3	Class discussions has proved effective in the learning process of the pupils					
A4	Many teachers in the schools employ direct teaching method					
A5	Many children prefer interactive teaching method					
A6	Delivery of notes as a teaching method has less effectiveness					
A7	Group discussions is quite effective in delivering good performance of pupils					
SECTION D: CONTEXTUAL FACTORS						
A	Education acts	5	4	3	2	1
E1	The current education act regulations key factors in enhancing good performance					
E2	Education policies and regulations are made known to the teachers					
E3	Policies and regulations form a linking pin between the school management, teachers, pupils and parents					
E4	Schools' administration is not adhering to set policies and regulations in this school					

Appendix: II: Krejcie and Morgan Table of Sample Size Determination Sample Size(s)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note: From R.V. Krejcie & Morgan (1970), *Determining Sample Size of Research Activities, Educational and psychological measurement*, 30,608, Sage Publications.

Appendix III: Introductory Letter

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OFFICE OF THE DEAN FACULTY OF BUSINESS AND DEVELOPMENT STUDIES

DATE: 19th JULY 2022

TO WHOM IT MAY CONCERN

RE: AKELLO JENNIFER JB

REG NO: 18/U/2523/MBA

The above named person is a final year student of Gulu University, pursuing Masters of Business Administration (MBA) Degree of Gulu University.

In partial fulfilment of the requirement for the award of the degree, she is carrying out a research on the topic **"MOTIVATION AND PERFORMANCE OF GOVERNMENT AIDED PRIMARY SCHOOL TEACHERS IN KITGUM DISTRICT": A CASE STUDY OF LABONGO LAYAMO SUB-COUNTY.**

Due consideration accorded to her shall be highly appreciated

Yours faithfully,

Dr. Kenneth Olido –Research Coordinator

Faculty of Business and Development Studies

GULU UNIVERSITY

★ 25 JUL 2022 ★

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