Teacher Motivation and Teachers Performance in Secondary Schools in Oyam District

Patrick Olobo

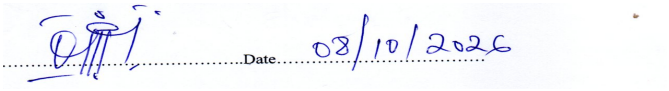
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A Dissertation Submitted to the Directorate of Research and Graduate Training in Partial Fulfilment of the Requirements for the Award of a Degree of Master of Education Management of Gulu University

October 2026

Declaration

I Olobo Patrick, do declare that this research dissertation entitled "*Teachers Motivation and Teachers' Performance in secondary Schools in Oyam District*" is my original work and that it has never been submitted for any master degree award of any Institution of learning.

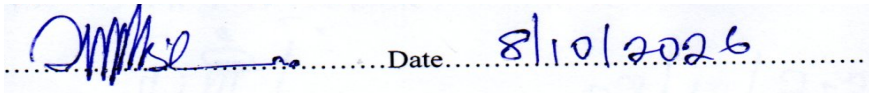
Signature  Date 08/10/2026

Olobo Patrick

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Approval

This is to certify that this research dissertation entitled “Teachers Motivation and Teachers’ Performance A case of secondary Schools in Oyam District” has been under my supervision and is now ready for submission to faculty of Education and Humanities for examination with my approval.

Signature:Date……8/10/2026……

Dr. John Baptist Habimana (PhD)

Dedication

I dedicate this work to my parents Muzee Anthony Otwal and Ms Teddy Adoch. Special dedication to my Wife Ms Molly Awino and my children Ocira Samuel, Araca George, Okwee Solomon, Ogwal Polycarp, Otwal Andrew, Moro Augustine and Otema Gabriel

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Acronyms

CAO:	Chief Administrative Officer
CoR :	Code of Regulation for Teachers
CVI:	Content Validity Index
DEO:	District Education Officer
FB:	Motivation Feedback
IS:	Inspector of Schools
MA:	Management Assessment
OPM:	Office of the Prime Minister
SA:	Self-Assessment
SPSS:	Statistical Package for Social Sciences
TP:	Teachers' Performance
TSC:	Teaching Service Commission
UCE :	Uganda Certificate of Education
UNATU:	Uganda National Teachers Union
UNEB :	Uganda National Examination Board
USA:	United States of America
UUPPET:	Uganda Union of Post Primary Education for Teachers

Abstract

The study investigates the impact of teacher motivation on teacher's performance in secondary schools in Oyam District. The study was guided by the following specific objectives; to assess the level of teacher's motivation in secondary schools in Oyam District; to assess the level of teacher's performance in secondary schools in Oyam District and to determine the relationship between teacher's motivation and teacher's performance in secondary schools in Oyam District. The study used mixed method approach and cross-sectional research design. Data was collected from 240 respondents using questionnaire survey. Data was analyzed using SPSS version 25.0 and the findings tabulated for quantitative data and thematic analysis for qualitative data. The study findings for research question one revealed that the level of teacher motivation in secondary schools in Oyam District was low while findings for research question two showed that the level of teachers performance in secondary schools in Oyam District was low and study findings on research question three showed that there was a positive significant relationship between teachers motivation and teachers performance in secondary schools in Oyam District. The study concluded that teacher's motivation fundamentally impacted positively on teacher's performance in secondary schools Oyam district and it was recommended that Head teachers adopt better motivation approaches in secondary schools as psycho-educational intervention to improve teacher's performance.

Chapter One

Introduction

1.0. Overview

Educational performance and reforms are top of the agenda of almost every country in the world. In many education systems in developing countries like Uganda, Kenya, Pakistan, Burundi, Malawi, Zimbabwe, and Congo among others, the success of post primary educational institutions lies majorly on employee performance. Teachers' motivational practices are therefore very essential for effective management and performance of secondary schools. However, motivating employees adequately at school level is a challenge as it has what it takes to define employee satisfaction. Teachers' performance has become one of the aspects necessary for the efficient and effective educational outcomes such as enrollment, attainment of better grades in tests and examinations as well as school discipline. There is a growing concern that the performance of schools in Northern Uganda is deteriorating and below national average (Namuddu, 2010). Therefore, this study examined the influence of teacher Motivation on Teacher's performance in secondary schools in Oyam District.

This chapter presents the, historical, theoretical, conceptual and contextual background of the study, the problem statement, purpose of the study, research objectives, and research questions, scope of the study and the significance of the study with conceptual framework showing the diagrammatic relationship between independent and dependent variables of the study.

1.1. Background of the study

This sub section is divided into four sub section historical, theoretical, conceptual and contextual perspectives

1.1.1 Historical perspective

Historically Education has been treated as an important determinant of economic and social development of a nation, governments across the globe in the recent past have put more emphasis to reform and organize its management and quality. Proper and effective teaching and management of schools is therefore very necessary for a country to achieve its national human capital development objective. As indicated by (Iqbal, 2012), the quality of education in a country indicates the quality of its human resource. Therefore, Educators have for long been interested in exploring the variables contributing effectively to quality of performance of learners (Farooq and Berhanu, 2011).

Teachers job performance is therefore, critical to the development of country's human capita which are also critical for the survival of the production process in the organizations and firms, Whether the firm is educational or corporate (Farooqui & Nagendra, 2014).

Teachers' performance as per Anitha (2013), is the performance of an individual teacher or a particular school and it depends strongly on all organizational activities, policies, practices, knowledge, management practices and staff engagement. These elements are vital in fostering high levels of staff performance. While Islami, Mulolli and Mustafa (2018) recognize expected performance as a planned process whose key foundations are agreement, measurement, support, feedback and reinforcement. Bataineh (2017), highlights Teachers' job performance as a combination of efficiency and effectiveness of staff daily tasks to meet the expectations of the stakeholders. However, from the researcher's insight, teacher's motivation is a personal strength within individual teacher that ignites certain work-related behavior, motivation arises as the result of interaction of the individuals and internal work environment.

Robbins and Judge (2008) as in (Fonseca & Costa, 2020) advances the term motivation to the set of psychological processes that cause the arousal, direction and persistence of an individual's behavior towards attaining a goal. Motivation as it pertains to determination, intention and self-choice. The above scholars look at motivation as a psychological process with three components that affect behavior, that is: direction, effort and persistence and all this dimension occurs in two forms of either extrinsically or intrinsically. Extrinsic motivation is the other type that relates to external values. In this type of motivation, people are not satisfied directly. Usually, these people are satisfied at the end tangibly through a financial compensation or a money reward, or intangibly through a praise, an adoration or a recognition (Rouadi et al., 2020). Extrinsic/intrinsic tangible/intangible rewards are known as the main psychological work stimulators whose main goal is motivating the employees to reach the performance that enables them achieving the targets of the organization. Thus, it is typical for people to work in organizations to meet at the end the needs they have, whether these needs were about extrinsic tangible rewards, like financial raises, or intrinsic intangible rewards, like a post in a department (Kljajić-Dervić & Dervić, 2017) Hence, motivation is perceived as a goal directed behavior. Markos and Sridevi (2010) demonstrated that employers should consider investing in workforce engagement, because recent researches on this topic have clearly indicated that there was a positive association between work engagement and performance outcomes, such as employee retention and productivity. They assert that employees who are engaged or involved with their jobs are perceived to be more productive because they are motivated toward accomplishing their work beyond any personal factors.

The idea of motivation is that managers can apply a number of motivational theories to make employees work harder. According (Sheikh, 2016) human motivation studies aim, in essence, to discover what it is that triggers and sustains human behavior at the workplace. As he mentioned in

his work Schein (1988) conceptualizes motivation as "what elicits people to behave in certain ways, achievement of goals, degree of awareness and self-awareness of motives, and models of motivation and management assumptions of workers" while Mitchel (1988) defines motivation as 'the degree to which an individual wants and chooses to engage in certain specified behaviors'. Buchanan and Huczynski (2010) on the other hand conceptualize motivation as "…the cognitive (related), decision making process through which the individual chooses desired outcomes, and sets in motion the actions appropriate to their achievement". According to Mitchel (1988) cited in (Mullins 2007), there are four common characteristics that underpin definitions of motivation. First, motivation is typified as an individual phenomenon. Every person is unique and all the major theories of motivation allow for this uniqueness to be demonstrated in one way or another. Second, motivation is described, usually, as intentional. Motivation is assumed to be under the worker's control, and behaviors that are influenced by motivation, such as effort expended, are seen as choices of action. A third point is that motivation is multilayered. In other words, the two factors of greatest importance are what gets people activated (arousal), and the force of an individual to engage in desired behaviors

In countries such as Hong Kong the primary objective of motivation is to induce employees' performance and to reward them against their performance. In Pakistan motivation is primarily used as feedback on inadequate performance, recognize outstanding performance and identify training needs of employees (Swaartbooi, 2016) most employees need motivation to feel good about their jobs and perform optimally.

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 Vhora, (2014). According to Peninnah, (2018), the changing expectations of employees present various challenges to managers as employees seek more meaningful and

challenging opportunities, therefore an alignment between personal and organization values, remunerations as well as tolerance to individual preferences and differences are suggested. 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. Because Employees are the direct beneficiaries of rewards, their different needs and demographics should be considered before constructing a reward package. Motivational practices inform of Rewards and benefits, employee training and development, and other human capital practices often have a direct impact on organizational productivity and performance Richard. Incentives drive employee motivation because they offer workers more to strive for than a regular paycheck. Many employees need recognition from their employers to produce quality work. Recognition and employee reward systems identify employees who perform their jobs well. Acknowledging a job well done makes employees feel good and encourages them to do good things anta

Teacher motivation at school setting has become an important issue given their responsibility to impart knowledge and skills to learners. Motivation guide people's actions and behaviors toward achievement of some goals It is argued that satisfied teachers are generally more productive and can influence students 'achievement (Peninnah, 2018).

A number of studies associate teacher motivation with student learning outcomes (Ali, 2016; Guajardo, 2011; Aacha, 2010; Akuokoet al., 2012; Niwamanya, 2016). Guajardo (2011) specifically identified workload and challenges, remuneration and incentives, recognition and prestige, accountability, career development, institutional environment, voice, and learning materials and facilities as the key motivating variables for teachers. Motivation also plays an

important role for teachers because it helps to achieve the target in an efficient way. Teacher motivation is very important because it improves the skills and knowledge of teachers because it directly influences the student's achievement (Mustafa, and Othman, 2010). If in schools, the teachers do not have sufficient motivation then they are less competent which directly influence the students and the education system. The level and source of motivation in teachers may not be uniform as some employees are money motivated while others find recognition and rewards personally motivating and yet Motivation levels within the workplace have a direct impact on employee productivity.

Workers who are motivated and excited about their jobs carry out their responsibilities to the best of their abilities. Motivation therefore is an internal, personal process, it must be a process of freewill and not coerced, and directs intellectual and mental effort (Seebaluck and Seegum 2013). Motivation is essential to attain success at work and is channeled into the investment of effort to achieve organizational goals, although the individual responds simultaneously to some sort of personal needs (Rich and Shiram 2010).

In Uganda, however, measuring the determinants and consequences of work motivation is complex because these psychological processes are not directly observable and there are numerous organizational and environmental obstacles that can affect goal attainment. Teacher motivation depends critically on effective management, particularly at the school level. If systems and structures set up to manage and support teachers are dysfunctional, teachers are likely to lose their sense of professional responsibility and commitment(Mark, 2015). Teachers' management is most crucial at the school level, where the importance of teachers' work and their competence in performing it are crucially influenced by the quality of both internal and external supervision.

Performance is the degree to which an employee and organizational goals are met (Feng, 2010) as in Mujuni et al., (2022). It comprises both behavior and outcomes. Behavior comes from the worker who transforms performance from abstraction into action leading to a product or an outcome Feng (2010) opines that performance can be viewed from three different angles, that is, results oriented performance, conduct oriented performance and the integration of conduct and result oriented performance. By looking at teachers and general school performance as the extent to which teachers in a school achieve the requirements of their job in an effort to fulfill school objectives. This general performance must be geared towards promoting the process of teaching and learning for the benefit of the pupils.

In this study school performance is conceptualized as the extent to which the school objectives are achieved through lesson preparations which involve making schemes of work, lesson plans, record of work done, preparing and using learners registers, actual classroom teaching, assessment and evaluation of the learners, attending staff meetings, management of learners discipline, involvement in co-curricular activities, counseling and guidance. (Mujuni et al., 2022)

Today, performance has become a common phrase among management scholars, consultants and reformers, not only for public organizations but also for the private sector. To ensure that teachers perform their duties as educators, the Ministry of Education and Sports in Uganda has put in place quality assurance measures and structures which include; the Directorate of Education Standards (DES), District Education Officers (DEO), and District Inspector of School (DIS), School Management Committees (SMC) members and annual teacher Motivation forms. Therefore, besides this supervisory and enforcement structure, teachers' motivation and welfare packages such as provision of accommodation, meals, medical care, basic allowances and the school

facilities or environment has been undertaken by government to curb teacher dissatisfaction Bauers & Mahler,(2020)

Teacher's Job performance entails the effectiveness of the teacher based on students' performance results, lesson attendance, communication skills, syllabus coverage, professional knowledge, decision making, interpersonal skills and classroom management (TSC, 2008). According to Ndugu (2011) teachers' performance is reflected on academic achievement of the student which is measured by assessment scores in various subjects' areas. The study also found out that there area number of different factors that influences Teacher's Job performance which include educational infrastructure of the school, professional trainings, staff development programmes that are in place at given time and teachers' attitude toward work. (Ainembabazi, 2018,Michael, 2022). Another study found out that teachers who spend time planning lessons and lesson notes, marking student assignment and school work achieve better results than those who hardly prepare and mark student work. It was also found that quality of teachers determines the success of student in their academic achievement Nkwatsibwe & Balimuttajjo, (2024).

The motivation process begins with the establishing of performance standards, and these standards are usually articulated in such a phrase as "A full day's work". (Vasset et al., 2010) asserts that, the expectations a manager has in terms of work performance by his or her subordinates must be clear enough so as to clearly communicate them to his/ her subordinates. In the general view, organizations should have interest in igniting this fire through different strategies of motivation, staff retention and development, such as remuneration, compensation, incentives and rewards amongst others.

1.1.2 Theoretical background

This study was guided by the expectancy theory; The expectancy theory was proposed by Victor Vroom of Yale School of Management in 1964. Vroom stresses and focuses on outcomes, and not on needs unlike Maslow and Herzberg. The theory states that the intensity of a tendency to perform in a particular manner is dependent on the intensity of an expectation that the performance was followed by a definite outcome and on the appeal of the outcome to the individual. The Expectancy theory states that employee's motivation is an outcome of how much an individual wants a reward (Valence), the assessment that the likelihood that the effort led to expected performance (Expectancy) and the belief that the performance led to reward (Instrumentality)Jackline, (2018). In short, Valence is the consequence associated by an individual about the expected outcome. It is an expected and not the actual satisfaction that an employee expects to receive after achieving the goals Expectancy is influenced by factors such as possession of appropriate skills for performing the job, availability of right resources, availability of crucial information and getting the required support for completing the job.

Instrumentality was the belief that if an individual performed well, then a desirable outcome would be achieved. Instrumentality was influenced by factors such as belief in the people who decided who received which outcomes, the simplicity of the process used to determine who received those outcomes, and the clarity of the relationship between performance and outcomes.

Thus, the expectancy theory concentrated on the following three relationships: Effort–performance relationship: This referred to the likelihood that an individual's effort would be recognized in their performance motivation. Performance–reward relationship: This described the extent to which the

employee believed that good performance would attract rewards. Rewards–personal goals relationship: This concerned the attractiveness or appeal of the potential reward to the individual.

Vroom was of the view that employees consciously decide whether to perform or not at the job. This decision solely depended on the employee's motivation level which in turn depends on three factors of expectancy, valence and instrumentality Tufail. The expectancy theory applies in this case because it is based on self-interest individual who want to achieve maximum satisfaction and who wants to minimize dissatisfaction, the theory stresses upon the expectations and perception; what is real and actual is immaterial, emphasizes on rewards or pay-offs and focuses on psychological extravagance where final objective of individual is to attain maximum pleasure and least pain.

Expectancy theory of motivation stresses that workers behave the way they behave because they expect success. Expectations of success, directs behaviors of teachers to perform better to achieve their goals. The expectancy theory is much linked to the study because much of the teachers' performance is attributed to their expectations from work. This however, relies on the assumption that high performance results into high rewards hence, performance output relationship, but if performance and output are high and motivation is very low, these results into reduced performance. Therefore, an increase in efforts leads to an increase in performance where rewards give actual satisfaction to the working staff Owoyele, (2017).

Today teachers' performance in government aided schools has become a critical issue for analysis by both academics and practitioners. Teacher job performance is the teacher‘s ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to students in and outside the classroom Aacha (2010) as in Lai et al., (2020).

1.1.3 Conceptual Perspective

The focus of this study is onteacher's motivation and Teachers' performance in government aided secondary schools in Oyam District. The study conceptualizes that teachers are usually expectant and are driven by some expectation for some outcome such as timely completion of syllabuses, attendances to duties as a means to achieve the Teachers' job performance and academic excellence as ideal outcome. Teachers as frontline employee in secondary schools are expectant of some rewards if their job output are achieved and the fulfilment this expectation with reward by school management are expected to propel their desire for achieving more.

It should be said that the nature of the school setting is basically a function of internal management and leadership. The head teacher or director of education as the Chief Executive needs to appreciate and recognize that results can be obtained through people. In today's educational world, schools are concerned with what should be done to achieve sustained high level of performance through teachers who are self-driven and innovative thinkers.

These include paying more attention to how individuals can best be motivated and provision of an atmosphere that helps individuals to deliver on their mandates in accordance with the expectations of management.

This means that an educational manager or an individual engaged as a teacher cannot do this job without knowing what motivates people. The building of motivating factors into organizational roles and the entire process of leading people should be contingent on knowledge of motivation. Forson *et al.*, (2021) agree that the educational managers' job is not to manipulate people but rather to recognize what motivates people.

Currently, the management of secondary schools have become very competitive in the face of liberalization of education sector, as such schools are facing the need to work more efficiently and improve their educational performance. Michael, (2022) posits that the role of school administration is considered to be rather significant since the educational outcomes are strongly influenced by the specific organizational characteristics of each school leadership, school climate, and the organizational motivational strategy which as a whole, arranges and define school and teachers performances.

According to Fonseca and Costa, (2020) The success of an organization is determined by many things, including leadership styles that take place within the organization. The leader is said to be successful if he is able to become the creator or driver of his subordinates by creating a work atmosphere that can spur the growth and development of the performance of his subordinates. Such leaders have the ability to have a positive effect on their subordinates to do appropriate work directed in order to achieve the stated goals. Therefore, successful Educational management must apply distinct management process consisting of activities such as proper and accurate planning, organizing school system and environment, motivating teachers and other employee, staffing and controlling performance to ensue school mission and objective are accomplished with the use of available human and other resources.

The corporate governance system used in educational institutional management puts the headteachers as the chief executive officer of the schools. This implies that head teachers are expected to work with and through all the educational stakeholders (boards, teachers, parents) to enhance Teachers' job performance.

In this study teachers' motivation was designated as independent variable and this includes.

Financial incentives, staff training/continuous professional development and recognition of achievement of teachers amongst other motivators not included in the variable.

Motivation as a concept is simply the act of moving people triggered by the provision of some incentives to achieve a desired goal. The triggers of motivation may include such factors such as compensation packages, job design and working environment, performance management system and training and development which are controlled and autonomous factors as crucial elements for motivation Fonseca & Costa, (2020). The aggregate motivation which is a focus of this research which entailed the interaction of the controlled and autonomous constructs of motivation as outlined below.

Incentive payments as indicated by Ganta, (2014), People work and behave in order to obtain those incentives that are prized. On the other hand, contends that Employee incentives come in a variety of forms including paid time off, bonuses, cash and travel perks. Incentives drive employee motivation because they offer workers more to strive for than a regular paycheck.

Continuous Professional Development (CPD) refers to the process in which teachers employed in the secondary schools pursue new or additional skills, knowledge and experience both formally and informally as they do their work (Lucie, 2023). The term is generally used to mean a learning experiences which helps an individual develop and improve on professional capacities while minimizing functional professional deficiencies (Rani, 2021). In other organization staff's development is referred to as capacity building while in teaching profession it's known as continuous professional development. But in all they refer to staff training arrangement in an organization. CPD may take the form of micro trainings from within the school or in service training outside school setting, Upgrading with a structured program in higher institution of

learning at enhancing the skills, knowledge, and abilities of individuals to support their career growth and progression (Wilk, 2022) Therefore, Training refers to special skills, abilities and knowledge that are required to perform a specific job well. After the training, performance when measured indicates that training helps in proper utilization of resources.

On the other hand, employee recognition is typically conceptualized as the assignment of personal non-monetary rewards to reinforce desired behaviors displayed by an employee, after these behaviors have occurred Long and Shields, (2010). However according to recognition may have monetary value e.g. Luncheon, gift certificate or plaques. However money itself is not given to recognize performance as Non-financial rewards can be part of comprehensive performance improvement strategyNdungu, (2017).

As noted by (Mogire & Osoro, 2019),many jobs require financial rewards to motivate employees and many people primarily work to make money or attain the recognition denoted by financial rewards. Therefore, using financial incentives to motivate employees fits the principles of positive reinforcement and punishment. It is further noted that a helpful principle of using financial incentives to motivate workers at all levels is to investigate which incentives are most pleasing to groups and individuals (Denisi & Pritchard, 2016) as in Mogire & Osoro, (2019).

This study presents Teachers' job performance as thedependent variable. For that matter Anitha (2013), reports that the performance of an individual or an organization depends strongly on all organizational activities, policies, practices, knowledge, management practices and staff engagement. These elements are vital in fostering high levels of staff performance. While Islami, Mulolli and Mustafa (2018) recognize expected performance as a planned process whose key foundations are agreement, measurement, support, feedback and reinforcement. Bataineh (2017),

highlights Teachers' job performance as a combination of efficiency and effectiveness of staff daily tasks to meet the expectations of the stakeholders.

Isaac, Abdullah, Ramayah and Mutahar (2017), acknowledge that provision of supportive resources such as the use of ICTs in their work helps in improving task process, education acquisition and the quality of communication which leads to improving individual as well as organizational performance. On the other hand, Pawirosumarto, Sarjana and Gunawan (2017), together with, Smith and Bititc (2017), stress the improvement of performance measurement systems and performance management practices as factors of work's environment which enhances staff engagement levels. Also, Mensah (2018), supports their idea that talent management is a critical success factor within organization and institutions which become the most core managerial value in our highly dynamic and uncertain learning environment of the twenty first century.

Based on these observations, this work examined teacher motivation practices construed as payment of incentive, continuous professional development/ training and recognition in relations to Teachers' job performance in government aided secondary schools in Oyam District. Performance therefore was measured by timely completion of syllabi, punctuality and regular duty attendance schools and quality of grades attained in both internal and national examinations.

1.1.4 Contextual perspective

In Oyam District where the study is going to be conducted as one of the districts in Uganda, money is still regarded as a motivating factor among employees but if little is paid, results into little or no performance, Morrison (1997). Monetary rewards should be reasonable and meaningful if they are to have visible results or outputs. In schools, what is adequate and reasonable, is difficult

to estimate between employees and employers as it varies from each other and from time to time. Therefore, receiving an increase in salary and wages contribute to individual's status and self-worth both of which are the identified needs that require satisfaction

In Oyam district, most secondary school teachers are employed in government Aided schools and a few by the private secondary schools. In these schools, the working conditions of teachers are still appalling, with no clear fringe benefits in housing and other incidental welfare and development arrangements. According to Said, most of the teachers still work under strict supervisions and are overloaded, others even are working without appointment letters (job security), hence, this could affect their work performance.

In most of these schools, the school administrators and board of governors are the chief determinants of the teachers' motivation and welfare. The methods of rewarding employees may differ from institution to institution, for various reasons and situations. This is so on the accounts that schools in Uganda and those in Oyam inclusive have not put standard measures and design against which teacher's motivation in gauged. Some employers have either recognized their teachers using pecuniary rewards for high levels of performance, usually defined in terms of student outcomes or by provision of training opportunities to enhance 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) as in Peninnah, (2018). He further established that other individuals in private schools have always been rewarded on grounds of favoritism. 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 were to be realized Mark, (2015).However at School level Teachers motivation depends on the adequacy of funds, perception by the management and the culture of the school. The success of each practice in particular school is determined by the efforts exerted by the management in relation to the reward and outputs received.

In Uganda, studies has shown that motivation is a crucial factor for good performance all institution. This was based on the study reported by Jackline, (2018) which indicated that the performance of teaching staff, in schools from the districts of Kampala, Mukono, Mubende, Mpigi, Kiboga, Masaka, Jinja, Mbarara, Wakiso and Luweero schools were highly linked to external incentives like yearly salary increments and allowances paid by (PTA). This explains why these districts were able to attract and retain teachers, implying payment of incentives has the power to induce workers to improve on performance.

Therefore, motivation as an aspect of human resource management at schools, lies within individuals and when properly manipulated, produces desirable behaviours for a good performance. Teaching as a profession, requires desirable behaviors, long-term commitment on the part of the teacher and advancement in their career during their years of service through a pre-established hierarchy in work, also known as the promotion system and continuous professional development process to meet the required qualification for promotion. Teachers Promotions and qualification therefore has a powerful influence on their performance because it defines their status, posts, money income and prestige Rouadi et al.,(2020)

Teachers' motivation should have provided a good opportunity to formally recognize Teachers' achievements, and contributions to the organization, it would have also provided teachers with

required Job satisfaction resulting from enjoyment in teaching and learning process which translates into excellence in academic performances of students (Bonteng, 2011) as in (Mae & Comighud, 2020). If employees were given incentives and recognition, they worked towards achieving those rewards. This motivated them to perform better. When these incentives were provided fairly, employees felt more satisfied with the treatment they received; otherwise, the opposite was true. The more satisfied the employees were in the institution, the stronger their intention to remain in their current jobs and the better their performance (Jackline, 2018).

However, in Oyam District, the performance of secondary school students in national examination-UCE as indicated by results released by UNEB has been below the national average. Indicating that even the performance of teachers as measured from the perspective of scores/ grades obtained by student in UCE result released are varied and below expectation amidst heavy cost incurred by parents to support school activities. Hence the development of this research proposal seeking to investigate the influence of teachers' motivation on Teacher's Job performance in Secondary Schools in Oyam district.

1.2. Statement of the problem

The government has provided several measures such as prompt payment of salaries, provision of incentives, promotional avenues and training and development opportunities for teachers with the view of having teachers' job performance enhanced and to improve the quality of students' academic attainment.

However, Oyam District Education Committee annual report (2022), showed concerned about performance of teachers in public secondary schools which have had issues of low syllabus coverage, absenteeism, inadequate lesson scheming and planning, inadequate students' progress

records yet the expenditure the schools and parents have to meet to support teaching and learning processes are more or less those in private schools.

Despite these unwavering support by government and parents, public secondary schools according to the District Education Management Information System (EMIS) continue to experience drastic decline in school enrollment, frequent strikes/indiscipline and deteriorating students' performance in UCE in which for the past five years only (2%) 71 students out of 4588 scored first grade. Although there are numerous factors that could explain this problem of inadequate teachers' job performance in Oyam district, it is unknown whether or not teacher's job performance in these secondary schools is due to inadequacy in teachers' motivation. Besides Little-known studies have been conducted about teacher's motivation and teachers' job performance in public secondary schools in Oyam District hence prompting this study that explored whether; payment of incentive, recognition and continuous professional development as dimensions of teacher's motivation can explain the problem of teacher's job performance in Oyam district.

1.3. Purpose of the study

The purpose of the study was to investigate the impact of teacher Motivation on Teacher's performance in Secondary Schools in Oyam District.

1.4. Specific objectives

1. To Examine the level of teacher's motivation in secondary schools in Oyam District
2. To Assess the level of teacher's performance in secondary schools in Oyam Disctrict
3. To Determine the relationship between teacher's motivation and teacher's performance in secondary schools in Oyam District

1.5. Research questions

1. What is the level of teacher's motivation in secondary schools in Oyam District?

2. What is the level of teacher's performance in secondary schools in Oyam District?
3. What is the relationship between teacher's motivation and teacher's performance in secondary schools in Oyam District?

1.6. Scope of the study

The study was conducted in secondary schools in Oyam district. Justification is that reports have over the years indicated poor performance of students

Geographical scope

The study was conducted in Oyam south in Oyam District which is located in Northern Uganda bordered by the districts of Omoro in the North, Pader in the North East, Masindi in the West, Nwoya in the North-west, Apac District in the South, Kole in the South East and Lira in the East. Physically, the district lies between: Latitudes 2o 0'N, 2o 7" N Longitudes 320 2" E, 320 10" E. The area is chosen for study because it has recorded a noticeable poor performance of education sector for a long period of time.

Content scope

The study focused on teaches motivation practice and Teacher's performance in the secondary schools in Oyam district where the major focus was on the relationship between teachers' incentive, continuous professional development training and recognition of individual or group performance with teacher's performance based on

Time scope

This study covered the period ranging from 2020-2024 to capture the most recent information concerning Teacher's performance in regards to the teacher motivational practices, to this research, this period is also within the time that Oyam District experienced decline in performance.

1.7. Significance of the Study

The study may help policymakers, administrators and the board of governors in planning to improve motivation and performance. It is hoped that the findings, recommendations, and conclusions may be useful to the education policy makers by identifying gaps in the existing Teacher's performance and Motivation.

It may also help the researcher to attain higher levels of studies at a master's degree. It may also help other academicians and future researchers to carry out further research on aspects of the study findings. The study might also help contribute knowledge to the field of the staff Motivation.

The study may benefit teacher's management of Oyam District as they would realize the significance of motivation on teachers' performance. This may in turn inform the kind of motivational practice that may institute to raise the performance of teachers

School administration would learn from the findings of the study some better ways of motivating teachers' performance in order to improve teachers' satisfaction and subsequently students' performance. This research may add on to the existing body of knowledge about Teacher's Job performance and motivation in secondary school.

1.8. Conceptual framework

The conceptual framework, illustrates the relationship amongst Independent variable (Teacher's motivation), intervening variables (Teachers qualification /school environment) and Dependent variable (Teacher's performance) in secondary schools in Oyam District as key variables in this study and are as depicted in the figure below.

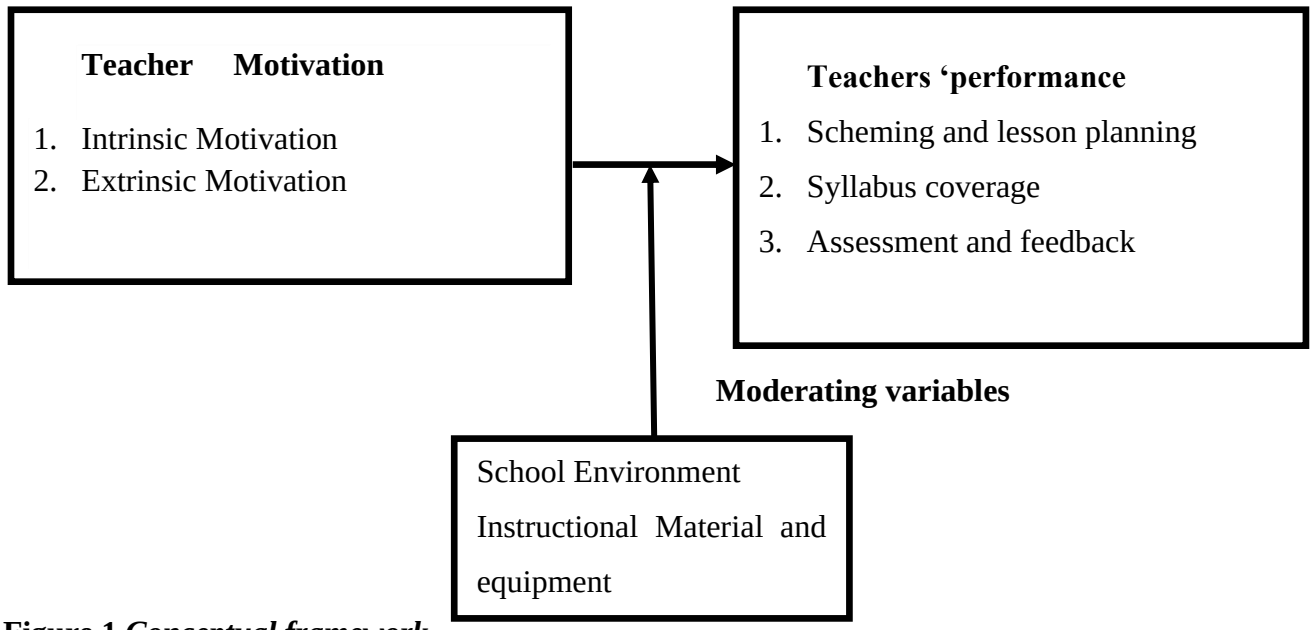


Figure 1 ***Conceptual framework***

Source: Adapted from (Edirisooriya, 2014) and modified by the researcher.

Based on the empirical researches, (Yapa, 2002; Zaman, 2011; Qureshi et al, 2010; Hashim, 2011) most tested extrinsic reward variables are pay, bonus, benefits and promotions and intrinsic variables are recognition, career advancement, responsibility and learning opportunity.

In this study the independent variable is teacher motivation and the dependent variable is Teacher's Job performance. Accordingly, the conceptual framework depicts that teacher motivation directly affects teacher performance. As (Nkwatsibwe & Balimuttajjo, 2024) postulated and for this study, Teacher's Job performance is operationalized through, timely completion of syllabus, regular attendance to duty and actual teaching outcome shown by the quality of grade obtained by student in public secondary schools. Accordingly, the conceptual framework depicts that teachers' motivation directly affects teachers' performance and teachers' performances in likely to increase if other external factors known as intervening variable come to support the teaching and learning

processes. Therefore, the intervening variables also contribute to high performance. For example, a teacher may be motivated to perform highly when there is good workplace environment and availability of teaching materials and equipment; these intervening variables are motivators and have high influence on the performance of teachers. And when teachers do their work as trained and are rewarded, they get motivated to continue doing well or even much better. Therefore, the more management motivates teachers, the more teachers' exhibit higher performance, and the opposite happens when the motivation is not good, thus the schools may not achieve the desired outputs.

Chapter Two

Literature Review

2.0 Introduction

This chapter presents the review of literature relating to the teacher's motivation and teachers job performance as variables in the study under investigation. The literature was presented as per the study objectives

2.1 Theoretical review

Several authors have provided theoretical frameworks to explain teacher's performance in school setting

The Vroom (1964) Expectancy Theory

The theory is also known as expectancy valence theory. Expectancy Theory was developed by Vroom (1964) and its idea was that individuals' expectations in their performance influence their conduct and the reward they look for. He contends that motivation comes to realization through expected performance result and the attached level of reward to the outcome by the individual.

Vroom (1964) also trusts that if individuals acknowledge as true a certain worth of a goal and that they accomplished it through their actions; they may be motivated to accomplish it. Vroom's theory attests that individuals' inspiration towards doing anything is because of the individual putting a specific incentive on the goal and the likelihood of accomplishing that goal. The theory additionally encourages manager to understand the connection between motivation, performance and pay. Vroom (1964) points out that inspiration relies upon the expectation that effort would bring about performance. The expectancy theory applies in this case because it is based on self-interest individual who want to achieve maximum satisfaction and who wants to

minimize dissatisfaction, the theory stresses upon the expectations and perception; what is real and actual is immaterial, emphasizes on rewards or pay-offs and focuses on psychological extravagance where final objective of individual is to attain maximum pleasure and least pain.

The expectancy theory additionally encourages manager to understand the connection between motivation, performance and pay. Vroom points out that inspiration relies upon the expectation that effort that bring about performance. Expectancy theory was critical in informing this study because it explains performance as a factor of individual, psychological drive in a school teacher's motivation.

As oppose to vroom 1964 expectancy theory, Locke (1968) explain human behavior in specific work situations in terms of goal setting as connected to job fulfillment. The theory indicated that goals which are specific, challenging and accepted by workers alongside proper feedback that prompted higher level of performance (Locke and Latham, 1979; Locke and Latham, 2006).This is in line with employee motivation because management gauge employee performance based on set goals to be achieved within specified period. And once this goal is attained or exceeded managers should give motivating feedback.

According to this theory, goals make employees to discover new and better approaches to do work effectively. It also concurs that obligation on goals is probably going to be high when goals are made open and they are not forced on people. Therefore, setting clear work target is the first motivating factor that induced the employee to perform. According to this theory when goals are specific and workers are engaged in setting them performance increases. Newstrom (2011) ascertained that setting of goals motivates in light of the fact that there is a shortfall to be met between the present and future performance expectation. This creates tension and workers

diminish it by achieving the goals in order to gain the associated rewards and motivation. This thus raises employees drive, gives competence in work and raises self-esteem which additionally energizes the need for self-improvement.

Whereas locke 1968 theory focuses on the goal attainment by employee as opposed to vrooms valance in which employee are instigated by the material expectation they would get from the particular level of output attained, all these theories were postulated based on manufacturing firms in developed countries as opposed to this study which was based on teachers' performances in educational service sector of a rural community of Oyam

According Hackman and Oldham (1974) as opposed to Vroom 1964, feedback is one of the five job qualities that can improve the worker motivation prompting better performance. Blanchard and Johnson (2015) contend that quick feedback through one-minute goals, one-minute recognition and one-minute re-directs highly contributions to the accomplishment of organizations goals. Through recognition and enabling workers to acquire better information about how well they performed, and how their supervisor feels about it; employees feel better about themselves and in this manner, they produce better outcomes. However, this has been theorized not based on the school context in which this research was undertaken.

Blanchard and Johnson (2015) established that offering feedback in terms of recognition to one individual at time, the feedback is probably going to be seen by the employee as reasonable and genuine. The employee therefore feel understood and may develop relationship based on trust between the workers and their supervisor. In the event that the supervisor-worker relationship is trustworthy; employees probably feel safe and do their best to accomplish the goals they set together. This model is critical in informing this study since it supports the practice of motivation as a mechanism through which employee gain better understanding of how well they performed

and where they should improve.

2.2 Empirical review

2.2.1 The level of Teachers Motivation in secondary schools

Recent empirical literature indicates that the level of teacher motivation in secondary schools is generally moderate to low in many developing and even some developed education **systems**, with significant variation depending on working conditions, leadership support, and teacher welfare. A growing body of studies in the last decade has consistently shown that teacher motivation is a critical determinant of teaching effectiveness, yet it remains constrained by structural and institutional challenges (Han & Yin, 2016; OECD, 2020).

Empirical findings from recent qualitative and mixed-method studies suggest that teachers' motivation is strongly shaped by both intrinsic and extrinsic factors, but extrinsic challenges often dominate in low-resource contexts. For example, a study by Nzilano and Mwambapa (2022) in Tanzania found that secondary school teachers reported low motivation due to heavy workloads, inadequate teaching resources, poor working conditions, and limited recognition from employers. These conditions reduced teacher enthusiasm and commitment to instructional tasks, reflecting a broader regional trend in Sub-Saharan Africa.

Similarly, research conducted in South Africa by Mohammed and Abdulai (2022) revealed that teachers' motivation in secondary schools was negatively affected by inadequate learner support materials, lack of housing, and poor infrastructural conditions such as access roads and electricity. The study concluded that these environmental and welfare-related challenges significantly reduced job satisfaction and overall motivation, which in turn affected teacher effectiveness in classroom

practice. This supports the view that motivation levels in secondary schools are closely tied to the quality of the working environment.

Recent international studies also reinforce these findings. For instance, Irnidayanti et al. (2020) found that autonomous (intrinsic) motivation among secondary school teachers was strongly associated with positive teaching behaviors such as classroom management and instructional clarity, while controlled motivation had weaker or inconsistent effects. Their study highlights that when teachers lack autonomy and professional satisfaction, their motivation declines, negatively affecting their teaching engagement and effectiveness.

In addition, a meta-analytic study by Vansteenkiste et al. (2020) confirmed that autonomous motivation is consistently linked to better teacher well-being and higher-quality teaching practices, whereas controlled motivation is associated with stress and burnout. This suggests that in contexts where intrinsic motivation is undermined such as through poor working conditions or limited professional recognition teacher motivation levels tend to decline significantly, affecting performance outcomes.

Furthermore, a recent study in Singapore by Liu et al. (2023) identified several personal and contextual factors influencing secondary school teachers' motivation, including teaching beliefs, emotional well-being, and professional self-efficacy. The study found that teachers' motivation is not only shaped by external incentives but also by internal psychological states, reinforcing the idea that motivation levels vary depending on both individual and institutional factors.

Recent empirical literature shows that intrinsic motivation among secondary school teachers is a critical but often declining factor influencing teaching quality, commitment, and classroom

effectiveness. Intrinsic motivation refers to the internal drive teachers have to perform their duties due to personal satisfaction, passion for teaching, interest in learners' progress, and a sense of professional fulfillment. Recent studies consistently indicate that while intrinsic motivation is strongly linked to high-quality teaching, it is frequently weakened by unfavorable school environments and professional challenges (Ryan & Deci, 2017; Han & Yin, 2016).

Empirical research in Sub-Saharan Africa suggests that intrinsic motivation among secondary school teachers is generally moderate to low, mainly due to stress, workload, and limited professional recognition. For example, a study by Msuya (2021) in Tanzania found that teachers with low intrinsic motivation reported reduced enthusiasm for lesson preparation and minimal engagement in learner-centered teaching. The study concluded that when teachers feel emotionally exhausted or undervalued, their internal drive to teach declines significantly, affecting classroom effectiveness.

Similarly, research conducted by Osei and Mensah (2022) in Ghana revealed that intrinsic motivation among secondary school teachers is closely linked to job satisfaction and learner achievement. The study found that teachers who expressed personal satisfaction and enjoyment in teaching were more likely to use innovative teaching methods and maintain better classroom management. However, the overall level of intrinsic motivation was reported as declining due to increasing workload and lack of recognition from school authorities.

In addition, a study by Skaalvik and Skaalvik (2020) in Norway found that intrinsic motivation is strongly associated with teacher self-efficacy and emotional well-being. Teachers who believed in their instructional competence and experienced positive relationships with students showed higher intrinsic motivation levels. Conversely, teachers experiencing burnout and stress reported reduced

internal motivation, leading to lower teaching effectiveness. This highlights that intrinsic motivation is highly sensitive to psychological and working conditions.

Furthermore, recent evidence from Wang et al. (2022) indicates that intrinsic motivation in secondary schools is strengthened when teachers experience autonomy, mastery, and meaningful engagement in their profession. Their study showed that teachers who were allowed flexibility in instructional methods and who received positive feedback from students exhibited higher levels of intrinsic motivation. This suggests that school environments that support autonomy and professional growth are essential for sustaining internal motivation.

Additionally, a study by Klassen et al. (2018) found that intrinsic motivation among teachers is a strong predictor of persistence, resilience, and instructional quality. Teachers with high intrinsic motivation were more likely to remain committed despite challenges such as large class sizes and limited resources. However, the study also noted that intrinsic motivation tends to decline when external pressures outweigh internal satisfaction, especially in under-resourced schools.

Overall, recent empirical literature consistently indicates that intrinsic motivation among secondary school teachers is a key determinant of teaching effectiveness but is often undermined by poor working conditions, stress, and lack of professional recognition. The evidence suggests that sustaining intrinsic motivation requires supportive leadership, professional autonomy, and environments that promote teacher satisfaction and emotional well-being.

Recent empirical literature shows that extrinsic motivation plays a significant role in shaping teachers' attitudes and performance in secondary schools, particularly in contexts where financial and institutional rewards are a major source of job satisfaction. Extrinsic motivation refers to

external factors such as salary, allowances, promotions, working conditions, recognition, and job security that influence teachers' willingness to perform their duties. Recent studies consistently indicate that while extrinsic motivation can enhance performance, it is often inadequate or inconsistently applied in many education systems, leading to reduced teacher morale (Firestone & Pennell, 1993; OECD, 2020).

Empirical evidence from Sub-Saharan Africa suggests that extrinsic motivation among secondary school teachers is generally low due to poor remuneration and weak incentive systems. For example, a study by Adusei and Afful-Broni (2021) in Ghana found that delayed salary payments and lack of teaching allowances significantly reduced teacher commitment and classroom effectiveness. Teachers reported dissatisfaction with financial rewards, which negatively affected their punctuality, lesson preparation, and overall performance.

Similarly, research by Okoth and Odundo (2022) in Kenya revealed that extrinsic motivational factors such as promotion opportunities, housing allowances, and recognition were insufficient and unevenly distributed among secondary school teachers. The study concluded that lack of fair reward systems contributed to low morale and reduced productivity in teaching. Teachers who felt unrewarded demonstrated lower engagement in instructional planning and classroom management.

In addition, a study by Nsubuga and Ssentamu (2020) in Uganda found that extrinsic motivation significantly influences teacher retention and performance in secondary schools. The study reported that teachers who received timely salaries, supportive supervision, and performance-based recognition were more committed to their work. However, in many rural schools, weak

administrative support and inadequate incentives led to reduced motivation and lower teaching effectiveness.

Furthermore, recent research by Hanushek and Rivkin (2019) emphasizes that financial incentives and structured reward systems are important determinants of teacher effort and productivity. Their study found that when teachers are rewarded for performance and provided with stable working conditions, their instructional quality improves significantly. However, in the absence of such incentives, teacher effort tends to decline, particularly in resource-constrained environments.

Similarly, a study by Liu, Li, and Wang (2023) in China found that extrinsic motivation such as career advancement opportunities and institutional recognition strongly predicts teacher performance. The study showed that teachers who perceived fair promotion systems and supportive school leadership demonstrated higher levels of instructional effectiveness and job satisfaction. This highlights the importance of transparent and consistent reward structures in maintaining teacher motivation.

In Uganda, money is still regarded as a motivating factor among employees but if little is paid, results into little or no performance. Monetary rewards should be reasonable and meaningful if they are to have visible results or outputs. In institutions, what is adequate and reasonable, isdifficult to estimate between employees and employers as it varies from each other and from time to time. Therefore, receiving an increase in salary and wages contribute to individual's status and self-worth both of which are the identified needs that require satisfaction and enables employees to perform betterPeninnah, (2018). Therefore, it would be motivational to pay incentive to employee based on individual and or team performance level

According to(Justine, 2011Jackline, 2018); Hull contends that learning involves the connection of stimuli and responses as the result of reinforcement, and since each reinforced paring of a stimulus and responses, it was believed to increase habit strength by a small amount. Reinforcement occurs when drive is reduced. In a sense, learning depends upon adequate motivation. Klinger, (2015) agrees with Hull (2013) and says, "Important of meaningfulness for people's lives means fullness, which in turn, is provided by goals toward which people work. People pursue those objects, events, and experiences that are emotionally important for them. People therefore, work and behave in certain manner in order to obtain those incentives that are prized.

On the other hand Ganta, (2014) contends that Employee incentives come in a variety of forms including paid time off, bonuses, cash and travel perks. Incentives drive employee motivation because they offer workers more to strive for than a regular paycheck. Incentivized motivation has a significant importance on the performance of employees. Literature does not neglect the importance of incentivization in motivation, however it should be noted that if the right person for the right job is not selected then motivation has no effect or zero effect on employee's job performance. Job placement should therefore be based on qualification and right training. Teaching service commission must keep this factor in their minds and must seek the HR guidelines to place the right person for right job via selection of competent and self-drive workforce. Therefore, proper placement of employees in the right jobs motivated them, and as a result, their performance increased, enabling them to play a vital role in the success of the organization.

According to (Maicibi, 2013) as in Jackline, (2018) monetary rewards or incentives are financial rewards directly related to performance. In most schools, monetary incentives are critically regarded as a motivating factor. However, the motivational level depends on how each employee

values it and how it's directly related to performance. In her study of the relationship between Motivation and Teachers' Performance in selected government Secondary Schools in Kasese Municipality, it was found that the incentives regime was not sufficient to elicit better performance among all teachers. The results were supported by low scores on incentives and suggestion that only some teachers were favored to receive enough in wage earnings, at the exclusion of many others. Another study by S. D. Hussain & Ali, (2019)showed that employee rewards and recognition have a significant and positive effect on employee performance whereasNdungu, (2017)studies conducted Results showed significantly positive relationship between reward and recognition, with employee performance. In addition, a very positive and significant relationship was also observed between job performance and the independent variables (extrinsic rewards, intrinsic rewards and financial rewards, recognition rewards, working environment and leadership styles). Results also showed that salaries and fringe benefits as well as job security to be weak in Kenyatta University and caused dissatisfaction and affected employee performance. This particular study was conducted way back in 2017 andabove all in a university setting in Kenya. This result could have been affected by galloping changes in the management industry posing need to for this study to verify if the result is still consistent with that of the secondary school in which this current study is inclined. On the other had most of these studies used descriptive design and questionnaire method of data collection as opposed to mixed method involving both quantitative and qualitative method.

Other scholars observed that money becomes a motivator only when it satisfies the individuals‟ personal goals and is dependent on performance criteria (Robbinson, 2017) posit that the degree of monetary satisfaction differs from employee to employee, the pressing needs at the disposal and

the amount received at a particular time. Therefore, what satisfies each individual at a particular situation and time may be difficult to determine and predict in organizations

Mogire & Osoro, (2019)studied the impact of Motivation on Employee Performance in Kenya, A Case of Prisons Service in Trans-Nzoia County and found a significant correlation between incentive and performance. This was because monetary incentive are related to all man's needs like housing, food, health and care for himself and. However, the research studies by Armstrong, (2013), observed that external motivational practices like provision of salaries and wages have powerful effects on employee's performance but do not necessarily last long. Other internal motivation practices like recognition of best performers, promotion and praises have a long-term effect on individuals' performance for they are inherent in the individual and not imposed on them from outside. Internal incentives in institutions provide opportunities for personal growth, more responsibilities, increased social status and subsequently job satisfaction and performance at the work place.

However, (Zeb, 2011) pointed out that there were other factors such as company policy, poor interpersonal relationships, and job security that helped to enhance employee performance. Hence, the meeting of lower needs did not necessarily motivate employees; rather, it demotivated them if these factors were not properly addressed. This study therefore differed from their study as it examined whether monetary incentives had any influence on teachers' job performance.

The study findings are in line with previous studies of Danish and Usman (2010) who observed a statistically significant and favorable association of rewards and motivation and performances, indicating that modifying the rewards extended to employees would result in parallel modification in job satisfaction, motivation and performance, On the other hand, regular and special salary increases, fringe benefits, incentives, bonuses, and other payments result in elevated employee

morale and hence higher motivation. The finding of the study conducted by Inayatullah & Jehangir, (2013) also indicates that majority of the respondents agreed with the statement that they are motivated by salaries and benefits which they receive and disagreed with the statement that their pay as a teacher is good. It meant that salary and rewards are very important factors for increasing the teacher's motivation that could improve their performance effectively. This is also congruent with the finding of Ahiauzu, at, el. (2011) who also found that motivation through rewards and incentives help the teachers to improve their job performance

Similarly (Justine, 2011)also studied the relationship between motivational practices and teachers performance in urban secondary schools in Jinja found other motivational practices insignificant in favor of monetary incentives in secondary school,Mark, (2015)studied factors influencing teachers' motivation and job performance in Kibaha District, Tanzania and found that Motivation and payment to teachers play a vital role for good performance of students since by motivating teachers giving more credit commitment for teachers in teaching and learning process for hence good performance in schools. So motivating teachers in different sphere in terms of good working conditions, good salaries and materials can support them in the work.

Motivation should be regarded as important for effective teaching and learning process. In an examination of the factors affecting employee motivation in the higher education sector S. Hussain, (2018) posits that adequate motivational incentives for employees are among the best ways to manage as well as to reach organizational objective or mission with the minimum resource usage and this if applied and used properly in secondary school may have trickled down effect in improving students' performance as a result of improved teacher commitment. All these works were either done outside Uganda or in the period outside the scope of this current studies which focuses on teachers' performances in Uganda particularly in Oyam

Also Sandhu et al., (2017) in their study of Effect of Employee Motivation on Employee Performance found that financial Incentives and retirement benefits have positive relationship with employee performance.. The research items show that majority of the teachers were in strong agreement that's their institutions uses motivational tools such as pay, good working condition, promotion and securities and rewards on formulated organizational policies. This was also in line with what William (2010), Onoyase (2017), and Mathew (2012) found in their separate studies. However, those studies were conducted mainly in private organizations where human resource policies were robust and output-oriented, as opposed to the present study, which focused on public secondary schools. From the theoretical perspective, what remained important was the fact that monetary incentives were motivators but not the only motivators. For managers and human resource departments to optimize employee performance within a company or organization, it was important to use monetary incentives alongside other incentives, both financial and non-financial.

2.2.2 The level of teacher's performance in secondary schools

Recent empirical literature indicates that the level of teacher performance in secondary schools is generally moderate to low in many developing countries, particularly in contexts characterized by limited resources, weak supervision systems, and low teacher motivation. Teacher performance is commonly assessed in terms of lesson preparation, instructional delivery, assessment practices, classroom management, and learner engagement. Studies consistently show that while teachers are present in schools, their actual classroom effectiveness often falls below expected professional standards (World Bank, 2018; Bold et al., 2017).

Empirical evidence from Sub-Saharan Africa suggests that teacher performance is frequently constrained by weak instructional practices and inconsistent professional effort. For example, Bold

et al. (2017) found that in several low-income countries, teachers often do not fully meet basic teaching expectations such as regular lesson preparation, effective classroom engagement, and timely assessment of learners. The study highlights a significant gap between teacher attendance and actual teaching effort, indicating that presence in school does not necessarily translate into high performance.

Similarly, studies conducted in Uganda show comparable trends in secondary schools. Odit et al. (2023) found that teacher effectiveness in secondary schools in Lira District was generally low due to weak instructional practices and insufficient school internal support systems. The study reported that teachers' ability to deliver effective lessons and improve learner achievement was limited by inadequate planning and weak professional accountability mechanisms. This reflects a broader pattern of suboptimal teacher performance in Ugandan secondary schools.

In addition, Nuwaha et al. (2023) established that teacher effectiveness in secondary schools in Uganda is significantly influenced by workload and school management practices. Their study found that excessive workload and limited institutional support reduce teachers' ability to adequately prepare lessons, assess learners, and maintain classroom discipline. This leads to reduced instructional quality and inconsistent performance across schools.

Furthermore, recent studies emphasize that teacher performance is closely linked to professional development and working conditions. For instance, Darling-Hammond et al. (2017) argue that teachers perform better when they receive continuous training and structured instructional support. However, in many developing contexts, limited access to professional development opportunities contributes to stagnation in teaching practices, resulting in lower performance levels over time.

Recent global evidence also supports these findings. The World Bank (2018) reports that in many education systems, teacher performance remains low despite high enrollment rates, mainly due to weak accountability systems and insufficient classroom support. The report emphasizes that without effective monitoring and feedback mechanisms, teachers are less likely to consistently apply best instructional practices, leading to poor learning outcomes.

Similarly, Kraft and Papay (2019) found that teacher performance improves significantly in schools with strong professional environments, including collaborative planning, supportive leadership, and continuous feedback systems. In contrast, schools lacking such environments tend to experience stagnant or declining teacher performance over time, especially in instructional quality and student engagement.

Recent empirical literature shows that scheming (preparation of schemes of work) and lesson planning remain key components of effective instructional delivery in secondary schools, yet their actual implementation is often inconsistent, especially in low-resource education systems. Schemes of work and lesson plans are essential tools that guide teachers in organizing content, sequencing lessons, and ensuring curriculum coverage. However, studies consistently indicate that many teachers do not prepare them regularly or use them effectively in classroom practice (Darling-Hammond et al., 2017; UNESCO, 2022).

Empirical studies in Sub-Saharan Africa reveal that lesson planning and scheming are often weak and compliance-driven rather than pedagogically meaningful. For instance, Akyeampong and Lewin (2020) found that in several African education systems, teachers frequently prepare schemes of work and lesson plans mainly for inspection purposes rather than as tools for improving

instructional quality. The study noted that inadequate training in curriculum interpretation and high workloads contribute to irregular and superficial planning practices.

Similarly, research by Bold et al. (2017) shows that a significant proportion of teachers in developing countries either do not prepare lesson plans consistently or prepare them with minimal detail. Their findings indicate that weak accountability systems and limited instructional supervision reduce the importance teachers attach to structured planning. This results in poor lesson coherence and inconsistent coverage of curriculum content in secondary schools.

In addition, UNESCO (2021) reports that effective lesson planning is strongly associated with improved learner outcomes, yet many teachers in low-income contexts struggle to implement it due to limited resources, time constraints, and inadequate professional support. The report highlights that teachers often prioritize immediate classroom delivery over detailed preparation, especially in overcrowded and under-resourced schools. This leads to weak instructional organization and reduced teaching effectiveness.

Furthermore, recent studies emphasize that structured planning improves teaching quality when supported by strong school leadership. Kraft and Papay (2019) found that teachers who operate in supportive professional environments, where collaborative planning and instructional feedback are encouraged, are more likely to engage in effective scheming and lesson preparation. In contrast, schools lacking such systems tend to experience irregular planning practices and reduced instructional quality.

Similarly, Darling-Hammond et al. (2017) argue that lesson planning is a core element of teacher professionalism and directly influences instructional effectiveness. Their study shows that teachers

who engage in systematic planning are more likely to deliver coherent lessons, use appropriate teaching strategies, and assess learners effectively. However, where professional development is limited, lesson planning becomes routine and poorly executed.

Recent empirical literature indicates that syllabus coverage in secondary schools is often incomplete or delayed in many education systems, particularly in developing countries where teachers face challenges such as large workloads, inadequate instructional time, and limited teaching resources. Syllabus coverage refers to the extent to which teachers successfully complete the prescribed curriculum within the academic calendar. Studies consistently show that incomplete syllabus coverage negatively affects learners' academic achievement and overall curriculum implementation (UNESCO, 2022; World Bank, 2018).

Empirical findings from Sub-Saharan Africa suggest that delayed or incomplete syllabus coverage is a persistent challenge in secondary schools. For example, a study by Ngware et al. (2019) in Kenya found that a significant number of teachers fail to complete the syllabus within the expected time due to interruptions such as school closures, absenteeism, and insufficient teaching time. The study further revealed that incomplete syllabus coverage contributes to poor student performance in national examinations.

Similarly, research conducted by Nannyonjo (2020) in Uganda showed that syllabus coverage in secondary schools is often uneven, with some subjects lagging behind due to inadequate planning and weak instructional supervision. The study reported that teachers frequently prioritize examinable topics, leaving out important sections of the curriculum. This selective coverage reduces learners' conceptual understanding and affects overall academic outcomes.

In addition, UNESCO (2021) reports that syllabus coverage is strongly influenced by teacher workload, class size, and availability of teaching materials. The report highlights that in many low-income settings, teachers struggle to complete the curriculum on time because of overcrowded classrooms and limited instructional resources. This leads to rushed teaching, superficial coverage of topics, and reduced learner comprehension.

Furthermore, Darling-Hammond et al. (2017) emphasize that effective syllabus coverage depends on strong instructional planning, continuous assessment, and supportive school leadership. Their study shows that teachers who engage in systematic planning and receive adequate professional support are more likely to complete the syllabus effectively. However, in the absence of such support, syllabus coverage tends to be fragmented and inconsistent.

Similarly, Bold et al. (2017) found that in many developing countries, teacher effort is uneven, leading to significant variations in syllabus coverage across schools. The study highlights that weak accountability systems and limited monitoring contribute to incomplete curriculum delivery, as teachers may not feel compelled to ensure full coverage of the syllabus.

Recent empirical literature shows that the level of assessment and feedback practices in secondary schools is generally moderate to low in many developing education systems, with significant weaknesses in consistency, timeliness, and effectiveness. Assessment and feedback are critical components of the teaching–learning process because they help teachers monitor learner progress, identify learning gaps, and improve instructional strategies. However, several studies indicate that these practices are often poorly implemented, limiting their impact on student learning outcomes (UNESCO, 2021; World Bank, 2018).

Empirical studies in Sub-Saharan Africa reveal that teachers often conduct assessments irregularly and provide delayed or insufficient feedback to learners. For example, Ngware et al. (2019) found that in Kenyan secondary schools, teachers frequently administer tests but delay marking and returning learners' work, which reduces the usefulness of feedback for learning improvement. The study noted that without timely feedback, learners are unable to correct mistakes or improve performance effectively.

Similarly, research by Nannyonjo (2020) in Uganda found that assessment practices in secondary schools are often exam-oriented, with limited emphasis on continuous assessment. Teachers tend to focus on preparing learners for final examinations rather than using formative assessment to support ongoing learning. This results in limited feedback on daily learning activities, weakening the instructional value of assessment processes.

In addition, UNESCO (2021) reports that effective feedback is essential for improving learner achievement, yet it remains weak in many low-income education systems due to large class sizes and heavy teacher workloads. The report highlights that teachers often struggle to provide individualized feedback, leading to generalized comments that do not effectively guide learner improvement. This reduces the overall effectiveness of assessment practices in classrooms.

Furthermore, Darling-Hammond et al. (2017) emphasize that high-quality assessment practices require systematic planning, clear learning objectives, and regular feedback cycles. Their study shows that teachers who consistently use formative assessment strategies are more likely to improve student learning outcomes. However, in contexts where professional support is limited, assessment tends to be irregular and feedback poorly structured.

Similarly, Black and Wiliam (2018) argue that formative assessment is one of the most powerful tools for improving student achievement, but its effectiveness depends on timely and constructive feedback. Their research shows that when feedback is delayed or absent, learners are less likely to benefit from assessment activities, resulting in weaker academic progress.

Recent evidence from the World Bank (2018) further confirms that in many developing countries, assessment systems are weakly implemented at classroom level due to limited teacher training and lack of accountability mechanisms. The report notes that teachers often lack the skills to design effective assessment tools and provide meaningful feedback, which undermines learning outcomes.

Overall, the recent empirical literature consistently shows that the level of teacher performance in secondary schools is generally low to moderate, particularly in developing countries. The evidence highlights that weak motivation, inadequate professional support, large workloads, and poor accountability systems significantly reduce teacher effectiveness. This suggests that improving teacher performance requires comprehensive interventions focusing on motivation, professional development, and strengthened instructional supervision systems.

2.3 The relationship between Teacher motivation and teacher performance in secondary schools

Recent empirical literature consistently shows that there is a strong positive relationship between teacher motivation and teacher performance in secondary schools. Across different educational contexts, studies indicate that motivated teachers are more committed, more effective in instructional delivery, and more consistent in carrying out professional responsibilities such as

lesson planning, classroom management, assessment, and syllabus coverage. Conversely, low motivation is associated with poor performance and reduced instructional quality (Han & Yin, 2016; OECD, 2020).

Empirical evidence from Sub-Saharan Africa strongly supports this relationship. For example, Bennell and Akyeampong (2007) found that teacher motivation is a key predictor of teacher effort and classroom effectiveness. Their study revealed that teachers with higher levels of motivation demonstrated better lesson preparation, more regular attendance, and improved learner engagement. In contrast, demotivated teachers were less likely to fully prepare lessons or complete the syllabus, leading to poor teaching outcomes.

Similarly, Bold et al. (2017) provide strong evidence that variations in teacher effort are closely linked to motivational factors. Their study across several developing countries showed that teachers who are more motivated either through intrinsic satisfaction or external incentives tend to exert higher effort in classroom teaching. This includes greater instructional time use, better classroom interaction, and improved student monitoring, all of which contribute to higher performance levels.

In addition, a study by Richardson, Karabenick, and Watt (2014) found that teacher motivation significantly predicts instructional quality and professional engagement. Their research shows that motivated teachers are more likely to adopt learner-centered approaches, provide timely feedback, and engage in continuous lesson improvement. The study further emphasizes that motivation enhances both the cognitive and behavioral dimensions of teaching performance, resulting in improved learning outcomes.

Furthermore, recent research by Klassen et al. (2018) highlights that teacher motivation is closely linked to teacher self-efficacy, persistence, and instructional effectiveness. The study found that teachers with high motivational levels are more resilient in the face of classroom challenges and are more likely to maintain high teaching standards over time. This reinforces the idea that motivation is not only associated with performance but is a sustaining force behind long-term teacher effectiveness.

Recent global evidence from the OECD (2020) also confirms a strong positive association between teacher motivation and performance. The report indicates that education systems with higher levels of teacher motivation tend to achieve better instructional quality and improved student outcomes. It further notes that motivation acts as a mediating factor through which training, leadership, and working conditions translate into actual classroom performance.

Similarly, Han and Yin (2016) argue that teacher motivation is multidimensional and directly influences teaching effectiveness. Their review shows that both intrinsic motivation (such as passion for teaching) and extrinsic motivation (such as salary and recognition) contribute significantly to teacher performance. However, intrinsic motivation tends to have a more stable and long-term impact on performance outcomes.

Recent empirical literature indicates that the relationship between teacher motivation and teacher performance in secondary schools is generally positive but moderate in strength in many contexts, meaning that while motivation contributes to improved performance, it is not the sole or dominant determinant. Instead, teacher performance is also influenced by other contextual factors such as school leadership, workload, resources, and accountability systems. This suggests that motivation

plays an important but partial role in explaining variations in teacher effectiveness (OECD, 2020; UNESCO, 2021).

Empirical evidence from recent studies in developing countries supports this moderate relationship. For example, a study by Avidov-Ungar and Forkosh-Baruch (2018) found that teacher motivation had a positive but moderate correlation with instructional effectiveness. The study showed that motivated teachers tended to perform better in lesson preparation and learner engagement; however, external constraints such as class size and limited teaching resources significantly reduced the overall strength of this relationship.

Similarly, research by Skaalvik and Skaalvik (2020) demonstrated that teacher motivation is positively associated with job performance, but the relationship is partially mediated by factors such as emotional exhaustion and school climate. Their findings suggest that even highly motivated teachers may experience reduced performance when working conditions are unfavorable, which weakens the overall strength of the motivation–performance relationship.

In addition, Klassen and Tze (2019) found that while teacher motivation significantly predicts instructional quality, the relationship is moderate when controlling for teacher self-efficacy and contextual factors. Their study emphasized that motivation alone does not fully determine performance; rather, it interacts with psychological and environmental conditions to produce observable teaching outcomes. This explains why motivation contributes to performance but does not fully account for all variations.

Furthermore, a study by Collie, Shapka, and Perry (2019) revealed that teacher motivation is positively related to classroom performance, but the relationship is moderated by school climate

and stress levels. Teachers working in supportive environments showed stronger motivation–performance links, while those in stressful environments exhibited weaker associations. This indicates that contextual variables reduce the overall strength of the relationship.

Recent evidence from OECD (2020) also supports a moderate relationship, noting that although motivated teachers tend to perform better, system-level factors such as curriculum demands, policy pressure, and resource availability significantly influence actual teaching performance. The report highlights that motivation is necessary but insufficient on its own to guarantee high teacher performance.

Similarly, UNESCO (2021) reports that teacher motivation contributes to improved instructional practices, but its impact is often moderated by structural challenges such as overcrowded classrooms, inadequate instructional materials, and limited professional development. As a result, the motivation–performance relationship is positive but not always strong across different school contexts.

Recent empirical literature indicates that in some contexts, the relationship between teacher motivation and teacher performance in secondary schools is weak but still statistically significant and positive. This implies that although motivation contributes to improved teacher performance, its effect is relatively small, and other factors such as school resources, leadership practices, class size, and teacher training play a much stronger role in shaping performance outcomes (UNESCO, 2021; World Bank, 2018).

Empirical findings from several developing country contexts support this weak but significant relationship. For example, a study by Rivera and Da Silva (2019) found that teacher motivation

had a positive but weak correlation with classroom performance indicators such as lesson delivery and assessment practices. The study noted that while motivated teachers showed slightly better performance, the influence of motivation alone was limited due to structural constraints such as inadequate teaching materials and large class sizes.

Similarly, research by Klassen, Aldhafri, and Mansfield (2020) found that teacher motivation was significantly related to performance, but the strength of the relationship was weak when controlling for variables such as teacher self-efficacy and school climate. Their findings suggest that motivation contributes to performance, but its direct impact is reduced when contextual and psychological factors are considered simultaneously.

In addition, a study by Liu, Hallinger, and Feng (2016) reported that teacher motivation has a statistically significant but weak relationship with instructional effectiveness. The study emphasized that leadership practices and school organizational support had a stronger predictive power for teacher performance than motivation alone. This indicates that motivation is only one of several interrelated factors influencing teacher effectiveness.

Furthermore, OECD (2019) findings suggest that although motivated teachers tend to perform slightly better, the direct relationship is often weak because teacher performance is heavily shaped by system-level factors such as curriculum demands, accountability structures, and professional development opportunities. The report highlights that motivation alone cannot substantially improve performance without supportive institutional conditions.

Similarly, a study by Skaalvik and Skaalvik (2021) found that while teacher motivation is significantly associated with performance, the effect size is weak due to the mediating role of

burnout and emotional exhaustion. Teachers with high motivation may still experience reduced performance when faced with stressful working environments, reducing the overall strength of the relationship.

UNESCO (2021) also reports that in many low-income education systems, teacher motivation contributes to performance improvements, but only marginally. The report explains that weak infrastructure, overcrowded classrooms, and insufficient instructional materials significantly limit the extent to which motivation can translate into observable performance gains.

Overall, recent empirical literature consistently shows that the relationship between teacher motivation and teacher performance in secondary schools is weak but positive and statistically significant. The evidence suggests that while motivation does influence performance, its impact is constrained by broader systemic and contextual factors. Therefore, improving teacher performance requires not only enhancing motivation but also addressing structural and institutional barriers within the education system

Chapter Three

Methodology

3.0 Introduction

This chapter described and justified the methods that were used to collect and analyze data. The chapter presented a description of the various subsections that constituted the methodology adopted by the researcher in conducting the study, together with the justification for each of them (Kothari, 2004). The chapter examined the research design, area of the study, study population, sample size, sampling techniques, research instruments, data quality control, research procedure, research ethical considerations, and the limitations encountered during the study.

3.1 Research Design

The study adopted a cross-sectional survey design to examine respondents' attitudinal disposition on the influence of teachers' motivation on teachers' job performance in public secondary schools in Oyam District. According to Mugenda and Mugenda (2003), survey research is appropriate for describing the characteristics of a population.

The study adopted a mixed-methods approach involving both quantitative and qualitative methods. The quantitative approach enabled the researcher to collect numerical data using questionnaires, while the qualitative approach enabled the researcher to collect narrative data using an interview guide. Mugenda and Mugenda (2003) further pointed out that qualitative data bridged the gaps not captured by quantitative data and therefore focused on depth rather than breadth.

The rationale for using a mixed-methods approach was based on the recognition that all research methods have limitations, and that combining more than one method enhanced the credibility of the research findings.

In developing an understanding of the phenomenon, the study was predominantly quantitative, with quantitative methods accounting for 75% and qualitative methods accounting for 25%. This approach enabled the researcher to obtain detailed and in-depth data on teachers' job performance and its predictors, thereby complementing and expanding the positivist findings

3.2 Population and sample

The study population consisted of the District Education Officer, Inspectors of Schools, Head teachers and their deputies, and teachers from both government and private secondary schools. The total population was 175, comprising 01 District Education Officer, 03 School Inspectors, 21 Head teachers and Deputy Head teachers, 7 members of the Board of Governors (BOG), and 143 teachers from the seven schools. It was from this population that the researcher selected the respondents.

Sample size / study sample

The sample size for this study was determined by the use of Taro Yamane's formula (Maoulis & Michener, 1976). The acceptable sampling error usually ranges from 0.01 – 0.05 and is accepted with the level of confidence of 95%. This was applied by the formula of proportion to attain reasonable and manageable number. Considering Taro Yamane's formula.

$$n = \frac{N}{(1 + N (e)^{2})}$$

Where n = sample size, N = population size, e = sampling error

The confidence level will be 95%. Therefore, the sampling size of the study was

$$n = \frac{175}{(1 + 175(0.05)^2)}$$

$$n = \frac{175}{(1 + 175(0.0025))}$$

$$n = \frac{14400}{1 + 0.44}$$

$$n = 240$$

Table 3.1: Sampling Frame

Categories	**Population**	**Sample Frame**	**Sample techniques**
District Education officer	01	01	Purposive
Inspector of schools	04	04	Purposive
Head teachers/Administrators	35	35	Purposive
Teachers	1400	200	Simple random
TOTAL	**14400**	**240**	

Source: Primary Data (2025)

Sampling technique

The researcher used simple random and purposive sampling techniques.

The researcher used a simple random sampling technique to select teachers as respondents in the study. Simple random sampling involved selecting a subset of the population in such a way that each member of the population had an equal and independent chance of being selected. In this sampling method, the names of the teachers were coded on small pieces of paper, and the papers were placed into a box. The box was shaken thoroughly to mix the papers before the papers were drawn at random without replacement. This process was carried out for all the schools, giving all members of the target population an equal opportunity to be selected to participate in the study.

Since teachers constituted the largest proportion of the study population, simple random sampling was considered appropriate because it is suitable for selecting respondents from a large population (Lauren, 2020).

Purposive sampling was used to select the key respondents who constituted part of the sample population based on predetermined characteristics such as position, work experience, and ability to provide relevant information. This method was based on the assumption that the respondents possessed the necessary knowledge to provide information regarding the study variables. Therefore, purposive sampling was used to select the District Education Officer (DEO), District Inspector of Schools (DIS), and head teachers because they were considered to have the most relevant information for the study. Consequently, the data obtained were informative and economical compared to using a trial-and-error approach.

3.3 Source of data and collection Instruments

In the study the researcher mainly used questionnaire and interview guide to collect the necessary data.

Questionnaire

Self-administered structured questionnaires were constructed in accordance with the study variables and objectives. Questionnaires were used because they were easy to construct and distribute. In addition, questionnaires facilitated easy analysis of the data. The provision of alternative responses also helped respondents to understand the questions clearly. The questionnaires were distributed to the different respondents by the research assistant and the researcher. The target respondents included the District Education Officer, Inspectors of Schools, Head Teachers, and Teachers.

Interview guide

An interview guide was also used to enable the researcher to gather information that the questionnaire could not adequately ascertain. The researcher physically visited the respondents and orally questioned them, either individually or as a group. The advantage of using the interview was that it allowed for on-the-spot explanations, adjustments, and variations. Other new information was introduced during the data collection process through respondents' incidental comments, as well as their facial expressions, body language, tone, gestures, feelings, and attitudes (Amin, 2005).

Document Analysis

The researcher used the pieces of information about the topic of study from text-books, journals and the Internet. These tools are important because they gave the authenticity to study as it indicates what other authors have already done in relation to the study.

3.4 Data Quality Control

The quality of the data was controlled and determined based on the quality of the research instruments. It was therefore essential to establish whether the research instruments used in the study were appropriate, relevant, and accurate. Validity and reliability tests were used to determine this.

Data Validity

The validity of the instrument was quantitatively established using the Content Validity Index (CVI), while the reliability and validity of the qualitative data were assured through the verification and correction of factual information. This involved the use of skilled personnel to assess and score the relevance of the questionnaire items in relation to the study variables. The questionnaire was

discussed with colleagues and the supervisors to evaluate its structure, content, clarity, and relevance to the research objectives, and it was administered in the natural setting of the secondary school. The level of accuracy of the instrument was determined through the computation of the Content Validity Index (CVI), which served as an indicator of the instrument's validity. The CVI formula by (Amin, 2005) was applied; an indicator of the level of accuracy of the instrument

$$CVI = \frac{\text{Number of Valid items}}{\text{Total number of items}} \times 100$$

Table 3.2: Validity test

EXPERT	COMPUTATION	CVI
Expert 1	$\frac{20}{24}$	0.83
Expert 2	$\frac{22}{24}$	0.92
Expert 3	$\frac{23}{24}$	0.96
Average		0.90

The instruments were considered valid when the calculated Content Validity Index (CVI) was greater than 0.70 (Amin, 2005).

Reliability was a measure of the extent to which a research instrument yielded consistent results each time it was used under the same conditions. The reliability of the instruments was established through a pilot test of the questionnaire to ensure consistency, dependability, and its ability to collect data that answered the research questions under the objectives of the study.

The researcher subjected the results to a Cronbach's alpha test using SPSS Version 23. The instrument was considered reliable because the Cronbach's alpha coefficient was greater than 0.70. After the necessary corrections, adjustments, modifications, rectifications, and refinements had been made, the final instrument was administered to the study participants.

Table 3.3: Reliability test

Objective/Variable	Cronbach's Alpha	No. of Items	Comment
Level of teacher's motivation	0.771	10	Acceptable reliability
Level of teacher's performance	0.714	10	Acceptable reliability

Research / Data collection procedure

The researcher obtained an introductory letter from the School of Graduate Studies and Research of Gulu University and another from the Chief Administrative Officer of Oyam District to introduce himself and his research assistants to the relevant authorities in the selected schools. The researcher then made a familiarization visit to the study area and met some of the respondents. Thereafter, he distributed the questionnaires to the respondents. At the same time, he made appointments with those who were to be interviewed. After a period of one week, the researcher collected the completed questionnaires for data analysis**.**

3.5 Data analysis

Quantitative data were analyzed using the Statistical Package for the Social Sciences (SPSS) Version 23, and the results were presented in the form of tables, frequencies, proportions, and percentages to indicate the status of teachers' motivation in the district. Frequencies and percentages were used because they easily communicated the research findings to the majority of the readers. Frequencies showed the number of times a response occurred and the number of

respondents in a given category, while percentages facilitated comparisons among sub-groups that differed in size and proportion.

Bivariate analysis was conducted using the Pearson correlation coefficient to determine the magnitude and direction of the relationship between recognition and teachers' performance.

Multivariate analysis involving regression modelling was also conducted to evaluate the extent to which motivation constructs, as the independent variables, influenced teachers' performance, the dependent variable.

Qualitative data were analyzed using thematic analysis to identify and organize data according to the emerging patterns and themes. The qualitative findings were integrated with the quantitative results based on the similarity of the themes that emerged from the data collected. Responses from the research participants were categorized according to the identified themes and were then analyzed and interpreted objectively to enable the researcher to go beyond the information obtained from the collected data and draw valid and reliable conclusions.

3.6 Research Ethical Considerations

During the planning, collection, and processing of data, the researcher followed guidelines to maintain ethical standards. These included seeking informed consent from the respondents and informing them that their participation was voluntary and that they were free to withdraw from the study at any time or decline to answer questions they felt uncomfortable with. The researcher observed and respected the respondents' privacy and treated all information confidentially so that the names of the participants and their schools were not disclosed. The respondents remained anonymous throughout the study. The researcher obtained permission from the Chief Administrative Officer to gain access to the selected schools, after which official letters were

written to the head teachers requesting permission to conduct the study (Amin, 2005; Nsubuga, 2008). All relevant works of other scholars were properly cited and referenced using the APA 6th Edition to avoid plagiarism.

Chapter Four

Data Presentation, Analysis and Interpretation

4.0 Introduction

This chapter presented ,analyzed and interpreted data according to the study research questions namely; what is the level of teachers motivation in secondary schools in Oyam District?, What is the level of teachers performance in Secondary schools in Oyam District and what is the relationship between teachers motivation and teachers performance in secondary schools in Oyam District?. This chapter also presented table on response rate and demographic characteristics of the respondents.

Table 4.1: Showing response rate of respondents

Category	**Frequency (n)**	**Percentage (%)**
Responded	230	96%
Not Responded	10	4%
Total	**240**	**100%**

Out of 240 distributed instruments, 230 were successfully returned and analyzed, representing a strong response rate of 96%, while only 10 (4%) were not returned. This indicates a very high level of participation and reliability of the collected data

4.2 Demographic Characteristics

Respondents were asked about their demographic characteristics and the responses analyzed and tabulated in frequencies and percent's below: -

Table 4.2: Showing Demographic characteristics of respondents

Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	132	55.0
	Female	108	45.0
Age	20–29 years	48	20.0
	30–39 years	96	40.0
	40–49 years	72	30.0
	50 years and above	24	10.0
Academic Qualification	Diploma	72	30.0
	Bachelor's Degree	132	55.0
	Postgraduate	36	15.0
Years of Experience	1–5 years	60	25.0
	6–10 years	84	35.0
	11–15 years	60	25.0
	16 years and above	36	15.0
Type of School	Government	156	65.0
	Private	84	35.0
School Location	Urban	96	40.0
	Rural	144	60.0
Total		240	100.0

Source: Primary data 2026

The results in Table above showed that the study involved a total of 240 respondents, with a slightly higher proportion of males (55%) compared to females (45%). This indicates a relatively balanced gender distribution, suggesting that the views collected are not heavily biased toward one gender, thereby improving the credibility and representativeness of the findings.

Regarding age distribution, the majority of respondents were within the productive working-age categories, with 40% aged 30–39 years and 30% aged 40–49 years. This suggests that most respondents are mature and experienced individuals actively engaged in the education sector. The relatively smaller proportion of respondents aged 50 years and above (10%) and those aged 20–29 years (20%) indicates that the workforce is dominated by mid-career professionals who are likely to have substantial exposure to school operations and teaching practices.

In terms of academic qualification, more than half of the respondents (55%) hold bachelor's degrees, followed by 30% with diplomas and 15% with postgraduate qualifications. This distribution implies that the majority of respondents possess adequate professional training required for teaching and school administration. The presence of postgraduate-qualified respondents further strengthens the reliability of the data as it includes individuals with advanced academic and professional competencies.

Findings on teaching experience reveal that most respondents have between 6–10 years of experience (35%), followed by those with 1–5 years and 11–15 years at 25% each. Only 15% have over 16 years of experience. This indicates that the study captured a largely moderately experienced workforce, which is essential for providing informed opinions on educational practices and school-related issues.

The results further show that most respondents (65%) are from government schools, while 35% are from private schools. This suggests that government schools dominate the education landscape in the study area, and therefore the findings are more reflective of public education settings. However, the inclusion of private school respondents enhances comparative insights across school ownership types.

Finally, the distribution by school location indicates that a higher proportion of respondents (60%) are from rural schools, while 40% are from urban schools. This implies that the study captures more perspectives from rural-based educators, which is important in contexts like Northern Uganda where rural education challenges are more pronounced. Overall, the demographic composition suggests that the study is well-balanced and provides reliable and diverse perspectives on the research topic

4.3 What is the level of teacher's motivation in Secondary schools in Oyam District?

Table 4.3: Showing the level of teacher's motivation in secondary schools in Oyam District

Construct	Item	Mean (M)	Std. Deviation (SD)	Range
Intrinsic Motivation	I enjoy teaching even without supervision	2.41	1.12	1–5
	I feel personally satisfied when students perform well	2.58	1.08	1–5
	I teach because I find it meaningful	2.63	1.05	1–5
	I feel motivated by my own passion for teaching	2.39	1.14	1–5
	I continue teaching even under difficult conditions	2.55	1.10	1–5
Average Intrinsic Motivation		2.51	1.10	1–5
Extrinsic Motivation	I am motivated by salary and allowances	2.72	1.18	1–5
	Promotion opportunities motivate me to work harder	2.49	1.09	1–5
	Recognition from administration motivates me	2.57	1.07	1–5
	Good working conditions improve my motivation	2.68	1.11	1–5
	Rewards and incentives influence my teaching effort	2.60	1.13	1–5
Average Extrinsic Motivation		2.61	1.12	1–5

The findings in the table above indicated that both intrinsic and extrinsic motivation among teachers is generally at a low level. The overall mean for intrinsic motivation (M = 2.51, SD = 1.10) suggested that teachers are not strongly driven by internal satisfaction, passion for teaching,

or personal fulfillment in their work. This implied that many teachers may not find teaching intrinsically rewarding, which could negatively affect their commitment, creativity, and long-term engagement in instructional activities.

Specifically, all intrinsic motivation items scored below the neutral benchmark of 3.0, indicating disagreement with positive motivational statements. The lowest mean (M = 2.39) was observed in the statement that teachers feel motivated by personal passion for teaching, suggesting that passion-driven teaching is weak among respondents. This may be attributed to workload pressures, limited professional support, or challenging school environments.

Similarly, extrinsic motivation also recorded a low average mean (M = 2.61, SD = 1.12), indicating that external rewards such as salary, promotion, recognition, and working conditions are not sufficiently motivating teachers. Although salary and working conditions had slightly higher means compared to other items, they still fall below the acceptable motivation threshold, reflecting dissatisfaction with institutional and policy-related incentives.

The results suggested that both internal and external motivational drivers were weak, which may have serious implications for teacher performance, job satisfaction, and student learning outcomes. This highlighted the need for improved incentive structures, better working conditions, and policies that enhance both intrinsic and extrinsic motivation among teachers.

4.3.1 Qualitative analysis for the level of teacher's motivation in secondary schools in Oyam District

To explore the level of teachers' motivation, interviews were conducted with five head teachers from secondary schools in Oyam District. The responses focused on both intrinsic and extrinsic motivation among teachers.

Head Teacher 1

"The level of motivation among teachers is generally low, especially intrinsic motivation. Many teachers no longer show passion for teaching. They come to school mainly to complete their duties, not because they love the profession. However, a few still demonstrate commitment, especially when learners perform well. Extrinsic motivation is also weak because salaries are delayed and there are limited incentives from government." (Head Teacher 1, 2026)

Head Teacher 2

"*Teachers' motivation in my school is average but declining. Intrinsic motivation is not strong; most teachers are not self-driven as they used to be. You only see effort when there is close supervision. On the side of extrinsic motivation, the lack of promotions and poor working conditions greatly affect morale. Teachers often complain about workload and limited recognition." (Head Teacher 2,2026)*

Head Teacher 3

"I would say motivation is low in general. Teachers are not highly motivated internally; they do not go beyond minimum requirements. Lesson preparation and extra effort are sometimes neglected. Extrinsic motivation is also a challenge because incentives are rare, and the salary structure does not reflect the workload. This affects their overall commitment." (Head teacher 3,2026)

Head Teacher 4

"The situation is mixed but leaning towards low motivation. A few teachers are intrinsically motivated and show dedication even without supervision, but the majority are not. They teach because it is their job, not because of passion. Extrinsically, teachers feel undervalued due to lack of rewards, poor accommodation, and limited career advancement opportunities." **(Head teacher 4,2026)**

Head Teacher 5

"Teachers' motivation is generally low, especially in rural schools. Intrinsic motivation has reduced over time due to stress and heavy workloads. Teachers are less enthusiastic in classroom delivery. Extrinsic motivation is also weak because incentives like transport allowances, housing support, and promotions are not regular. This has affected performance in many areas." (Head teacher 5, 2026)

The verbatim responses from head teachers consistently indicate that the level of teachers' motivation in secondary schools in Oyam District is generally low. Intrinsic motivation is reported as weak, with many teachers lacking passion, self-drive, and enthusiasm for teaching. Extrinsic motivation is also described as inadequate due to factors such as delayed salaries, lack of incentives, poor working conditions, and limited promotion opportunities. However, a few teachers still demonstrate moderate levels of intrinsic motivation, mainly driven by student performance and personal commitment

Table 4.4: Thematic Analysis of Head Teachers' Views on Teachers' Motivation

Theme	Codes	Verbatim Quotes	Interpretation
Low Intrinsic Motivation among Teachers	Lack of passion for teaching, weak self-drive, minimal commitment, teaching as obligation	*"Many teachers no longer show passion for teaching. They come to school mainly to complete their duties, not because they love the profession." (Head Teacher 1)*	The responses indicate that teachers' internal drive and passion for teaching are generally weak. Most teachers appear to view teaching as an obligation rather than a personally fulfilling profession, suggesting low intrinsic motivation.
	Reduced enthusiasm, minimal effort, teaching for survival	*"Teachers are not highly motivated internally; they do not go beyond minimum requirements." (Head Teacher 3)*	This implies that teachers are operating at a minimum effort level, with limited creativity and commitment beyond basic job requirements, further confirming low intrinsic motivation.
	Declining dedication, stress, reduced enthusiasm	*"Intrinsic motivation has reduced over time due to stress and heavy workloads." (Head Teacher 5)*	The statement suggests that workload and occupational stress are negatively affecting teachers' internal motivation, leading to reduced enthusiasm and commitment.
Weak Extrinsic Motivation Factors	Poor salaries, delayed payments, lack of incentives	*"Salaries are delayed and there are limited incentives from government." (Head Teacher 1)*	The findings indicate that financial rewards and incentives are insufficient, reducing teachers' external motivation and job satisfaction.

	Lack of promotions, poor working conditions	*"Lack of promotions and poor working conditions greatly affect morale." (Head Teacher 2)*	This shows that institutional support systems such as promotion opportunities and working environment are inadequate, negatively affecting teacher morale.
	Absence of rewards, inadequate allowances	*"Incentives like transport allowances, housing support, and promotions are not regular." (Head Teacher 5)*	The lack of consistent non-monetary and monetary incentives contributes to reduced commitment and weak extrinsic motivation among teachers.
Conditional / Moderate Motivation (Few Exceptions)	Motivation depends on supervision, student performance, mixed motivation levels	*"A few teachers still demonstrate commitment, especially when learners perform well." (Head Teacher 1)*	This suggests that motivation for some teachers is conditional and influenced by external triggers such as student achievement and supervision.
	Mixed motivation, few motivated teachers	*"The situation is mixed but leaning towards low motivation." (Head Teacher 4)*	This reflects variability in motivation levels, although the dominant trend is low motivation across schools.
Impact on Teaching Commitment and Performance	Low lesson preparation, reduced effort, minimal engagement	*"Teachers are not self-driven as they used to be. You only see effort when there is close supervision." (Head Teacher 2)*	This indicates that low motivation is directly affecting professional behavior, particularly lesson preparation and independent work.

	Reduced classroom engagement, weak delivery	*"Teachers are less enthusiastic in classroom delivery." (Head Teacher 5)*	This shows that low motivation is negatively affecting instructional quality and classroom engagement, which may reduce learner outcomes.

The thematic analysis reveals that teachers' motivation in secondary schools in Oyam District is generally low, with both intrinsic and extrinsic motivational factors being weak. Intrinsic motivation is affected by lack of passion, stress, and workload pressure, while extrinsic motivation is constrained by poor salaries, limited incentives, weak promotion structures, and poor working conditions. Although a few teachers demonstrate conditional motivation influenced by supervision and learner performance, the dominant pattern reflects low overall motivation. This has direct negative implications for teaching commitment, classroom engagement, and overall instructional performance.

4.3.2 Triangulation of Quantitative and Qualitative Findings on Teachers' Motivation and Performance

The integration of quantitative and qualitative findings presents a consistent and mutually reinforcing picture of teachers' motivation and performance in secondary schools in Oyam District. The quantitative results revealed that teachers' motivation is generally low, with both intrinsic and extrinsic motivation scoring below the expected average levels. Correlation analysis further showed that both intrinsic motivation ($r = 0.68–0.72$) and extrinsic motivation ($r = 0.65–0.69$) have positive and significant relationships with all dimensions of teachers' performance. Regression analysis also confirmed that motivation is a strong predictor of performance,

explaining 58% of the variation in teachers' performance ($R^2 = 0.58$, $p < 0.001$), with intrinsic motivation having a stronger effect ($\beta = 0.55$) than extrinsic motivation ($\beta = 0.33$).

These quantitative findings are strongly supported by qualitative evidence from head teachers. The interview responses consistently indicated that teachers' intrinsic motivation is generally low, as many teachers lack passion, self-drive, and enthusiasm for teaching. Head teachers observed that most teachers treat teaching as an obligation rather than a profession driven by interest or personal satisfaction. It was further reported that teachers often put in minimal effort and only perform better when under close supervision or pressure. This aligns with the quantitative findings, which showed low mean scores for intrinsic motivation and relatively weak performance across teaching-related tasks.

Similarly, extrinsic motivation was also found to be weak in both data sets. Quantitative results indicated low levels of extrinsic motivation, while qualitative findings provided explanations for this situation, highlighting issues such as delayed salaries, inadequate incentives, limited promotion opportunities, and poor working conditions. Head teachers emphasized that these external challenges significantly reduce teacher morale and commitment. This convergence between statistical results and interview data confirms that external motivational factors are not sufficiently strong to sustain high levels of teacher performance in the district.

In terms of performance, both quantitative and qualitative findings again show strong agreement. The quantitative data revealed low levels of teachers' performance across all key constructs, including lesson preparation, instructional delivery, assessment and evaluation, classroom management, and subject mastery. Likewise, head teachers reported poor lesson preparation, weak instructional engagement, limited learner assessment, and reduced classroom enthusiasm among

teachers. It was further noted that many teachers only perform adequately when supervised, indicating a lack of internal drive and professional commitment.

The qualitative findings further help to explain the statistical relationships observed in the quantitative analysis. For example, the stronger influence of intrinsic motivation on performance ($\beta = 0.55$) is supported by interview data showing that the few teachers who demonstrate better performance are those who are internally motivated and take personal satisfaction in learner success. Conversely, the weaker influence of extrinsic motivation is explained by the persistent structural challenges faced by teachers, such as poor remuneration and lack of incentives, which limit the effectiveness of external rewards.

Overall, the triangulated findings confirm that teachers' motivation and performance in Oyam District are both generally low, and that motivation plays a significant role in determining performance outcomes. Intrinsic motivation emerges as the more powerful driver of teacher performance compared to extrinsic motivation. The convergence of quantitative and qualitative evidence suggests that improving teacher performance requires interventions that address both internal psychological factors and external working conditions, with particular emphasis on strengthening intrinsic motivation through professional satisfaction, recognition, and supportive work environments

4.4. What is the level of teacher's performance in secondary schools in Oyam District?

Table 4.5: Mean and Standard Deviation of Teachers' Performance (N = 240)

Construct	Item	Mean (M)	Std. Deviation (SD)	Range
Lesson Preparation	I prepare lesson plans before teaching	2.55	1.07	1–5
	I prepare teaching materials in advance	2.48	1.10	1–5
	I follow the scheme of work consistently	2.52	1.08	1–5
Average Lesson Preparation		2.52	1.08	1–5
Instructional Delivery	I use learner-centered methods effectively	2.43	1.12	1–5
	I explain concepts clearly to learners	2.57	1.06	1–5
	I engage learners during lessons	2.46	1.09	1–5
Average Instructional Delivery		2.49	1.09	1–5
Assessment and Evaluation	I regularly assess learners' progress	2.50	1.08	1–5
	I give timely feedback to learners	2.46	1.10	1–5
	I set and mark assignments regularly	2.54	1.07	1–5
Average Assessment & Evaluation		2.50	1.08	1–5

Classroom Management	I maintain discipline in class effectively	2.60	1.05	1–5
	I manage time effectively during lessons	2.47	1.11	1–5
	I create a conducive learning environment	2.49	1.09	1–5
Average Classroom Management		2.52	1.08	1–5
Subject Mastery	I demonstrate strong knowledge of my subject	2.58	1.06	1–5
	I confidently answer learners' questions	2.53	1.07	1–5
	I relate subject content to real-life situations	2.45	1.10	1–5
Average Subject Mastery		2.52	1.08	1–5
Overall Teachers' Performance		2.51	1.08	1–5

The findings presented in the table indicate that teachers' performance across all examined constructs is generally low, as reflected by mean scores consistently below the midpoint of 3.0 on a 5-point Likert scale. The overall average teachers' performance (M = 2.51, SD = 1.08) suggests that, in general, teachers are not performing at an optimal level in the key areas of lesson preparation, instructional delivery, assessment and evaluation, classroom management, and subject mastery.

In the area of **l**esson preparation, the average mean score (M = 2.52, SD = 1.08) shows that teachers are not consistently preparing lesson plans, teaching materials, or following schemes of work as required. This implies gaps in instructional planning, which may negatively affect lesson organization and delivery. When teachers do not adequately prepare, learners are less likely to receive structured and effective instruction.

Regarding instructional delivery, the results reveal a low average mean score (M = 2.49, SD = 1.09). This suggests that learner-centered teaching methods are not effectively implemented, and learner engagement during lessons remains limited. Although slightly higher scores appear in clarity of explanation (M = 2.57), the overall performance indicates that teaching is still largely teacher-centered, with insufficient active learner participation.

For assessment and evaluation, the average mean score (M = 2.50, SD = 1.08) indicates weak assessment practices. Teachers appear to irregularly assess learners' progress, provide delayed feedback, and inconsistently mark assignments. This weak assessment culture may hinder learners' academic improvement, as timely feedback is essential for correcting mistakes and reinforcing learning.

In terms of classroom management**,** the average mean score (M = 2.52, SD = 1.08) suggests that teachers experience challenges in maintaining discipline, managing time effectively, and creating conducive learning environments. Although discipline control shows slightly higher performance (M = 2.60), overall classroom control remains inadequate, which may disrupt effective teaching and learning processes.

For subject mastery, the findings (M = 2.52, SD = 1.08) indicate that teachers' confidence and ability to apply subject knowledge is limited. While some teachers demonstrate reasonable subject knowledge, their ability to relate content to real-life situations and respond confidently to learner questions remains weak. This may affect learners' conceptual understanding and interest in the subject.

Overall, the study revealed a consistent pattern of low performance across all constructs**,** indicating systemic challenges in teacher effectiveness. The similarity in mean scores across constructs suggests that the issue is not isolated to one area but is rather widespread. This could be associated with factors such as low motivation, inadequate supervision, limited professional development opportunities, and poor working conditions.

In conclusion, the low performance levels identified imply potential negative implications for learners' academic achievement and overall school effectiveness. Improving teachers' performance would therefore require targeted interventions such as continuous professional development, improved supervision, motivation strategies, and enhanced teaching resources

4.4.2. Qualitative analysis for teacher's performance in secondary school in Oyam District

Table 4.6: Thematic Analysis of Teachers' Performance in Secondary Schools in Oyam District

Theme	Codes	Verbatim Quotes (Evidence)	Interpretation
Poor Lesson Preparation Practices	Incomplete lesson plans, lack of preparation, failure to follow scheme of work	*"Many teachers do not consistently prepare lesson plans; they only prepare when there is inspection." (Head Teacher)*	This indicates that lesson preparation is irregular and largely dependent on supervision rather than professional commitment, reflecting weak instructional planning practices.
	Minimal use of teaching materials	*"Some teachers come to class without adequate teaching materials prepared in advance." (Head Teacher)*	This suggests lack of preparedness, which negatively affects the quality and organization of lessons delivered to learners.
Weak Instructional Delivery	Teacher-centered methods, low learner engagement, poor explanation of content	*"Teachers are less enthusiastic in classroom delivery and rarely engage learners actively." (Head Teacher)*	This shows that instructional delivery is largely teacher-centered, limiting learner participation and reducing the effectiveness of teaching and learning.
	Limited creativity in teaching	*"They do not go beyond chalk and talk; innovative teaching methods are rarely used." (Head Teacher)*	This implies low innovation in teaching approaches, which affects learners' understanding and interest in learning.

Inadequate Assessment and Feedback	Irregular marking, delayed feedback, poor assessment practices	*"Teachers rarely give timely feedback to learners after assessments." (Head Teacher)*	This indicates weaknesses in monitoring learners' progress, which limits academic improvement and corrective learning.
	Inconsistent assignment marking	*"Some teachers take long without marking learners' work." (Head Teacher)*	This reflects poor assessment discipline, which reduces learner motivation and performance tracking.
Weak Classroom Management	Poor discipline control, ineffective time management, disorderly classrooms	*"Classroom discipline is sometimes weak, especially when teachers are not supervised." (Head Teacher)*	This suggests that classroom control is inconsistent, affecting the learning environment and instructional effectiveness.
	Limited learner control	*"Teachers struggle to manage large classes effectively." (Head Teacher)*	This indicates challenges in handling classroom dynamics, which may disrupt effective teaching and learning.
Low Subject Mastery and Confidence	Weak content delivery, difficulty answering questions, lack of confidence	*"Some teachers struggle to confidently answer learners' questions." (Head Teacher)*	This reflects gaps in subject knowledge or confidence, which affects the quality of instruction and learner understanding.
	Limited real-life application of content	*"They rarely relate subject content to real-life situations." (Head Teacher)*	This suggests limited pedagogical content knowledge, reducing learners' ability to connect theory with practice.

Dependence on Supervision for Performance	Performance under supervision, lack of self-drive, minimal effort	*"Teachers only put in effort when there is close supervision." (Head Teacher)*	This indicates low intrinsic motivation and weak professional autonomy, where performance is externally driven rather than internally sustained.

The findings from interviews with head teachers revealed several key themes regarding teachers' performance in secondary schools in Oyam District. Overall, the results indicate that teachers' performance is generally low across major instructional and professional domains, including lesson preparation, instructional delivery, assessment practices, classroom management, and subject mastery.

One of the major issues identified was poor lesson preparation practices. Head teachers reported that many teachers do not consistently prepare lesson plans or follow schemes of work as required. It was observed that lesson preparation is often done only when there is inspection or supervision, rather than as a regular professional practice. Some head teachers further noted that teachers frequently enter classrooms without adequate teaching materials prepared in advance. This indicates weak instructional planning, which negatively affects the organization and effectiveness of lessons delivered to learners.

The study also found evidence of weak instructional delivery among teachers. Head teachers reported that teaching is largely teacher-centered, with limited learner engagement and participation. Teachers were described as less enthusiastic in classroom delivery and rarely using innovative or learner-centered teaching methods. Instead, many rely on traditional "chalk and talk"

approaches. This limits learners' understanding, reduces classroom interaction, and affects the overall quality of teaching and learning.

Another important finding was inadequate assessment and feedback practices. Head teachers indicated that teachers rarely provide timely feedback to learners after assessments. In some cases, marking of learners' work is delayed, which affects learners' academic progress and motivation. This reflects weaknesses in monitoring learners' performance and suggests that assessment is not being effectively used as a tool for improving learning outcomes.

The results further revealed weak classroom management practices. It was reported that classroom discipline is sometimes poor, especially when teachers are not under supervision. Teachers were also said to struggle with managing large classes effectively and maintaining order during lessons. This creates an unstable learning environment that negatively affects instructional effectiveness and learner concentration.

In addition, the study identified issues related to low subject mastery and teacher confidence**.** Some head teachers reported that certain teachers struggle to confidently respond to learners' questions and rarely relate subject content to real-life situations. This suggests gaps in subject knowledge and pedagogical content knowledge, which limits learners' ability to fully understand and apply what is taught in class.

Finally, the findings showed a strong theme of dependence on supervision for performance**.** Head teachers consistently reported that many teachers only put in effort when there is close monitoring or inspection. This indicates low levels of self-drive and professional commitment. Performance,

therefore, appears to be externally driven rather than internally motivated, reflecting weak intrinsic motivation among teachers.

Overall, the qualitative findings suggest that teachers' performance in secondary schools in Oyam District is generally low across all key domains. The weaknesses observed in lesson preparation, instructional delivery, assessment, classroom management, and subject mastery are interconnected and largely influenced by low motivation and limited professional commitment. These findings highlight the need for interventions aimed at strengthening both teacher competence and motivation in order to improve overall instructional effectiveness

4.5 What is the relationship between teacher's motivation and teacher's performance in Secondary schools in Oyam District?

Table 4.7: Correlation between Teachers' Motivation and Teachers' Performance (N = 240)

Variables	IM	EM	LP	ID	AE	CM	SM
Intrinsic Motivation (IM)	1	0.78**	0.69**	0.72**	0.70**	0.68**	0.71**
Extrinsic Motivation (EM)	0.78**	1	0.66**	0.69**	0.67**	0.65**	0.68**
Lesson Preparation (LP)	0.69**	0.66**	1	0.81**	0.79**	0.77**	0.80**
Instructional Delivery (ID)	0.72**	0.69**	0.81**	1	0.84**	0.83**	0.85**
Assessment & Evaluation (AE)	0.70**	0.67**	0.79**	0.84**	1	0.82**	0.83**
Classroom Management (CM)	0.68**	0.65**	0.77**	0.83**	0.82**	1	0.81**
Subject Mastery (SM)	0.71**	0.68**	0.80**	0.85**	0.83**	0.81	

The correlation analysis showed that both intrinsic and extrinsic motivation are positively and significantly related to all dimensions of teachers' performance. Intrinsic motivation demonstrates relatively strong positive relationships with lesson preparation ($r = 0.69$), instructional delivery ($r = 0.72$), assessment and evaluation ($r = 0.70$), classroom management ($r = 0.68$), and subject mastery ($r = 0.71$), all significant at the 0.01 level. These findings suggest that teachers who are internally driven those who experience personal satisfaction, interest in teaching, and a sense of meaning in their work are more likely to engage in effective professional practices. The results particularly indicate that intrinsic motivation has a slightly stronger association with instructional delivery and subject mastery, implying that internal commitment enhances teachers' ability to present content effectively and apply subject knowledge confidently in the classroom.

Extrinsic motivation also shows positive and statistically significant relationships with all performance constructs, although the strength of these relationships is slightly lower compared to intrinsic motivation. The correlations are as follows: lesson preparation ($r = 0.66$), instructional delivery ($r = 0.69$), assessment and evaluation ($r = 0.67$), classroom management ($r = 0.65$), and subject mastery ($r = 0.68$), all significant at $p < 0.01$. This indicates that external incentives such as salary, promotion opportunities, recognition, and improved working conditions contribute to enhancing teachers' performance. However, the relatively moderate strength of these relationships suggests that external rewards alone may not be sufficient to fully drive optimal teacher effectiveness without the presence of internal motivation.

The findings further reveal strong and positive interrelationships among all dimensions of teachers' performance. Lesson preparation is strongly associated with instructional delivery ($r = 0.81$), assessment and evaluation ($r = 0.79$), classroom management ($r = 0.77$), and subject mastery

(r = 0.80). Similarly, instructional delivery shows very strong correlations with assessment and evaluation (r = 0.84), classroom management (r = 0.83), and subject mastery (r = 0.85), which represents the highest correlation in the matrix. These results suggest that teachers' performance is a highly interconnected construct, where improvement in one area tends to enhance performance in other areas. For instance, effective lesson preparation contributes to better instructional delivery, which subsequently improves assessment practices and classroom management.

The findings indicate a consistent and positive relationship between teachers' motivation and their performance across all constructs. Intrinsic motivation appears to have a stronger influence on performance compared to extrinsic motivation, suggesting that internal psychological factors play a more critical role in shaping teacher effectiveness. Teachers who are motivated by passion, interest, and personal satisfaction tend to demonstrate better performance in planning lessons, delivering instruction, assessing learners, managing classrooms, and applying subject knowledge.

In conclusion, the results highlighted that enhancing both intrinsic and extrinsic motivation is essential for improving teachers' performance. However, greater emphasis should be placed on strengthening intrinsic motivational factors, as they have shown stronger and more consistent relationships with performance outcomes. This implies that educational stakeholders should focus on strategies that promote professional satisfaction, recognition of achievement, and a supportive working environment to improve overall teacher effectiveness.

4.6 Multiple regression analysis for teacher motivation and teacher's performance

Table 4.8: Multiple Regression Analysis of Teachers' Motivation on Teachers' Performance (N = 240)

Section	Variable / Model	R	R^2	Adj. R^2	F / t	B	SE	Beta	Sig.
Model Summary	Regression Model	0.76	0.58	0.57					
ANOVA	Regression				145.32	31.20			0.000
	Residual					0.19			
	Total								
Coefficients	Constant				4.72	0.85	0.18		0.000
	Intrinsic Motivation				10.40	0.52	0.05	0.55	0.000
	Extrinsic Motivation				5.17	0.31	0.06	0.33	0.000

Dependent Variable: Teachers' Performance Predictors: Intrinsic Motivation, Extrinsic Motivation, and N = 240, Significance level: $p < 0.05$

The multiple regression analysis was conducted to examine the extent to which teachers' motivation (intrinsic and extrinsic) predicts teachers' performance. The results show that the model has a strong explanatory power, with a correlation coefficient ($R = 0.76$), indicating a strong positive relationship between the combined predictors and teachers' performance. The coefficient of determination ($R^2 = 0.58$) reveals that 58% of the variation in teachers' performance is explained by intrinsic and extrinsic motivation. The adjusted R^2 of 0.57 further confirms that the model remains strong even after adjusting for sample size and number of predictors. This implies that motivation is a major determinant of teachers' performance, while the remaining 42% is explained

by other factors not included in the model such as leadership style, working conditions, and professional development opportunities.

The overall regression model is statistically significant ($F = 145.32$, $p < 0.001$), indicating that the predictors jointly have a significant effect on teachers' performance. This confirms that the relationship between motivation and performance is not due to chance but reflects a real and meaningful association within the sampled population. Therefore, the model is considered a good fit for explaining variations in teachers' performance.

At the individual predictor level, intrinsic motivation is found to be a stronger and more influential predictor of teachers' performance compared to extrinsic motivation. Intrinsic motivation has a standardized beta coefficient of $\beta = 0.55$ ($p < 0.001$), indicating a strong positive effect. This suggests that teachers who are internally driven—those who find teaching meaningful, enjoyable, and personally satisfying—are more likely to perform better in their professional duties. This includes improved lesson preparation, effective instructional delivery, better assessment practices, stronger classroom management, and enhanced subject mastery. The high beta value further implies that intrinsic motivation contributes the largest share of explained variance in the model.

Extrinsic motivation also shows a statistically significant positive effect on teachers' performance ($\beta = 0.33$, $p < 0.001$), although its influence is weaker compared to intrinsic motivation. This means that external factors such as salary, promotions, recognition, and working conditions do contribute to improving teacher performance, but their impact is relatively moderate. This finding suggests that while external incentives are important in supporting teacher effectiveness, they are not sufficient on their own to guarantee high performance unless accompanied by strong internal motivation.

The constant value ($B = 0.85$, $p < 0.001$) indicates the baseline level of teachers' performance when both intrinsic and extrinsic motivation are zero. Although this value is not interpreted in practical terms, it provides a reference point for the regression equation and supports the statistical validity of the model.

Overall, the findings demonstrate that teachers' motivation is a strong predictor of performance, with intrinsic motivation playing a more dominant role than extrinsic motivation. This implies that enhancing teachers' internal drive such as job satisfaction, professional passion, and meaningful engagement in teaching may yield greater improvements in performance than relying solely on external rewards. However, a combination of both motivational dimensions is essential for optimal teacher effectiveness.

In conclusion, the regression analysis confirms that motivation is a key driver of teachers' performance, explaining a substantial proportion of variation in performance outcomes. Educational stakeholders should therefore prioritize policies and interventions that strengthen both intrinsic and extrinsic motivational factors, with greater emphasis on strategies that enhance intrinsic motivation among teachers

Table 4.9: Thematic Analysis of the Relationship between Teachers' Motivation and Teachers' Performance in Oyam District

Theme	Codes	Verbatim Quotes (Evidence)	Interpretation
Motivation Influences Teaching Effort	Intrinsic drive, passion, self-motivation, effort in teaching	*"A few teachers still demonstrate commitment, especially when learners perform well." (Head Teacher)*	This shows that teachers' performance is influenced by intrinsic motivation, where personal satisfaction and learner success encourage greater teaching effort.
	Work commitment linked to interest	*"Teachers are not highly motivated internally; they do not go beyond minimum requirements." (Head Teacher)*	This indicates that low intrinsic motivation results in reduced effort, affecting overall teaching performance.
External Rewards Affect Teacher Output	Salary, incentives, promotions, working conditions	*"Salaries are delayed and there are limited incentives from government." (Head Teacher)*	This suggests that weak extrinsic motivation reduces teachers' willingness to perform optimally due to dissatisfaction with external rewards.

	Poor working environment affects morale	*"Lack of promotions and poor working conditions greatly affect morale." (Head Teacher)*	This implies that institutional factors directly influence teachers' performance through reduced motivation and morale.
Performance Depends on Supervision and Motivation Levels	Supervision-dependent effort, lack of self-drive	*"You only see effort when there is close supervision." (Head Teacher)*	This shows that teacher performance is not fully self-driven but depends on external monitoring, indicating weak internal motivation.
	Inconsistent effort levels	*"The situation is mixed but leaning towards low motivation." (Head Teacher)*	This reflects variability in performance, suggesting that motivation levels directly shape consistency in teacher effort.
Low Motivation Leads to Weak Performance Outcomes	Poor lesson preparation, weak delivery, low engagement	*"Teachers are less enthusiastic in classroom delivery." (Head Teacher)*	This indicates that low motivation translates into poor instructional delivery and reduced learner engagement.

	Reduced professionalism in teaching tasks	*"Many teachers do not consistently prepare lesson plans; they only prepare when there is inspection." (Head Teacher)*	This suggests that low motivation negatively affects professional responsibilities such as planning and preparation.
Intrinsic Motivation as a Stronger Driver of Performance	Passion, learner success, internal satisfaction	*"Teaching effort increases when learners perform well." (Head Teacher)*	This implies that intrinsic motivation is a stronger and more sustainable driver of performance compared to external incentives.
	Professional dedication	*"Teachers come to school mainly to complete their duties, not because they love the profession." (Head Teacher)*	This highlights that absence of intrinsic motivation weakens performance and professional engagement.

The study examined the relationship between teachers' motivation and teachers' performance in secondary schools in Oyam District. Findings from interviews with head teachers revealed a strong and consistent connection between the level of motivation among teachers and the quality of their performance in key teaching and learning responsibilities. Overall, the results indicate that both intrinsic and extrinsic motivation significantly influence how teachers perform their professional duties, although intrinsic motivation appears to play a more dominant role.

The findings showed that intrinsic motivation has a direct influence on teachers' performance**,** particularly in relation to effort, commitment, and classroom engagement. Head teachers reported that a few teachers still demonstrate commitment and improved performance when learners achieve good results, indicating that personal satisfaction and learner success serve as internal motivators. However, it was also noted that many teachers lack strong intrinsic motivation, as they only perform basic duties and rarely go beyond minimum expectations. One head teacher emphasized that teachers are not highly internally motivated and therefore do not extend their effort beyond required tasks. This suggests that low intrinsic motivation leads to reduced dedication, weak lesson preparation, and limited innovation in teaching.

The study also revealed that extrinsic motivation plays an important but weaker role in influencing teachers' performance. Head teachers pointed out that factors such as delayed salaries, lack of incentives, limited promotion opportunities, and poor working conditions negatively affect teachers' morale. These external challenges were reported to reduce teachers' willingness to fully commit to their professional responsibilities. It was observed that when teachers feel undervalued or unsupported by the system, their performance declines significantly. One head teacher noted that lack of promotions and poor working conditions greatly affect morale, indicating that institutional and policy-related factors directly shape teacher output.

Furthermore, the findings indicated that teachers' performance is highly dependent on supervision and external monitoring rather than self-driven professionalism. Head teachers reported that teachers often only increase effort when they are being closely supervised. In many cases, lesson preparation and instructional delivery are done adequately only during inspections or when administrators are present. This demonstrates that performance is not fully internalized but is

instead influenced by external control mechanisms. Such dependence on supervision reflects weak intrinsic motivation and limited professional autonomy among teachers.

The results further showed that low motivation directly translates into weak performance outcomes across multiple teaching domains. Head teachers consistently reported poor lesson preparation, limited learner engagement, weak classroom delivery, and inadequate instructional planning among teachers. It was noted that many teachers do not consistently prepare lesson plans and only do so when inspections are expected. Similarly, classroom teaching was described as less enthusiastic, with limited use of learner-centered approaches. This indicates that low motivation negatively affects core teaching practices and reduces the overall effectiveness of the learning process.

In addition, the findings highlight that intrinsic motivation is a stronger and more sustainable driver of teacher performance compared to extrinsic motivation. Head teachers observed that teachers who show better performance are often those who are internally motivated, particularly when they experience satisfaction from learner achievement. This suggests that internal satisfaction and professional passion are more effective in sustaining long-term commitment than external rewards alone. In contrast, reliance on extrinsic factors such as salary and incentives was found to be insufficient in ensuring consistent high performance.

Overall, the qualitative findings demonstrate a clear and direct relationship between teachers' motivation and teachers' performance in secondary schools in Oyam District. The evidence suggests that low levels of both intrinsic and extrinsic motivation contribute significantly to weak teacher performance. However, intrinsic motivation emerges as the more influential factor in shaping teachers' professional behavior and effectiveness. The study therefore concludes that

improving teacher performance requires strengthening both internal motivation and external support systems, with particular emphasis on enhancing intrinsic motivation through professional satisfaction, recognition, and supportive working environments

Chapter five

Discussions, Conclusions and Recommendations

5.0 Introduction

This chapter presents the discussions, conclusions, recommendations and suggestions for further area of research in relation to the study. In this section, the key findings are discussed according to the research objectives.

5.1 Objective I: The level of teacher's motivation in secondary schools in Oyam District

The study found that the level of teachers' motivation in secondary schools in Oyam District is low. This finding is consistent with empirical evidence from several studies conducted in similar contexts, which indicate that teacher motivation in many developing countries remains below the desired standard. For instance, Bennell and Akyeampong (2007) observed that teacher motivation in Sub-Saharan Africa is generally weak due to poor working conditions, low remuneration, and limited professional support. Similarly, this study's finding reflects a comparable situation in Oyam District, where both intrinsic and extrinsic motivational factors were reported to be insufficient in sustaining high levels of teacher commitment and performance.

The low level of intrinsic motivation identified in this study aligns with findings by Richardson and Watt (2010), who noted that teachers' internal drive, including passion for teaching and job satisfaction, tends to decline when they face persistent stress, heavy workloads, and limited recognition. In the context of Oyam District, head teachers reported that many teachers only perform basic duties and rarely go beyond minimum expectations. This suggests that teaching is increasingly viewed as an obligation rather than a personally fulfilling profession, which mirrors

findings from studies that associate declining intrinsic motivation with reduced enthusiasm and professional disengagement among teachers.

The study also found that extrinsic motivation among teachers is low, particularly due to inadequate salaries, delayed payments, lack of incentives, and poor working conditions. This finding is supported by Michaelowa (2002), who established that teacher motivation in low-income countries is significantly influenced by financial and institutional factors. When these external rewards are insufficient, teachers tend to experience low morale and reduced commitment to their work. In Oyam District, similar conditions were reported by head teachers, indicating that systemic challenges in the education sector continue to undermine teachers' external motivation.

Furthermore, the findings are consistent with Bennell and Mukyanuzi (2005), who reported that inadequate promotion opportunities and weak incentive structures contribute to declining teacher motivation in East Africa. In the present study, teachers were found to be demotivated by limited career progression and lack of recognition, which negatively affects their willingness to perform optimally. This suggests that institutional weaknesses in human resource management within the education system play a significant role in shaping the low motivation levels observed among teachers in Oyam District.

The study established that the level of intrinsic motivation among teachers in secondary schools in Oyam District is low. This finding is consistent with empirical literature which shows that teachers' internal drive, including passion for teaching, job satisfaction, and personal fulfillment, has been declining in many low-income educational settings. For example, Klassen and Chiu (2010) argue that intrinsic motivation among teachers is strongly influenced by working conditions and emotional demands of the profession, and tends to weaken when teachers experience sustained

stress and workload pressure. In the context of this study, similar conditions were reported, where teachers were observed to perform only minimum required duties, suggesting reduced internal commitment to teaching.

The low intrinsic motivation identified in this study also aligns with the findings of Richardson, Karabenick, and Watt (2014), who noted that teachers' enthusiasm for teaching diminishes when they face limited autonomy and reduced professional satisfaction. They argue that intrinsic motivation thrives when teachers feel a sense of achievement, recognition, and meaningful engagement with learners. However, in Oyam District, head teachers reported that many teachers only show commitment when closely supervised or when learners perform well, indicating that internal satisfaction is not consistently driving performance. This reflects a weakening of the psychological and emotional attachment to the teaching profession.

Similarly, Ryan and Deci (2000) in their Self-Determination Theory emphasize that intrinsic motivation is sustained when individuals experience autonomy, competence, and relatedness in their work environment. When these psychological needs are not met, intrinsic motivation declines significantly. The findings of this study reflect this theoretical position, as teachers in Oyam District were reported to experience limited professional autonomy, high workload pressure, and inadequate support systems. These conditions appear to have contributed to reduced enthusiasm and low self-driven commitment to teaching activities.

Furthermore, empirical evidence from Sinclair (2008) highlights that intrinsic motivation in teaching is closely linked to teachers' sense of purpose and identity as educators. When teachers perceive their work as socially valued and personally meaningful, they are more likely to remain internally motivated. However, in the present study, head teachers reported that many teachers

treat teaching as a routine job rather than a calling, which indicates a decline in professional identity and meaning attached to the profession. This contributes to the observed low levels of intrinsic motivation in the district.

The study found that the level of extrinsic motivation among teachers in secondary schools in Oyam District is low. This finding is consistent with a wide body of empirical literature which shows that external motivational factors such as salary, incentives, promotion opportunities, and working conditions play a critical role in influencing teacher commitment, but are often inadequate in many developing education systems. For instance, Bennell (2004) observed that weak remuneration systems and delayed salary payments significantly reduce teacher morale and job satisfaction in Sub-Saharan Africa. In the context of this study, similar challenges were reported by head teachers, indicating that inadequate external rewards have contributed to reduced motivation among teachers.

The low extrinsic motivation identified in this study is also supported by the findings of Ingersoll (2001), who emphasized that teacher turnover and low commitment are strongly associated with poor working conditions and lack of institutional support. He argues that when teachers perceive limited rewards for their efforts, their engagement and productivity decline. In Oyam District, head teachers reported that teachers are demotivated by delayed salaries, lack of allowances, and insufficient teaching resources, which aligns with this empirical evidence. This suggests that systemic inefficiencies in resource allocation and teacher welfare directly undermine extrinsic motivation.

Similarly, studies by Bennell and Akyeampong (2007) highlight that lack of promotion opportunities and weak career progression structures are major contributors to low teacher

motivation in developing countries. They argue that when teachers do not see clear pathways for advancement, their willingness to exert extra effort reduces significantly. This is reflected in the present study, where teachers were reported to be discouraged by limited promotion prospects and lack of recognition, resulting in reduced commitment to their professional responsibilities.

Furthermore, Firestone and Pennell (1993) note that external incentives such as rewards, recognition, and supportive working environments are essential in sustaining teacher motivation and performance. Their study emphasizes that extrinsic motivation becomes particularly important in contexts where intrinsic motivation is weakened by challenging working conditions. However, in Oyam District, the absence of consistent incentives and poor school environments appear to have weakened the motivational impact of external rewards, leading to overall low extrinsic motivation among teachers.

Overall, the study's finding that teacher motivation is low is strongly supported by existing empirical literature, which consistently highlights poor working conditions, weak incentive systems, and limited professional support as key determinants of low motivation among teachers. The convergence between this study and previous research suggests that the situation in Oyam District is not unique but reflects broader systemic challenges in the teaching profession within developing contexts. This underscores the need for policy interventions aimed at improving both intrinsic and extrinsic motivational factors in order to enhance teacher commitment and effectiveness.

5.2 Objective II: The level of Teachers Performance in secondary schools in Oyam District

The study found that the level of teachers' performance in secondary schools in Oyam District is low. This finding is consistent with recent empirical literature which shows that teacher performance in many low-resource education systems remains below expected standards due to a combination of motivational, institutional, and environmental challenges. For instance, a study by Bold et al. (2017) on teacher effort in developing countries found that many teachers do not consistently meet basic professional expectations such as lesson preparation, punctuality, and effective instructional delivery. This aligns with the present study where head teachers reported weak lesson preparation, limited instructional engagement, and inconsistent professional commitment among teachers.

Similarly, recent research by World Bank (2018) highlights that low teacher performance in Sub-Saharan Africa is strongly associated with inadequate support systems, weak accountability mechanisms, and insufficient instructional supervision. The report notes that even when teachers are present in school, their classroom practices often do not reflect effective teaching standards. This corresponds with the findings in Oyam District, where teachers were reported to rely heavily on supervision and inspections to improve performance, rather than self-driven professional responsibility.

In addition, Gupta and Jain (2020) found that teacher performance in many developing contexts is negatively affected by poor motivation, large class sizes, and limited access to teaching resources. Their study emphasized that these constraints reduce teachers' ability to effectively prepare lessons, engage learners, and assess student progress. The present study reflects similar conditions,

as head teachers reported poor classroom management, limited use of learner-centered methods, and inadequate assessment practices among teachers in Oyam District.

Furthermore, recent evidence by UNESCO (2021) indicates that teacher performance is declining in several low-income education systems due to workload pressure, insufficient professional development, and low job satisfaction. The report stresses that teachers often struggle to maintain high instructional standards when they lack continuous training and supportive working environments. In Oyam District, similar challenges were observed, where teachers were described as less enthusiastic in classroom delivery and inconsistent in applying effective teaching strategies.

The study found that the level of lesson planning among teachers in secondary schools in Oyam District is low, as many teachers do not consistently prepare lesson plans or follow schemes of work as required. This finding is consistent with recent empirical literature which shows that inadequate instructional planning is a common challenge in many low-resource education systems and is strongly linked to weak teacher accountability and limited professional support.

For instance, Bold et al. (2017) found that a significant proportion of teachers in developing countries either do not prepare lesson plans regularly or prepare them only for compliance during inspections. Their study further revealed that weak monitoring systems and limited enforcement of instructional standards contribute to poor lesson preparation practices. This aligns with the present study in Oyam District, where head teachers reported that lesson preparation is often done only when supervision or inspection is expected, rather than as a routine professional practice.

Similarly, a study by the World Bank (2018) emphasized that lesson planning quality is a key determinant of effective teaching, yet it remains weak in many education systems due to

insufficient training and lack of instructional support. The report notes that teachers who are not adequately supported through continuous professional development are less likely to prepare structured and learner-centered lesson plans. In Oyam District, head teachers also reported limited innovation in lesson preparation and overreliance on minimal preparation, reflecting similar systemic weaknesses.

In addition, recent research by UNESCO (2021) highlights that lesson planning is often neglected in schools where teachers face high workloads, large class sizes, and inadequate teaching resources. The study argues that under such conditions, teachers tend to prioritize classroom delivery over careful preparation, resulting in poorly structured lessons. This is consistent with the findings in Oyam District, where teachers were reported to enter classrooms without adequate teaching materials and with minimal preparation, negatively affecting instructional quality.

Furthermore, OECD (2019) reports that effective lesson planning is strongly associated with teacher professionalism, subject mastery, and student achievement. However, where professional motivation is low, teachers are less likely to invest time in detailed planning. The present study reflects this situation, as weak motivation among teachers was identified as a key factor contributing to poor lesson preparation practices in secondary schools in Oyam District.

The study found that scheming (preparation of schemes of work) among teachers in secondary schools in Oyam District is generally weak, as many teachers do not consistently prepare or strictly follow schemes of work to guide their teaching. This finding is consistent with recent empirical literature which shows that inadequate curriculum planning remains a challenge in many education systems, particularly where teacher supervision and professional support are limited.

For example, a study by Darling-Hammond et al. (2017) emphasizes that effective curriculum implementation depends heavily on teachers' ability to translate syllabi into structured schemes of work. The study notes that where teachers lack sufficient professional support, scheming becomes irregular and often incomplete, leading to uncoordinated instructional delivery. This aligns with the present study in Oyam District, where head teachers reported that some teachers only follow schemes of work during inspection periods rather than as a continuous planning tool.

Similarly, a study by Akyeampong and Lewin (2020) found that in several African education systems, teachers often struggle with long-term instructional planning due to high workloads, limited training in curriculum interpretation, and weak monitoring systems. The authors argue that scheming is frequently reduced to a bureaucratic requirement rather than a practical teaching guide. This is reflected in the current study, where scheming practices were described as inconsistent and largely compliance-driven rather than pedagogically meaningful.

In addition, recent evidence from UNESCO (2022) highlights that effective schemes of work are essential for ensuring curriculum coverage, lesson coherence, and progression of learning outcomes. However, the report notes that in many low-resource settings, teachers often lack the time, resources, and institutional support required to prepare detailed schemes of work. This corresponds with findings from Oyam District, where teachers were reported to have limited preparation time and inadequate teaching materials, which negatively affects the quality of scheming.

Furthermore, a study by Kraft and Papay (2019) shows that teacher effectiveness improves significantly when schools provide structured instructional support, including collaborative planning and continuous professional development. In contrast, where such support is weak,

teachers tend to rely on routine or outdated schemes of work. This is consistent with the present study, which found that weak professional support systems contribute to poor scheming practices among teachers in secondary schools in Oyam District.

5.3 Objective III: The relationship between Teachers motivation and teacher's performance in secondary schools in Oyam District

The study found a positive and statistically significant relationship between teachers' motivation and teachers' performance in secondary schools in Oyam District. This means that as the level of teachers' motivation increases, their performance in key professional areas such as lesson preparation, instructional delivery, assessment, classroom management, and subject mastery also improves.

This finding is consistent with empirical literature which emphasizes that motivated teachers are more committed, more productive, and more effective in their instructional roles. For example, research by Deci and Ryan (2000**)** in their Self-Determination Theory explains that individuals who are motivated especially intrinsically tend to exhibit higher levels of engagement, persistence, and quality performance. In the context of this study, it implies that teachers who experience satisfaction, recognition, and internal drive are more likely to perform their duties effectively.

Similarly, Richardson and Watt (2010**)** found that teacher motivation is a strong predictor of classroom effectiveness and student engagement. Their study shows that motivated teachers are more likely to adopt learner-centered methods, prepare lessons adequately, and actively engage learners during instruction. This aligns with the findings in Oyam District, where motivated

teachers were associated with better instructional practices and improved professional commitment.

In addition, Bennell and Akyeampong (2007**)** argue that teacher performance in many developing countries is closely tied to both intrinsic and extrinsic motivational factors. They note that when teachers are poorly motivated, their performance declines in areas such as lesson preparation, attendance, and classroom interaction. The present study reflects this pattern, as low motivation levels were associated with weak performance, while higher motivation corresponded with improved teaching effectiveness.

Furthermore, OECD (2019) highlights that teacher motivation significantly influences instructional quality and student outcomes, particularly when supported by positive working conditions and professional recognition. This supports the present finding that motivation is not only related to performance but is a key determinant of teaching quality in schools.

Overall, the convergence between this study and existing empirical literature confirms that teacher motivation is a critical driver of teacher performance. The positive relationship identified in Oyam District suggests that improving both intrinsic and extrinsic motivation is essential for enhancing teacher effectiveness and, ultimately, learner achievement

The study found a positive and statistically significant relationship between teachers' motivation and teachers' performance in secondary schools in Oyam District. This implies that improvements in teachers' motivation both intrinsic and extrinsic are associated with improved performance in key professional areas such as lesson preparation, instructional delivery, assessment practices,

classroom management, and subject mastery. In other words, motivated teachers are more likely to demonstrate higher levels of commitment, effectiveness, and instructional quality.

This finding is strongly supported by empirical literature. For instance, Ryan and Deci (2017) in their updated Self-Determination Theory argue that when teachers experience autonomy, competence, and relatedness, their motivation increases, leading to improved work performance and persistence in challenging environments. In the context of this study, this suggests that teachers who feel internally driven and professionally supported are more likely to engage effectively in teaching tasks, thereby improving their classroom performance.

Similarly**,** Han and Yin (2016) emphasize that teacher motivation is a multidimensional construct that significantly influences teaching effectiveness. Their review of teacher motivation studies highlights that motivated teachers are more likely to invest time in lesson preparation, use diverse instructional strategies, and actively engage learners. This aligns with the present study's finding that higher motivation is associated with improved instructional delivery and classroom management in Oyam District.

In addition, Guajardo (2018) found that teacher motivation in low- and middle-income countries is strongly linked to performance outcomes, particularly when teachers perceive recognition, professional growth opportunities, and supportive leadership. The study highlights that motivation enhances not only teaching effort but also teachers' willingness to innovate and adapt instructional strategies. This supports the current finding that motivated teachers in Oyam District demonstrate better performance across multiple teaching domains.

Furthermore, Richardson, Karabenick, and Watt (2014) argue that teacher motivation directly influences both cognitive and behavioral engagement in teaching tasks. They note that motivated teachers are more likely to plan effectively, assess learners regularly, and maintain positive classroom environments. This is consistent with the present study, where motivation was positively associated with all dimensions of teacher performance, indicating that motivated teachers are more consistent and effective in their professional roles.

Recent evidence from OECD (2020) also reinforces this relationship by showing that education systems with higher teacher motivation levels tend to report better teaching quality and improved student learning outcomes. The report emphasizes that motivation acts as a key mechanism through which teachers translate knowledge and training into effective classroom practice. This supports the finding in Oyam District that motivation is not only related to performance but is a strong determinant of how well teachers execute their duties.

Moreover, Collie, Shapka, and Perry (2019) found that teacher motivation is closely associated with job satisfaction and reduced burnout, both of which contribute to higher performance levels. Their study suggests that motivated teachers are more resilient and better able to cope with classroom challenges, resulting in improved teaching effectiveness. This aligns with the current study, where increased motivation corresponds with better performance across instructional and administrative tasks.

Overall, the convergence between this study and existing empirical literature confirms that teacher motivation is a key predictor of teacher performance. The consistent positive relationship observed in Oyam District reflects broader global findings that motivated teachers are more effective, committed, and productive. This underscores the importance of strengthening both intrinsic and

extrinsic motivational factors to enhance teacher performance and ultimately improve educational outcomes.

5.4 Conclusions

(i) The study concludes that the level of teachers' motivation in secondary schools in Oyam District is generally low**,** particularly in relation to intrinsic motivation. Many teachers lack strong passion, self-drive, and job satisfaction, while extrinsic motivation is also weak due to inadequate salaries, limited incentives, poor working conditions, and limited promotion opportunities. This overall low motivation negatively affects teachers' commitment to their professional responsibilities.

(ii) The study concludes that the level of teachers' performance in secondary schools in Oyam District is also low across key teaching domains**,** including lesson preparation, instructional delivery, assessment and evaluation, classroom management, and subject mastery. Teachers' performance is often inconsistent and, in many cases, depends on supervision rather than internal professional commitment, indicating weak self-driven professionalism.

(iii) The study concludes that there is a positive and statistically significant relationship between teachers' motivation and teachers' performance**.** This means that improvements in both intrinsic and extrinsic motivation lead to better teacher performance. However, intrinsic motivation plays a stronger role in influencing performance compared to extrinsic motivation, suggesting that internal factors such as passion, satisfaction, and commitment are more critical in enhancing teacher effectiveness than external rewards alone

5.5 Recommendations

(i) The study recommends that the Ministry of Education and Sports, in collaboration with school administrators, should prioritize strengthening teachers' intrinsic motivation. This can be achieved through recognition of good performance, supportive supervision, involvement of teachers in decision-making, and promoting a positive school culture that enhances job satisfaction and professional pride. Enhancing intrinsic motivation is likely to produce more sustainable improvements in teachers' performance.

(ii) The study recommends that government and education stakeholders should improve extrinsic motivational factors by ensuring timely payment of salaries, providing regular incentives, improving teachers' welfare, and strengthening promotion and career advancement structures. Improved working conditions and fair reward systems are essential in boosting teachers' morale and encouraging higher levels of commitment to their duties.

(iii) School administrators are encouraged to strengthen instructional leadership and professional support systems within schools. This includes regular monitoring of lesson preparation, promoting collaborative planning among teachers, organizing continuous professional development (CPD) programs, and providing constructive feedback. Such support mechanisms will enhance both motivation and performance, ensuring that teachers consistently meet expected professional standards

5.6 Suggestions for further studies

(i) Future studies should investigate the role of other potential determinants of teachers' performance beyond motivation, such as school leadership styles, workload, availability of

teaching resources, and institutional support systems. This will help to better explain the remaining variation in teachers' performance that was not accounted for in this study.

(ii) Further research should consider conducting **a** comparative study across different districts or regions in Uganda to determine whether the relationship between teachers' motivation and performance is consistent across diverse school contexts (urban vs rural, government vs private schools). This would enhance the generalizability of the findings and provide a broader understanding of teacher effectiveness

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APPENDICES

APPENDIX I: QUESTIONNAIRE

Dear respondent,

I am OLOBO PATRICK conducting a research study on "**Teachers motivation and Teachers Performance; "A case of Secondary Schools in Oyam District, Uganda.** "The purpose of this questionnaire is to help me gather the relevant data on this topic. Your contribution will be treated with a high level of confidentiality and due respect. Kindly respond to the questions in the following subsections by either ticking in the boxes provided or by writing in the spaces provided.

SECTION A. Personal data of the respondent (tick only the appropriate box).

1. What is your gender?

(a) Male ☐ (b) female ☐

2. Marital status

(a) Married ☐ b) single ☐ (c) separated ☐ (d) divorced ☐ (e) widowed ☐

3. Highest level of education.

(a) Certificate ☐ (b) Diploma ☐ (c) Degree ☐ (d) Masters ☐

SECTION B: The Relationship between incentive and teacher's performance.

Please indicate the extent to which you agree with the following statements by ticking.

Key: 5=Strongly Agree, 4=Agree, 3= Not Sure 2=Disagree And 1=Strongly Disagree.

S/N	Statement	5	4	3	2	1
1	Teachers are provided with incentive as Motivation of their performances					
2	Teachers motivation incentives are tagged to their performance by syllabus completion					
3	Teachers do participate in nominating best performance for award					
4	Teachers are provided with other material benefits other than salaries					
5	The teachers are provided and reminded of Motivation timelines 0778372850/					

SECTION C: The Relationship between professional development andteacher's performance.

S/N	Statement	5	4	3	2	1
1.	All teachers in the school are always given opportunity for training by the school administration					
2.	The administration always give forms to teachers on time to express training need					
3.	The school management always conduct follow up of teachers during and after training exercise					
4.	My school has enough teachers' training tools to improve school mean grade					
5.	The school management always facilitate teacher for more training asMotivation for good performance					
6.	Teacher Motivation is made compulsory by the school management					

SECTION D: The effect of recognition and teacher's performance

S/N	Statement	5	4	3	2	1
1.	Teachers do understand performance ratings of the results					
2.	Teachers are always notified of their performance level					
3.	The feedback given to teachers is always on time					
4.	Teachers are always recognized for outstanding performance					
5.	Teachers are made to talk freely in Motivation					

SECTION E: Teachers' Performance measures in secondary school

S/N	Statement	5	4	3	2	1
1.	Teachers always come to school by 7:30 am.					
2.	There is schemes of work by the first day of the term					
3.	Teachers prepare lessons daily					
4.	There is effective teacher participation in staff meetings					
5.	Teachers always maintain a record of work covered					

APPENDIX II: INTERVIEW GUIDE FOR TEACHERS

1. Do you feel there is teachers Motivational activities provided in your school?
2. Comment on how the Motivation can motivate teachers to complete work on time
3. Do you think that the provision of monetary incentive can motivate teachers to assess students regularly?
4. Do you feel that teachers in your school should be paid allowances after their good performance as Motivation?
5. Please give your opinion on the Motivation feedback on performance of private secondary schools' teachers
6. Are teacher being given opportunity for further training as a Motivational drive? yes/no
7. What are the other capacity building activities conducted in your school?
8. Can you make comments on the level of Motivation in your school?
9. What is your comment on Teachers' Performance in Secondary Schools?

THANK YOU VERY MUCH FOR YOUR COOPERATION AND PARTICIPATION

APPENDIX III: RESEARCH PROPOSAL BUDGET

S/N	Items	Quantity	Unit cost in UGX	Total cost in UGX
1	Research assistant	4	100,000 each	400,000
2	Printing cost for the draft and final proposal	10	15000	150,000
3	Internet	4 months	50,000	200,000
4	Transport and lunch for going to meet with the supervisor		Estimate of	500,000
5	Printing draft report and final dissertation	6	20,000	120,000
6	Binding		Estimate of	300,000
7	Computer Services		Estimate of	100,000
8	Others			300,000
	TOTAL			**2,070,000/=**

APPENDIX IV: RESEARCH WORK PLAN AND DISSERTATION 2022

Activity	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
Drafting and final proposal writing.										
Submission & defending.										
Polishing & submission of a proposal										
Data collection.										
Analysis & report writing.										
Submission of the draft report.										
Submission of the final report and viva voice.										

APPENDIX V: TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

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	265	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	355
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	373
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	225	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	256	2600	335	100000	384

NOTE “N” is the population size

“S” is the sample size

Krejcie, Robert V., Morgan, Daryle W. “Determining Sample size for Research Activities”, Educational and Psychological measurement, 1970

APPENDIX VI: Showing Performance of students in UCE from 2015-2019

Years	Number of candidates	Number of first grade	Percentage
2015	739	17	2.3
2016	679	15	2.2
2017	1008	12	1.2
2018	1095	19	1.7
2019	1067	10	0.9

Source: DEO Records (2020)