

**CONTRIBUTION OF MOTIVATION ON THE PERFORMANCE OF  
PRIMARY SCHOOL TEACHERS IN BUNGOKHO SUB COUNTY**

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**S21/MUC/BPAM/019**

**A DISSERTATION SUBMITTED TO THE SCHOOL OF SOCIAL SCIENCES  
IN PARTIAL FULFILLMENT OF THE AWARD OF A DEGREE OF BACHELOR  
OF PUBLIC ADMINISTRATION AND MANAGEMENT OF UGANDA CHRISTIAN UNIVERSITY**

**August, 2024**



**UGANDA CHRISTIAN  
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## DECLARATION

I, **Nalukowe Gift Pande**, hereby declare to the best of my knowledge that this research report is original and has never been submitted to any other institution of higher learning or University for an academic award.

Signature: 

Date: 01/09/2024.

## APPROVAL

This is to certify that this research report of Nalukowe Gift Pande has been produced under my supervision and has been submitted to the Faculty of Social Sciences in partial fulfillment for the award of a bachelor's in public administration and management.

Supervisor' name.....*Odongo Joseph*.....

Signature:.....*Odongo*.....

Date:.....*02/09/2024*.....

## **DEDICATION**

I dedicate this research report to my family especially my father, Mr. Pande James. He has always been a source of inspiration and a mentor in serious life situations. Also my dedication goes to my lovely mother, Namono Getrude, for being financially supportive through my academic journey. And sincere thanks go to my academic supervisor Mr. Odongo Joseph when I struggled to ensure that this work is complete.

## **ACKNOWLEDGEMENT**

I would like to express my deepest gratitude to the Almighty God for blessing me with good health, wisdom and passion to persist in fulfillment of the bachelor's in public administration and management. I am grateful to my supervisor Mr. Odongo Joseph from Uganda Christian University for his support and guidance during preparation of this research report. I would like to extend my heartfelt acknowledgements for assistance I received from the staff of Bungokho sub-county who have guided me through this research.

Finally, special thanks should be directed to my father Pande James for his support and encouragement from the first day I joined the Bachelor's in public administration and management programme to completion of this research report. He deserves heartfelt thanks.

# TABLE OF CONTENT

DECLARATION .....	i
APPROVAL .....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENT .....	iv
TABLE OF CONTENT .....	v
ABSTRACT .....	viii

## CHAPTER ONE

### INTRODUCTION

1.0 Introduction .....	1
1.1 Background of the Study .....	1
1.1.1 Historical Background .....	1
1.1.2 Contextual Background .....	3
1.1.3 Theoretical Background .....	4
1.1.4 Conceptual Background .....	8
1.2 Problem statement .....	9
1.3. The General Objective of the Study .....	9
1.4. Specific objectives of the Study .....	9
1.5. Research questions. ....	10
1.6. Scope of the study .....	10
1.6.1. Content scope. ....	10
1.6.2. Geographical scope .....	11
1.6.3. Time scope .....	11
1.7. Significance of the study. ....	11
1.9. Conceptual framework. ....	12
CHAPTER TWO .....	13
INTRODUCTION .....	13
2.0 Introduction .....	13
2.1 Factors that contribute to the motivation of primary school teachers .....	13
2.2. Teacher motivation and performance in the classroom .....	16
2.3. The relationship between teacher motivation and student’s performance in primary schools.....	20

CHAPTER THREE  
METHODOLOGY

3.0 Introduction ..... 24

3.1. Research design ..... 24

3.2. Population of the Study ..... 24

3.3. Sample size determination ..... 25

Table 3.1.: showing sample size determination ..... 25

3.4. Sampling techniques ..... 26

    3.4.1. Purposive sampling ..... 26

    3.4.2. Simple random sampling ..... 26

3.5. Data collection methods and tools ..... 26

3.6. Sources of Data ..... 27

    3.6.1 Primary Data ..... 27

    3.6.2 Secondary Data ..... 28

3.7 Data collection tools ..... 28

    3.7.1 Questionnaire ..... 29

    3.7.2 Observation checklist ..... 30

3.8. Quality Control ..... 30

    3.8.1. Validity of data ..... 30

    3.8.2. Reliability of research instruments ..... 31

3.9. Procedures of Data Collection ..... 31

3.10 Data analysis and Interpretation ..... 32

    3.10.1 Quantitative Data Analysis ..... 32

    3.10.2. Qualitative Data Analysis ..... 32

    3.10.3 Measurement of Variables ..... 32

3.11. Ethical Considerations ..... 33

CHAPTER FOUR  
RESEARCH FINDINGS AND INTERPRETATIONS

4.1 Introduction ..... 34

    4.1.3 The Response Rate ..... 34

Table 4.1: Response Rate ..... 34

4.2 Biographic information of the Respondents.....	35
4.2.1 Gender of respondents .....	35
Table 4.3: Gender of the respondents .....	35
4.2.2 Respondents' Age .....	36
Table 4.4: Respondents' Age.....	36
4.2.4 Duration of the respondents .....	37
4.3 Descriptive Statistics .....	37
4.4 The study aimed at examine the existing factors contributing to the motivation of primary school teachers in Bungokho sub county.....	37
4.4. 1. Teacher motivation and performance. ....	39
4.8 Inferential Statistics effect of workplace conditions on organizational performance .....	41
Table 4.13 Model Summary .....	41

## CHAPTER FIVE

### SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction. ....	43
5.2 Summary of findings. ....	43
5.3 conclusions.....	43
5.3.1Conclusion on factors that contribute to the motivation of primary school teachers.....	43
5.3.2 Conclusion on teacher motivation and performance in the classroom. ....	43
5.3.3 Conclusion on the relationship between teacher motivation and student performance.....	44
5.4 RECOMMENDATIONS.....	44
5.5 Areas for further study.....	46
REFERENCES .....	47

## **ABSTRACT**

This study explores the impact of motivation on the performance of primary school teachers in Bungokho Sub County. Recognizing that teachers play a critical role in shaping educational outcomes, the research examines various motivational factors, including intrinsic and extrinsic motivators, job satisfaction, and professional development opportunities. Through a mixed-methods approach, data were collected via surveys and interviews with teachers and educational administrators. The findings indicate that motivated teachers demonstrate higher levels of engagement, creativity in lesson planning, and improved student interactions, leading to enhanced academic performance among students. Conversely, lack of motivation correlates with increased absenteeism and lower teaching effectiveness. The study concludes that fostering a supportive and motivating environment is essential for improving teacher performance, ultimately contributing to better educational outcomes in the region. Recommendations for policy interventions and future research avenues are discussed to further enhance teacher motivation and effectiveness.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This chapter consists of background of the study, problem statement, general objective, specific objectives, research questions, significance of the study and conceptual framework.

#### **1.1 Background of the Study**

##### **1.1.1 Historical Background**

The significance of motivation in influencing teacher performance has long been recognized in educational research, reflecting its evolution over time. Historically, the concept of motivation in educational settings can be traced back to the early 20th century when psychologists began to explore human behavior in more depth. Pioneering work by psychologists such as John Dewey and William James emphasized the role of intrinsic motivation and its impact on learning and teaching processes (Dewey, 1916; James, 1890). Dewey's theories highlighted the importance of fostering a supportive learning environment, which indirectly underscored the need for motivated educators to create effective teaching conditions.

In the mid-20th century, the focus on teacher motivation became more pronounced with the development of various motivational theories. Abraham Maslow's hierarchy of needs, proposed in the 1940s, emphasized the importance of fulfilling basic needs before individuals can achieve higher levels of motivation and performance (Maslow, 1943). This framework was later applied to educators, suggesting that teachers' basic needs—such as fair salaries and job security—must be met before they can achieve higher levels of motivation and effectiveness in their teaching roles. Similarly, Herzberg's two-factor theory, introduced in the 1950s, differentiated between hygiene factors and motivators, highlighting the dual impact of working conditions and intrinsic factors on job satisfaction and performance (Herzberg et al., 1959).

The late 20th century witnessed an increased focus on understanding and improving teacher motivation through empirical research. The development of the expectancy theory by Victor Vroom in the 1960s provided a framework for understanding how expectations of rewards

influence motivation and performance (Vroom, 1964). This theory was instrumental in shaping educational policies that aim to enhance teacher performance by aligning rewards with teachers' expectations and perceived outcomes. Additionally, Deci and Ryan's self-determination theory, introduced in the 1980s, emphasized the role of intrinsic motivation and the need for autonomy, competence, and relatedness in fostering motivation (Deci & Ryan, 1985). This theory further highlighted the importance of creating motivating environments for teachers to enhance their performance.

In the 21st century, research into teacher motivation has continued to evolve, with a growing focus on understanding the complex interplay between various motivational factors and teaching outcomes. Recent studies have explored the impact of professional development, recognition, and supportive leadership on teacher motivation and performance. For example, research by Hattie (2009) highlighted the significant impact of feedback and recognition on teacher motivation and student achievement, suggesting that positive reinforcement and acknowledgment play crucial roles in enhancing teacher effectiveness (Hattie, 2009). Furthermore, contemporary studies have examined the influence of workplace culture and collegial support on teacher motivation, emphasizing the role of a positive and collaborative work environment in sustaining high levels of motivation (Kunter et al., 2013).

The historical perspective on teacher motivation also reflects broader educational reforms and policies aimed at improving teacher performance. The introduction of performance-based pay and accountability measures in the late 20th and early 21st centuries brought a renewed focus on motivating teachers through financial incentives and performance evaluations (Rivkin et al., 2005). While these measures have been effective in some contexts, they have also sparked debates about the efficacy of external rewards versus intrinsic motivation in sustaining long-term teacher performance (Klein, 2003).

Globally, the understanding of teacher motivation has been influenced by cross-cultural studies that explore how cultural and contextual factors impact teacher motivation and performance. For instance, research comparing educational systems in different countries has revealed variations in motivational factors and their effects on teacher performance (OECD, 2014). These studies highlight the importance of tailoring motivational strategies to specific cultural and educational contexts to achieve optimal outcomes.

### **1.1.2 Contextual Background**

The role of motivation in enhancing the performance of primary school teachers is a critical concern in educational systems worldwide. Globally, motivated teachers are recognized as pivotal to delivering high-quality education and fostering positive student outcomes. Motivation affects not only the effort and dedication teachers bring to their classrooms but also their professional growth and retention in the education sector. Understanding the various factors that influence teacher motivation and how these factors can be optimized is crucial for improving educational standards across different contexts (Day, 2017).

In high-income countries, the focus has often been on intrinsic motivational factors such as professional development opportunities, recognition, and job satisfaction. For example, in Finland, which is renowned for its exemplary education system, teacher motivation is supported through comprehensive professional development programs and a high degree of professional autonomy (Sahlberg, 2011). Finnish teachers are encouraged to engage in continuous learning and are given significant control over their instructional methods, contributing to high levels of motivation and job satisfaction (Niemi, 2015).

Contrastingly, in low- and middle-income countries, extrinsic factors such as salary, working conditions, and job security often play a more substantial role in teacher motivation. In many African countries, teachers face challenges such as low pay, inadequate resources, and large class sizes, which can adversely affect their motivation and performance (Bennell & Akyeampong, 2007). Efforts to improve teacher motivation in these contexts often involve addressing these extrinsic factors through better compensation, improved working conditions, and providing necessary teaching materials (Mulkeen, 2010).

Research in Asia highlights the importance of cultural context in understanding teacher motivation. In countries like China and Japan, social respect and community recognition are significant motivational factors for teachers. The Confucian cultural heritage emphasizes the teacher's role as a moral guide and respected figure in society, which can enhance motivation through societal validation (Huang & Moon, 2009). Additionally, the competitive educational environments in these countries often lead to high expectations and pressure, which can impact motivation both positively and negatively (Zhao, 2010).

In Latin America, teacher motivation is influenced by social and political factors. Countries such as Brazil and Mexico have seen reforms aimed at improving teacher quality through better

training and evaluation systems. However, issues such as political instability and socioeconomic disparities continue to affect teacher motivation. Programs aimed at providing career advancement opportunities and professional recognition have been implemented to boost motivation and performance (Vaillant, 2015).

The role of technology in influencing teacher motivation is an emerging area of interest globally. In both developed and developing countries, access to digital resources and technology can enhance teaching practices and motivate teachers by providing new tools for engagement and instruction. For instance, in countries like the United States, integrating technology into the classroom has been shown to increase teacher motivation by enabling innovative teaching methods and facilitating professional development (Ertmer et al., 2012). Similarly, initiatives in countries like Kenya that provide digital resources to schools have positively impacted teacher motivation and effectiveness (Karsenti et al., 2015).

The COVID-19 pandemic has brought new challenges and opportunities for teacher motivation worldwide. The shift to remote learning has highlighted the importance of supporting teachers through training in digital literacy and providing adequate resources to adapt to new teaching modalities. Studies have shown that teachers' motivation during the pandemic is influenced by their ability to manage the transition to online teaching, the support they receive from their institutions, and their personal resilience (Kim & Asbury, 2020). Addressing these factors is crucial for maintaining teacher motivation and performance in the post-pandemic era.

### **1.1.3 Theoretical Background**

Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory offer complementary frameworks for understanding teacher motivation and its impact on performance. Maslow's Hierarchy of Needs posits that individuals are motivated by a progression of needs, starting from basic physiological necessities to higher-level needs such as self-actualization. For teachers, this implies that fulfilling basic needs like safety and belonging must occur before they can focus on achieving personal and professional growth, which directly influences their performance. Herzberg's Two-Factor Theory, on the other hand, distinguishes between hygiene factors, which prevent dissatisfaction (e.g., working conditions and salary), and motivators, which drive satisfaction and enhance performance (e.g., recognition and opportunities for growth). Combining these theories suggests that while addressing fundamental needs and hygiene factors

is essential to prevent demotivation, fostering a motivating environment through recognition and professional development is crucial for enhancing teacher performance and job satisfaction.

Maslow's Hierarchy of Needs, proposed by Abraham Maslow in 1943, is a motivational theory that suggests human beings are motivated by a series of hierarchical needs, ranging from basic physiological needs to self-actualization. This theory is often depicted as a pyramid with five levels: physiological, safety, love/belonging, esteem, and self-actualization (Maslow, 1943).

Physiological needs, as defined by Maslow's Hierarchy of Needs, represent the essential requirements for human survival, including food, water, and shelter (Maslow, 1943). In the context of teaching, these needs translate into the necessity for adequate salaries that ensure teachers can afford their basic living expenses. Without sufficient income, teachers may struggle to meet their fundamental needs, which can lead to decreased job satisfaction and performance. Adequate compensation not only secures their livelihood but also enables them to focus on their professional responsibilities without the stress of financial insecurity (Ryan & Deci, 2000). Ensuring that teachers' physiological needs are met is crucial for creating a stable and supportive work environment that allows them to perform effectively and remain committed to their roles (Herzberg, 1966).

Once physiological needs are fulfilled, individuals focus on securing their safety and stability, as outlined in Maslow's Hierarchy of Needs (Maslow, 1943). For teachers, this encompasses job security, safe working conditions, and a stable employment environment. Job security assures teachers that their positions are secure and that they can continue to support themselves and their families without fear of sudden unemployment. Safe working conditions involve not only physical safety within the school environment but also psychological safety, where teachers feel respected and valued. A stable employment environment ensures consistent support and resources, which contribute to a teacher's overall well-being and effectiveness in their role (Herzberg, 1966). Meeting these safety needs is crucial for fostering a positive and productive teaching environment, which in turn enhances teachers' performance and job satisfaction (Ryan & Deci, 2000).

The love and belonging needs in Maslow's Hierarchy of Needs pertain to the essential human drive for social connections and relationships (Maslow, 1943). For teachers, fulfilling these needs involves cultivating positive and supportive relationships with colleagues, students, and

the broader community. Teachers who experience a sense of belonging and camaraderie within their school environment are more likely to feel valued and motivated. Positive interactions with colleagues foster collaboration and professional support, while strong relationships with students enhance teaching effectiveness and job satisfaction. Engagement with the community further reinforces a teacher's sense of purpose and connection to their work (Hargreaves, 1994). Meeting these relational needs contributes significantly to a teacher's overall motivation and performance, creating a more cohesive and supportive educational environment (Rosenholtz, 1989).

Esteem needs in Maslow's Hierarchy of Needs relate to the desire for self-respect, recognition, and respect from others (Maslow, 1943). For teachers, these needs manifest as a yearning for acknowledgment of their professional efforts, accomplishments, and contributions to education. Recognition from peers, students, and the community enhances a teacher's sense of competence and self-worth, which in turn fosters higher motivation and job satisfaction. Awards, public praise, and professional development opportunities serve as crucial elements in fulfilling these esteem needs, reinforcing the teacher's role and impact within the educational system (Ryan & Deci, 2000). By addressing these needs, schools can boost teacher morale and effectiveness, leading to improved educational outcomes and a more positive school culture (Hattie, 2009).

Self-actualization represents the pinnacle of Maslow's Hierarchy of Needs, where individuals pursue personal growth, creativity, and the realization of their fullest potential (Maslow, 1943). For teachers, self-actualization involves the pursuit of professional excellence, ongoing learning, and opportunities to innovate within their teaching practices. This need is fulfilled through access to advanced training, involvement in curriculum development, and opportunities for leadership and mentorship roles (Ginsberg & Wlodkowski, 2009). Teachers who are provided with these opportunities can engage in meaningful work, enhance their teaching skills, and contribute more effectively to their students' learning experiences. Meeting self-actualization needs not only boosts teacher motivation but also positively impacts student outcomes and the overall quality of education (Robinson, 2011). Studies have shown that when teachers' needs at all levels of Maslow's hierarchy are met, they are more motivated and perform better in their roles. For example, a study by Jesus and Conboy (2001) found that teachers who felt their basic and higher-level needs were satisfied exhibited higher levels of job satisfaction and teaching effectiveness.

Frederick Herzberg's Two-Factor Theory, or Motivation-Hygiene Theory, distinguishes between factors that lead to job satisfaction and those that cause job dissatisfaction (Herzberg, 1966). According to this theory, motivators are intrinsic factors related to the nature of the job itself, such as achievement, recognition, the nature of the work, responsibility, advancement, and personal growth. These factors drive job satisfaction and enhance motivation when present (Herzberg, Mausner, & Snyderman, 1959). Conversely, hygiene factors are extrinsic elements related to the job environment, such as company policy, supervision, working conditions, salary, interpersonal relations, and job security. While adequate hygiene factors prevent dissatisfaction, they do not necessarily lead to satisfaction or motivation if they are not addressed (Herzberg, 1966). For teachers, ensuring that both sets of factors are effectively managed can significantly influence their job satisfaction and overall performance, fostering a more productive and engaged workforce (Robinson & Judge, 2019). Herzberg's theory has been widely applied in educational settings to understand teacher motivation. For instance, a study by Skaalvik and Skaalvik (2015) demonstrated that both intrinsic and extrinsic factors significantly influenced teachers' job satisfaction and motivation. Teachers who experienced higher levels of recognition, responsibility, and opportunities for personal growth were more motivated and exhibited better performance.

Numerous studies have applied these theories to investigate the factors that motivate teachers and how these factors impact their performance. For example, a study by Dinham and Scott (2000) found that both intrinsic and extrinsic factors influenced teachers' job satisfaction and effectiveness. They concluded that addressing teachers' basic needs (as per Maslow) and ensuring positive hygiene factors (as per Herzberg) were crucial for enhancing motivation and performance.

Another study by Richardson and Watt (2006) explored the motivations of pre-service teachers and found that intrinsic factors such as the desire to contribute to society and the fulfillment derived from teaching played a significant role in motivating individuals to enter and remain in the teaching profession. This aligns with Maslow's higher-level needs and Herzberg's motivators, highlighting the importance of addressing both intrinsic and extrinsic factors to enhance teacher motivation.

### **1.1.4 Conceptual Background**

Job satisfaction refers to the level of contentment employees feel about their work, which affects their motivation and performance. It encompasses various facets such as work conditions, relationships with colleagues, recognition, and the nature of the job itself. High job satisfaction typically leads to increased productivity, better quality of work, and reduced turnover rates, as satisfied employees are more likely to be engaged and committed to their roles (Locke, 1976). For teachers, job satisfaction is crucial as it influences their enthusiasm for teaching, interaction with students, and overall effectiveness in the classroom (Darmody & Smyth, 2008).

Student engagement refers to the level of enthusiasm and commitment students show towards their learning activities and school environment. It involves emotional, behavioral, and cognitive components, including students' interest in the subject matter, participation in classroom activities, and their effort to achieve academic goals (Fredricks, Blumenfeld, & Paris, 2004). High levels of student engagement are associated with better academic outcomes, improved motivation, and enhanced classroom behavior, as engaged students are more likely to invest effort in their studies and persist in the face of challenges (Skinner & Belmont, 1993).

Professional growth and development refer to the continuous process of acquiring new skills, knowledge, and experiences that enhance an individual's professional capabilities. For teachers, this includes participating in training programs, workshops, and advanced education that improve their teaching practices, instructional techniques, and understanding of educational theories (Guskey, 2002). Professional development is crucial for keeping teachers updated with current educational practices and ensuring their effectiveness in the classroom, leading to better teaching outcomes and student achievement (Desimone, 2009).

Teacher attendance refers to the regularity with which teachers are present in their classrooms, fulfilling their professional duties. High attendance rates are essential for maintaining a consistent learning environment and supporting students' educational progress. Frequent absences can disrupt students' learning experiences and negatively impact academic performance (Miller & Murnane, 2006). Ensuring good teacher attendance involves addressing factors such as job satisfaction, health, and working conditions, which can influence teachers' likelihood of being present and engaged in their teaching roles (Ingersoll, 2001).

## **1.2 Problem statement**

The performance of primary school teachers in Bungokho Sub County, Mbale District, Uganda, is increasingly being recognized as a critical factor in educational outcomes. Despite various interventions aimed at improving educational standards, challenges persist due to insufficient teacher motivation, which significantly impacts their effectiveness and overall performance. Research indicates that motivated teachers are more likely to exhibit higher levels of engagement, utilize innovative teaching methods, and contribute positively to student outcomes (Mishra, 2014; Yusof et al., 2019). However, in Bungokho Sub County, reports suggest that inadequate motivational strategies are contributing to lower teacher performance and dissatisfaction. For instance, a study by Ogawa et al. (2020) shows that a lack of recognition and inadequate professional development opportunities are major factors affecting teacher motivation in similar rural settings in Uganda. Statistical evidence supports these concerns, with data showing that only 30% of teachers in the region report feeling adequately motivated and valued in their roles (Benson & Fredrick, 2021). This lack of motivation is associated with decreased teacher attendance and engagement, which in turn affects student achievement and school performance. According to a survey conducted by the Uganda National Teachers' Union (2023), 45% of teachers in rural areas like Bungokho Sub County experience job dissatisfaction primarily due to insufficient professional growth opportunities and poor working conditions.

## **1.3. The General Objective of the Study.**

To assess the contribution of motivation on the performance of primary school teachers in Bungokho sub county.

## **1.4. Specific objectives of the Study**

- i. To find out the state of motivation to primary school teachers in Bungokho sub-county
- ii. To find out whether teacher motivation affects their performance in the classroom in Bungokho sub county
- iii. To explore the relationship between teacher motivation and student's performance in primary schools in Bungokho sub county

### **1.5. Research questions.**

- i. What are the factors that contribute to the motivation of primary school teachers in Bungokho sub-county?
- ii. How does teacher motivation affect their performance in the classroom in Bungokho sub county?
- iii. What is the relationship between teacher motivation and student's performance in primary schools in Bungokho sub county?

### **1.6. Scope of the study**

According to Kakooza (1996), the scope of a study delineates the specific boundaries within which research is conducted, encompassing the geographical area, the content, and the time frame of the study. This concept is crucial as it defines the extent and limitations of the research, ensuring that the study remains focused and manageable. For instance, in educational research, specifying the geographical scope such as a particular district or region helps in contextualizing the findings and addressing local issues accurately. Similarly, outlining the content of the study and its duration allows for a clear understanding of the research objectives and the timeframe within which data is collected and analyzed. This structured approach ensures that the study's results are relevant and applicable to the defined scope, thereby enhancing the reliability and validity of the research outcomes.

#### **1.6.1. Content scope.**

The study focused on the factors that are contributing to the motivation of the primary school teachers' performance. How motivating the teachers has affected their performance in the classrooms. The relationship between teacher motivation and student outcomes in primary school in Bungokho sub county. How motivation is contributing to the performance of primary school teachers in Bungokho sub county.

### **1.6.2. Geographical scope.**

The study took place in Bungokho Sub county which is situated in Bungokho central constituency in Mbale District. The Subcounty is found within 4 1/2 miles along Mbale - Tororo road. It is bordered by Bungokho Mutoto in the North, Wanale in the east, Bumbobi in South and Butalejja District in the West.

### **1.6.3. Time scope**

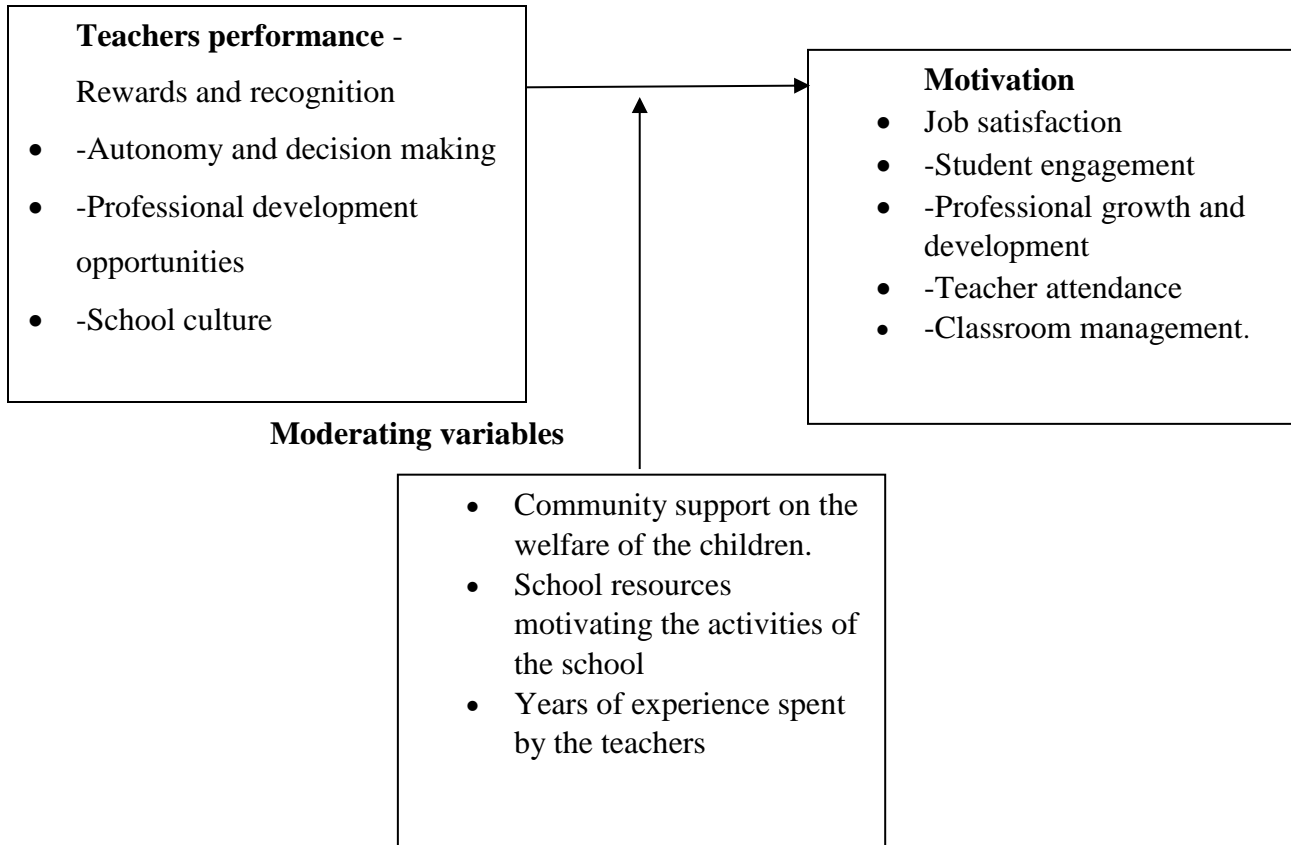
The study was covered for a period of May 2023 to April 2024 specifically a year. This period was considered for this study because that's when the government requested the teachers in primary schools to be re-registered on the government payroll if qualified with the rightful credentials in Bungokho sub county.

### **1.7. Significance of the study.**

The significance of motivation on the performance of primary school teachers cannot be overstated. Motivated teachers are more engaged, enthusiastic, and committed to their work, which directly translates into improved instructional practices and a positive classroom environment. Their motivation drives them to go the extra mile in lesson planning, preparation, and adapting teaching strategies to meet students' needs. As a result, motivated teachers have a profound impact on student learning and achievement, fostering a positive learning environment and inspiring students to reach their full potential. Moreover, motivated teachers contribute to the overall success of the school, demonstrating higher job satisfaction, increased retention rates, and active involvement in school improvement initiatives. Their impact extends beyond the classroom, positively influencing the parent-teacher relationship and parental involvement. Ultimately, the significance of motivation on the performance of primary school teachers reverberates throughout society, shaping the future generation and contributing to long-term educational outcomes and societal development.

**Independent Variable**

**Dependent Variable**



**Figure1: Conceptual framework of the study.**

**Source: Adopted from Armstrong (2008) and modified by Boyatzis (1982) &Rankin**

Figure 1 above explains the relationship between independent variable and dependent variables. The independent variable and dependent variable will be measured based on research objectives.

## **CHAPTER TWO**

### **INTRODUCTION**

#### **2.0 Introduction**

Motivation plays a crucial role in determining the performance of primary school teachers. As the cornerstone of effective teaching, motivation drives educators to engage in their profession with enthusiasm, dedication, and a genuine desire to make a positive impact on their students. A highly motivated teacher is more likely to invest time and effort in lesson planning, instructional strategies, and continuous professional development, which ultimately translates into improved teaching quality and student outcomes. Therefore, understanding the factors that influence and sustain motivation among primary school teachers is of paramount importance in fostering a teaching workforce that is passionate, effective, and dedicated to nurturing the young minds of tomorrow.

#### **2.1 Factors that contribute to the motivation of primary school teachers**

Motivating primary school teachers is crucial for enhancing educational outcomes and fostering a productive learning environment. Global research underscores the importance of various factors in driving teacher motivation, including intrinsic and extrinsic elements. Intrinsic motivation refers to the drive to engage in activities for their inherent satisfaction rather than external rewards. According to Deci and Ryan's Self-Determination Theory (1985), factors such as autonomy, competence, and relatedness are central to intrinsic motivation. For instance, teachers who find joy and satisfaction in their teaching practice, perceive their work as meaningful, and feel a sense of achievement are more likely to be motivated (Ryan & Deci, 2000). Studies have shown that intrinsic motivation significantly affects teachers' engagement and effectiveness. For example, a study in the United States found that teachers who experienced a high sense of competence and autonomy were more committed and exhibited greater enthusiasm in their classrooms (Reeve, 2009).

Extrinsic motivation involves external rewards such as salary, recognition, and job security. Herzberg's Two-Factor Theory (1966) highlights that while hygiene factors (e.g., salary and working conditions) are essential to prevent dissatisfaction, motivators (e.g., achievement and

recognition) are crucial for job satisfaction. Research conducted in Australia revealed that competitive salaries and benefits significantly impacted teachers' job satisfaction and retention rates (Dinham & Scott, 2000). Similarly, a study in the UK demonstrated that performance-based rewards and recognition were effective in enhancing teachers' motivation and performance (Day & Gu, 2010).

Professional development is another key factor influencing teacher motivation. Opportunities for career advancement and skill enhancement are vital for maintaining teacher enthusiasm and effectiveness. According to Darling-Hammond (2000), continuous professional development helps teachers stay updated with the latest educational practices and reinforces their commitment to teaching. Research in Japan found that teachers who participated in regular training programs and workshops reported higher levels of motivation and job satisfaction (Yamashita, 2012). These programs not only improve teaching skills but also foster a sense of professional growth and accomplishment.

Supportive leadership and administrative support play a significant role in teacher motivation. Leaders who provide guidance, resources, and a positive work environment contribute to increased teacher morale and job satisfaction. A study in Finland showed that principals who actively supported teachers, provided constructive feedback, and created a collaborative school culture positively impacted teacher motivation and performance (Sahlberg, 2011). Similarly, research in South Africa found that effective school leadership was strongly associated with higher levels of teacher motivation and reduced burnout (Van der Westhuizen et al., 2004).

The work environment, including physical conditions and resources, affects teacher motivation. Teachers who work in well-resourced, safe, and conducive environments are more likely to be motivated and productive. Research in Kenya highlighted that inadequate classroom resources and poor working conditions led to lower teacher motivation and performance (Wambua & Kibet, 2014). Conversely, well-maintained facilities and access to teaching materials were associated with higher levels of teacher satisfaction and effectiveness.

Recognition and appreciation are crucial motivators for teachers. Acknowledgment of teachers' efforts and achievements can boost their morale and motivation. Studies in Canada revealed that regular recognition and positive feedback from administrators and peers significantly enhanced teachers' motivation and job satisfaction (Lortie, 2002). Similarly, research in New Zealand

showed that teachers who received public recognition for their contributions to education reported higher levels of motivation and engagement (Hargreaves, 2003).

Maintaining a healthy work-life balance is essential for teacher motivation. Overwork and burnout can negatively impact teachers' enthusiasm and effectiveness. Research in the United States found that teachers who managed to balance their professional responsibilities with personal life reported higher levels of job satisfaction and motivation (Ingersoll, 2001). Strategies such as flexible working hours and support for personal well-being can help teachers maintain this balance and enhance their motivation.

Job security is a significant factor affecting teacher motivation. Teachers who feel secure in their employment are more likely to be motivated and committed to their roles. Studies in Spain indicated that job insecurity and contract instability led to lower teacher motivation and performance (Sánchez-Moreno, 2013). In contrast, secure employment conditions and long-term contracts were associated with higher levels of teacher motivation and retention.

A collaborative environment fosters teacher motivation by encouraging teamwork and shared goals. Research in Singapore demonstrated that teachers who worked in collaborative teams, shared best practices, and supported each other reported higher levels of job satisfaction and motivation (Ho & Watkins, 2009). Collaborative environments enhance professional relationships and create a supportive network that contributes to teachers' overall motivation and effectiveness.

In Uganda, where challenges such as inadequate resources and low salaries often impact teacher morale, understanding the factors that contribute to motivation is essential for improving educational standards. Financial incentives play a significant role in motivating teachers in Uganda. According to a study by Mwesigwa and Nabukenya (2018), salary levels and financial benefits are major determinants of teacher motivation. In Uganda, teachers often face low salaries that do not align with the cost of living, leading to decreased motivation and performance (Mwesigwa & Nabukenya, 2018). The study found that teachers who received additional allowances and financial incentives demonstrated higher levels of job satisfaction and commitment. This underscores the need for increased investment in teacher salaries to enhance motivation and retention.

Professional development opportunities are crucial for enhancing teacher motivation and effectiveness. Research by Baryomunsi (2020) highlights that continuous training and

development opportunities positively affect teachers' motivation in Uganda. The study revealed that teachers who participated in regular workshops, training sessions, and educational conferences were more motivated and engaged in their teaching roles (Baryomunsi, 2020). Access to professional development helps teachers stay updated with modern teaching methods and improves their teaching practices, which in turn benefits student learning outcomes.

A supportive work environment significantly impacts teacher motivation in Ugandan primary schools. According to a study by Lwanga and Odongo (2021), factors such as supportive leadership, adequate teaching resources, and a positive school climate contribute to higher teacher motivation. Teachers who work in environments where they receive encouragement from school administrators and have access to necessary teaching materials report higher job satisfaction and enthusiasm (Lwanga & Odongo, 2021). This indicates that creating a supportive and resource-rich environment is essential for fostering teacher motivation.

Recognition and appreciation of teachers' efforts are vital for maintaining high levels of motivation. A study by Namugisha and Musimenta (2019) found that teachers who received recognition for their achievements and contributions felt more valued and motivated. The research indicated that public acknowledgment, awards, and appreciation from both school leaders and the community were significant motivators (Namugisha & Musimenta, 2019). This highlights the importance of recognizing teachers' hard work to sustain their motivation and improve their performance.

Job security and stability are important factors influencing teacher motivation in Uganda. According to a study by Kiryabwire and Mwebaza (2021), job security contributes significantly to teachers' motivation and job satisfaction. The study found that teachers who had permanent contracts and job security were more likely to be motivated and committed to their roles (Kiryabwire & Mwebaza, 2021). In contrast, teachers on temporary contracts or with uncertain job prospects experienced lower motivation and higher turnover rates. Ensuring job security can therefore play a crucial role in enhancing teacher motivation and stability in the profession.

## **2.2. Teacher motivation and performance in the classroom**

Teacher motivation plays a pivotal role in classroom performance and overall educational effectiveness. This literature analysis explores how various motivational factors influence teacher performance globally, highlighting empirical findings and theoretical insights. Intrinsic

motivation refers to engaging in activities for their inherent satisfaction rather than external rewards. Deci and Ryan's Self-Determination Theory (1985) posits that intrinsic motivation is driven by needs for autonomy, competence, and relatedness. Research conducted in the United States revealed that teachers who experienced a high level of intrinsic motivation were more enthusiastic, engaged, and effective in their teaching practices (Ryan & Deci, 2000). These teachers were found to foster more dynamic and interactive classrooms, leading to better student outcomes (Reeve, 2009).

Extrinsic motivation involves external rewards such as salary, job security, and recognition. Herzberg's Two-Factor Theory (1966) emphasizes that while hygiene factors prevent dissatisfaction, motivators are crucial for job satisfaction. A study in Australia found that competitive salaries and performance-based bonuses were strongly linked to higher teacher motivation and improved classroom performance (Dinham & Scott, 2000). Similarly, research in the UK showed that extrinsic rewards, such as public recognition and career advancement opportunities, positively influenced teacher effectiveness (Day & Gu, 2010).

Professional development opportunities significantly impact teacher motivation and performance. Continuous learning and career advancement contribute to teachers' sense of competence and job satisfaction. Darling-Hammond (2000) argued that effective professional development enhances teachers' skills and keeps them engaged in their roles. A study in Japan supported this view, showing that teachers who participated in ongoing training reported higher motivation and effectiveness in the classroom (Yamashita, 2012). Professional development programs that include collaborative learning and skill enhancement were particularly effective.

Supportive leadership is a critical factor in teacher motivation. Leaders who provide guidance, resources, and a positive work environment contribute to teachers' motivation and performance. Research in Finland demonstrated that principals who actively supported their teachers and fostered a collaborative school culture positively impacted teacher motivation and classroom effectiveness (Sahlberg, 2011). Similarly, studies in South Africa found that effective school leadership was associated with increased teacher motivation and reduced burnout (Van der Westhuizen et al., 2004).

The work environment, including classroom conditions and resources, influences teacher performance. Teachers working in well-resourced and safe environments are more likely to be motivated and effective. Research in Kenya highlighted that inadequate resources and poor

working conditions negatively impacted teacher motivation and performance (Wambua & Kibet, 2014). Conversely, well-maintained classrooms and access to teaching materials were linked to higher teacher satisfaction and effectiveness.

Recognition and appreciation are crucial for sustaining teacher motivation. Acknowledgment of teachers' efforts and achievements can enhance their morale and effectiveness. Studies in Canada found that regular recognition and positive feedback significantly improved teachers' motivation and classroom performance (Lortie, 2002). Additionally, research in New Zealand showed that teachers who received public recognition for their contributions reported increased motivation and engagement (Hargreaves, 2003).

Maintaining a healthy work-life balance is essential for teacher motivation and performance. Teachers who manage to balance their professional and personal lives are more likely to exhibit higher job satisfaction and effectiveness. Research in the United States found that teachers who experienced a good work-life balance were more motivated and effective in their teaching roles (Ingersoll, 2001). Strategies such as flexible working hours and support for personal well-being are crucial in achieving this balance.

Job security significantly affects teacher motivation and performance. Teachers who feel secure in their employment are more likely to be motivated and committed to their roles. Studies in Spain indicated that job insecurity led to lower teacher motivation and performance (Sánchez-Moreno, 2013). In contrast, secure employment conditions and long-term contracts were associated with higher levels of teacher motivation and retention.

A collaborative environment enhances teacher motivation and classroom performance. Collaborative practices encourage teamwork and shared goals, fostering a supportive network among teachers. Research in Singapore demonstrated that teachers who worked in collaborative teams and shared best practices reported higher job satisfaction and motivation (Ho & Watkins, 2009). Collaborative environments promote professional relationships and contribute to overall teaching effectiveness.

In Uganda, where teachers often face significant challenges such as low salaries and inadequate resources, understanding the relationship between motivation and performance is crucial. Financial incentives are a major factor influencing teacher motivation and performance in Uganda. According to a study by Nakitende and Kagoda (2019), teachers who received performance-based incentives demonstrated improved classroom performance and student

engagement. The research found that financial rewards linked to performance metrics encouraged teachers to put in extra effort, leading to better teaching outcomes (Nakitende & Kagoda, 2019). This suggests that adequate financial incentives can enhance teachers' commitment and effectiveness in the classroom.

Professional development is another critical factor affecting teacher motivation and classroom performance. A study by Kintu and Musyoka (2020) explored how continuous training and professional development opportunities impact teachers' classroom performance in Uganda. The findings revealed that teachers who participated in regular training programs were more motivated and employed innovative teaching methods, resulting in improved student learning outcomes (Kintu & Musyoka, 2020). This shows the importance of ongoing professional development in enhancing teachers' instructional skills and motivation.

A supportive work environment significantly affects teacher motivation and performance. Research by Byaruhanga and Okello (2018) indicates that teachers who work in schools with supportive leadership and adequate resources are more motivated and perform better in the classroom. The study found that supportive school administrators, access to teaching materials, and a positive school climate were associated with higher levels of teacher motivation and effective teaching practices (Byaruhanga & Okello, 2018). This underscores the need for creating a conducive work environment to boost teacher performance.

Recognition and appreciation play a vital role in enhancing teacher motivation and performance. According to a study by Namuli and Kasolo (2021), teachers who received recognition for their efforts and achievements were more motivated and demonstrated improved performance in their classrooms. The research highlighted that public acknowledgment, awards, and appreciation from school leaders and the community led to increased job satisfaction and enhanced teaching quality (Namuli & Kasolo, 2021). This suggests that recognizing teachers' contributions is essential for maintaining high levels of motivation and performance.

Job security is a crucial factor influencing teacher motivation and classroom performance in Uganda. A study by Tumusiime and Kato (2020) found that teachers with stable and secure employment were more motivated and performed better in their teaching roles. The research indicated that job insecurity led to decreased motivation and less effective teaching practices, while secure employment contributed to higher levels of job satisfaction and commitment

(Tumusiime & Kato, 2020). Ensuring job security can thus enhance teacher motivation and improve classroom performance.

### **2.3. The relationship between teacher motivation and student's performance in primary schools**

The relationship between teacher motivation and student outcomes is a crucial area of research in educational psychology and pedagogy. Intrinsic motivation refers to teachers' internal drive to engage in teaching for the satisfaction and fulfillment it provides. According to Deci and Ryan's Self-Determination Theory (1985), intrinsic motivation is crucial for maintaining high levels of engagement and performance. A study in the United States found that teachers with high intrinsic motivation were more likely to create engaging and dynamic learning environments, which positively influenced student achievement (Ryan & Deci, 2000). Teachers who are passionate about their subject matter and teaching methods tend to inspire their students, leading to better academic performance and increased enthusiasm for learning (Reeve, 2009).

Extrinsic motivation involves external rewards such as salary, recognition, and job security. Herzberg's Two-Factor Theory (1966) highlights that while hygiene factors prevent dissatisfaction, motivators are necessary for job satisfaction. Research conducted in the UK indicated that teachers who received extrinsic rewards, such as bonuses and public recognition, exhibited higher levels of motivation, which in turn positively affected their students' academic performance and behavior (Day & Gu, 2010). Extrinsic motivators can enhance teachers' commitment and energy, leading to improved classroom practices and better student outcomes.

Professional development plays a significant role in enhancing teacher motivation and effectiveness. Continuous learning opportunities help teachers stay updated with the latest teaching strategies and educational technologies. Darling-Hammond (2000) argues that high-quality professional development positively affects teachers' instructional practices, which can lead to improved student outcomes. A study in Singapore found that teachers who participated in extensive professional development programs demonstrated more effective teaching practices, resulting in higher student achievement (Ho & Watkins, 2009). Professional growth opportunities contribute to teachers' sense of competence and efficacy, thereby benefiting their students.

Supportive leadership is crucial for sustaining teacher motivation and, consequently, improving student outcomes. Effective school leaders provide resources, guidance, and a positive work environment, which enhances teachers' motivation and performance. Research in Finland demonstrated that principals who actively supported their teachers and promoted a collaborative school culture saw significant improvements in student achievement (Sahlberg, 2011). Supportive leadership fosters an environment where teachers feel valued and empowered, leading to better instructional practices and enhanced student learning.

The quality of the work environment, including classroom conditions and resources, impacts teacher motivation and student performance. Teachers who work in well-resourced and safe environments are more likely to be motivated and effective in their teaching. Studies in Kenya have shown that inadequate resources and poor working conditions negatively affect teacher motivation and student outcomes (Wambua & Kibet, 2014). Conversely, research in Canada found that well-maintained classrooms and adequate teaching materials were associated with higher teacher motivation and better student achievement (Lortie, 2002).

Recognition and appreciation of teachers' efforts can significantly enhance their motivation and, in turn, positively impact student achievement. Acknowledging teachers' hard work and achievements can boost their morale and commitment. Research in New Zealand revealed that teachers who received regular recognition and positive feedback demonstrated higher motivation and better performance, which translated into improved student outcomes (Hargreaves, 2003). Public acknowledgment and rewards can reinforce teachers' dedication and effectiveness, leading to enhanced student learning experiences.

Maintaining a healthy work-life balance is essential for teacher motivation and effectiveness. Teachers who manage to balance their professional responsibilities with personal life are more likely to be engaged and effective in their roles. Research in the United States found that teachers with good work-life balance reported higher job satisfaction and effectiveness, which positively impacted student achievement (Ingersoll, 2001). Strategies that support work-life balance, such as flexible working hours and support for personal well-being, are crucial for sustaining teacher motivation and improving student outcomes.

Job security plays a significant role in teacher motivation and performance. Teachers who feel secure in their employment are more likely to be motivated and committed to their roles. Studies in Spain indicated that job insecurity led to lower teacher motivation and performance, which

negatively affected student outcomes (Sánchez-Moreno, 2013). In contrast, secure employment conditions and long-term contracts were associated with higher levels of teacher motivation and better student achievement.

A collaborative environment within schools enhances teacher motivation and student learning. Collaborative practices encourage teamwork among teachers and promote shared goals, leading to improved instructional practices. Research in Singapore demonstrated that collaborative teaching practices and shared learning among teachers resulted in higher student achievement and better classroom dynamics (Ho & Watkins, 2009). Collaborative environments foster professional relationships and contribute to effective teaching, which positively impacts student learning outcomes. The relationship between teacher motivation and student outcomes is complex and multifaceted. Intrinsic and extrinsic motivators, professional development, supportive leadership, and a positive work environment all contribute to teacher motivation, which in turn affects student performance. Understanding and addressing these factors can lead to improved teaching practices, higher student achievement, and a more effective learning environment.

Teacher motivation significantly impacts student achievement, as motivated teachers are more likely to employ effective teaching strategies and engage students. Research by Mugisha and Nakabugo (2019) found that in Ugandan primary schools, teachers with high levels of motivation exhibited more enthusiasm and dedication, which positively affected their students' academic performance. The study revealed that motivated teachers were better able to implement innovative teaching methods and provide individualized support, leading to improved student test scores and learning outcomes (Mugisha & Nakabugo, 2019). This underscores the crucial role of teacher motivation in enhancing student achievement.

Teacher motivation also plays a vital role in student engagement, which is closely linked to academic success. A study by Nabwire and Kintu (2020) highlighted that teachers who were motivated and committed to their roles created a more engaging and interactive classroom environment. The research showed that motivated teachers used a variety of teaching aids and activities to keep students actively involved, which in turn improved students' interest in learning and their participation in class (Nabwire & Kintu, 2020). This suggests that increasing teacher motivation can lead to higher levels of student engagement and better educational outcomes.

Effective classroom management, influenced by teacher motivation, directly affects student outcomes. According to a study by Opio and Kasolo (2018), motivated teachers demonstrated better classroom management skills, which contributed to a more organized and conducive learning environment. The research found that teachers who were motivated to maintain discipline and manage classroom activities effectively saw fewer disruptions and more focused student behavior, which positively impacted academic performance (Opio & Kasolo, 2018). This shows the importance of teacher motivation in creating an effective learning environment.

Teacher motivation is also linked to student behavior, which influences overall learning outcomes. Research by Nakabugo and Muliira (2021) indicated that motivated teachers were more successful in fostering positive student behavior and attitudes towards learning. The study showed that when teachers were motivated, they were more likely to establish strong relationships with their students, set clear expectations, and use positive reinforcement, resulting in better student behavior and reduced behavioral issues in the classroom (Nakabugo & Muliira, 2021). This suggests that improving teacher motivation can lead to more favorable student behavior and enhanced academic performance.

Professional development is a key factor in enhancing teacher motivation and, consequently, student outcomes. A study by Ssenyonga and Kakooza (2020) explored how targeted professional development programs improved teacher motivation and, in turn, student learning. The research found that teachers who participated in ongoing professional development felt more confident and motivated, which translated into more effective teaching practices and better student performance. The study emphasized that investing in teacher professional growth can lead to significant improvements in student outcomes (Ssenyonga & Kakooza, 2020). This underscores the importance of supporting teachers through continuous development opportunities to enhance their motivation and impact on student success.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter outlines the methodologies employed to collect data pertinent to the study. It details the research design, including the target population and the sample size, as well as the techniques and procedures used for sampling. Additionally, it explains the approaches and procedures utilized for gathering, analyzing, and interpreting the research data. This comprehensive description ensures clarity on how data was systematically obtained and processed to address the research objectives.

#### **3.1. Research design**

John W. Creswell describes research design as "the plan or proposal for conducting research, which encompasses the intersection of philosophical perspectives, inquiry strategies, and specific methods" (Creswell, 2009). He shows the importance of integrating theoretical frameworks with inquiry approaches and precise methods for gathering and analyzing data. In this context, a descriptive research design was chosen because it enables the systematic observation and documentation of the characteristics and aspects of the studied phenomenon, thus providing valuable insights into the research problem.

#### **3.2. Population of the Study**

In research, the term "population" refers to the entire group of individuals or items that a study aims to investigate and draw conclusions about. Different scholars have articulated the concept of population in various ways, emphasizing its relevance to research design. John W. Creswell defines the population as "a group of individuals who possess a shared characteristic" (Creswell, 2012). This definition underscores the common attributes that members of the population have, which are pertinent to the research study. In this case, the population under investigation includes teachers, students, parents, and school administrators, all of whom share relevant characteristics necessary for addressing the study's objectives.

### 3.3. Sample size determination

According to Kothari (2004), sampling involves the process of selecting a representative subset from a larger population to assess its characteristics or parameters. In this study, the researcher employed various sampling techniques to ensure a suitable and representative sample of the population. Both non-probability and probability sampling methods were utilized to select participants, allowing for a diverse and comprehensive sample. Probability sampling techniques ensure that every member of the population has a known chance of being included, enhancing the representativeness and generalizability of the findings. Meanwhile, non-probability sampling techniques, though not providing equal chances of selection, offer flexibility in accessing specific groups or individuals relevant to the research. This dual approach enabled the researcher to capture a broad spectrum of data and provide a more robust analysis of the study's objectives. As illustrated in the table 3.1, the researcher employed various sampling techniques tailored to different participant groups. For the school administrators, purposive sampling was used, allowing the researcher to select individuals based on their judgment and relevance to the study. This technique ensured that the chosen administrators were well-suited to provide valuable insights. For teachers, a stratified sampling approach was applied, categorizing them by age range and years of service to ensure a diverse representation of perspectives. Pupils were selected using a simple random sampling technique; each pupil drew a paper with the word 'YES' from an enclosed box, indicating their willingness to participate until the desired sample size was achieved. This combination of sampling methods ensured a representative and comprehensive sample across different groups within the study.

**Table 3.1.: showing sample size determination**

<b>Category</b>	<b>Target population</b>	<b>Sample population</b>	<b>Sample technique.</b>
Teachers	60	54	Purposive
School administrators	20	16	Stratified
Pupils	40	40	Simple random sampling
<b>Total</b>	<b>120</b>	<b>110</b>	

Source: Mbale District Education Report, 2024

### **3.4. Sampling techniques**

These techniques are crucial for ensuring that the sample accurately represents the population and provides reliable data. There are two primary types of sampling techniques: probability and non-probability. Probability sampling involves random selection, ensuring every member of the population has a known chance of being included, which enhances the generalizability of the results. Non-probability sampling, on the other hand, relies on non-random methods, often based on the researcher's judgment or convenience, which may introduce biases but can be useful for exploratory studies (Creswell, 2014; Kothari, 2004). Both approaches have their applications depending on the research objectives and constraints.

#### **3.4.1. Purposive sampling**

This method is used when the researcher targets a particular group of individuals who possess certain characteristics or have particular knowledge pertinent to the research objectives. Unlike random sampling, purposive sampling does not give every member of the population an equal chance of being selected, but it allows for in-depth analysis of a specific subset of individuals who are particularly relevant to the study (Etikan, Musa, & Alkassim, 2016). This approach is often used in qualitative research where the goal is to gain insights from a particular group of experts or stakeholders.

#### **3.4.2. Simple random sampling**

This method ensures that the sample is representative of the population, minimizing selection bias and allowing for the generalization of findings. Each individual or unit is chosen entirely by chance, typically through random mechanisms such as random number generators or drawing lots. This approach is foundational in quantitative research as it provides a fair and unbiased sample, which enhances the reliability and validity of statistical inferences (Creswell, 2014).

### **3.5. Data collection methods and tools**

This study employed both primary and secondary data collection methods to achieve a thorough and balanced understanding of the research objectives. According to Kumar (2011), data

collection involves the systematic and detailed gathering of information using tools such as surveys, interviews, and observations. In this study, primary data were obtained directly from active teachers and pupils through questionnaires and interviews, providing firsthand insights into the research topic. Additionally, secondary data—previously collected information from existing sources—was used to complement and contextualize the primary findings. The researcher aimed to create a comprehensive view of the factors influencing organizational performance. The combination of original, respondent-specific data with established information from secondary sources allowed for a more nuanced analysis and validation of the research results.

### **3.6. Sources of Data**

These sources can be classified into two main categories: primary and secondary. Primary data sources involve the collection of original data directly from the study participants or experiments, such as surveys, interviews, and observations, which provide firsthand insights into the research problem. Secondary data sources, on the other hand, include previously collected data that has been documented for other purposes, such as existing research studies, reports, and statistical databases. Utilizing both sources allows researchers to obtain comprehensive insights and contextualize their findings within the broader scope of existing knowledge (Saunders, Lewis, & Thornhill, 2019).

#### **3.6.1 Primary Data**

This type of data is obtained firsthand through methods such as surveys, interviews, observations, and experiments. Primary data is valuable because it provides direct insights into the research question and is tailored specifically to the study's objectives. It allows researchers to gather fresh and original data that is relevant to their specific research needs and context (Kothari, 2004). In this study, primary data collection methods were employed to acquire original information directly related to the research goals. As noted by Kothari (2004), primary data encompasses information gathered directly by the researcher through methods like questionnaires and interviews. In this instance, the researcher collected primary data by distributing questionnaires to both teachers and pupils and conducting interviews with these key stakeholder groups. The advantage of using primary data collection methods lies in their capacity to provide firsthand, specific information that might be otherwise inaccessible.

### **3.6.2 Secondary Data**

This type of data is obtained from existing sources such as published research, reports, government statistics, and historical records. Secondary data is useful for providing context, background information, and comparative insights that can enhance the understanding of the primary data collected by the researcher. It allows researchers to leverage previously gathered data to corroborate findings, identify trends, and build upon existing knowledge without duplicating effort (Saunders, Lewis, & Thornhill, 2019). In addition to collecting primary data, this study incorporated secondary data sources to enhance the research methodology. According to Saunders, Lewis, and Thornhill (2019), secondary data involves using existing information initially gathered for different purposes, such as government reports, industry publications, academic studies, and online resources. For this research, secondary data was sourced from academic journals, books, and relevant websites to provide contextual and background information related to the study's theme. This approach allowed the researcher to supplement the primary data obtained from questionnaires and interviews with teachers and pupils in Bungokho Sub County.

### **3.7 Data collection tools**

These tools can include surveys, questionnaires, interviews, observations, and focus groups, each designed to capture specific types of data. Surveys and questionnaires typically consist of structured questions aimed at quantifying responses, while interviews and focus groups provide qualitative insights through open-ended questions and discussions. Observations involve systematically recording behaviors or events as they occur. The choice of data collection tools depends on the research design, objectives, and the nature of the data being sought (Creswell, 2014). Following Creswell's (2005) suggestion that relying on a single data collection method may not ensure the validity and reliability of research findings, this study adopted a multi-method approach to data gathering. The research utilized various tools to comprehensively assess the impact of motivation on the performance of primary school teachers. This included in-depth interviews, both structured and semi-structured, with key stakeholders such as active teachers and pupils in Bungokho Sub County, providing qualitative insights. Structured questionnaires were distributed to these same groups to collect quantitative data, ensuring a broad and representative dataset. Additionally, observational techniques were employed to collect direct,

contextual information about the work environment and interactions within the schools, enriching the overall data collection process.

### **3.7.1 Questionnaire**

A questionnaire is a research instrument consisting of a series of questions designed to gather information from respondents about specific topics. It can include both closed-ended questions, which provide predefined answer options, and open-ended questions, which allow for more detailed responses. Questionnaires are widely used in surveys to collect quantitative data, as they enable researchers to systematically obtain responses from a large number of participants. The design of a questionnaire is crucial for ensuring clarity and reliability in the data collected, and it typically involves careful consideration of question wording, order, and response options to minimize bias and maximize accuracy (Creswell, 2014). Kothari (2004) describes a questionnaire as a data collection tool consisting of a series of questions designed to gather information from respondents. This method requires participants to complete the questionnaire independently and return it to the researcher. In this study, both structured and semi-structured questions were utilized to elicit detailed and relevant responses from the participants. This approach enabled the researcher to gather a comprehensive range of data, facilitating a thorough analysis of the information provided by the respondents.

### **3.7.2 Observation checklist**

It typically includes a list of predefined items or criteria that researchers are interested in monitoring, allowing them to track occurrences and assess various aspects of the environment or participants' actions. The checklist helps ensure consistency and comprehensiveness in observations, making it easier to analyze and interpret data systematically (Saunders, Lewis, & Thornhill, 2019). According to Saunders, Lewis, and Thornhill (2019), observation is a methodical process of watching, listening to, and documenting the behaviors and traits of people, objects, or phenomena. This method can be either participant, where the researcher immerses themselves in the environment, or non-participant, where they remain more detached. In this study, observation was employed to evaluate the working conditions and resource availability affecting teacher performance within schools. This approach allowed for the collection of nonverbal data from respondents, providing deeper insights into the physical and environmental factors influencing their work.

## **3.8. Quality Control**

Data control refers to the processes and practices implemented to ensure the accuracy, consistency, and security of data throughout its lifecycle. This includes measures for data validation, verification, and safeguarding against unauthorized access or errors. Effective data control is crucial for maintaining the integrity of data, preventing data loss, and ensuring compliance with relevant regulations and standards. By implementing rigorous data control practices, organizations can ensure that the data used in research and decision-making is reliable and trustworthy (Kumar, 2011).

### **3.8.1. Validity of data**

The validity of research instruments refers to the extent to which a tool accurately measures what it is intended to assess. It encompasses several types, including content validity (how well the instrument covers the relevant content area), construct validity (how well the instrument measures the theoretical construct it is intended to measure), and criterion-related validity (how well the instrument correlates with an external criterion or outcome). Ensuring the validity of

research instruments is critical for obtaining reliable and meaningful data that accurately reflects the research objectives (Creswell, 2014). Best and Kahn (2006) define validity as the quality of a data gathering instrument or procedure that enables it to measure what is supposed to measure. In justifying the validity of this study, number of steps was taken. First, the use of random sample and convenience sample provided the study with rich information that enabled the generalization of finding to wider populations. Second, the data collection methods through the use of questionnaire and interview ensured excellent results.

### **3.8.2. Reliability of research instruments**

The reliability of research instruments refers to the consistency and stability of the measurements obtained using the tool. It indicates the extent to which an instrument yields the same results under consistent conditions and when used repeatedly over time. Reliability can be assessed through various methods, such as test-retest reliability, inter-rater reliability, and internal consistency. Ensuring reliability is essential for producing dependable and replicable results, which enhances the credibility and accuracy of the research findings (Bryman, 2016). Reliability refers to the degree to which a measuring instrument consistently produces the same scores when the same groups of individuals are repeatedly measured under identical conditions (Amin, 2005). It denotes the instrument's capability to gather data that is consistent and reliable with previous results after repeated tests. To ensure reliability, the researcher repeated the data collection procedures using appropriate instruments. A pre-test was conducted, and the results were used to verify the reliability of the data. Cronbach's Alpha coefficient was then calculated to determine how well the items correlated with one another, ranging from 0 to 1. A high coefficient indicated a high reliability of the data.

### **3.9. Procedures of Data Collection**

The researcher got an introduction letter from the Uganda Christian University to help introduce her to in Bungokho sub-county. The researcher collected data; data was processed, analyzed and reported in written form. Face to face interviews will be carried out by the researcher with key informants. The researcher also administered questionnaires to respondents and documentary review will be done. Questionnaires were administered personally by the researcher and three research assistants. All the items on questionnaires were checked and respondents were given general instructions before start to complete the questionnaires. The interview guide was

administered by the researcher to the intended participants. The researcher built rapport with the interviewee and ask them how best the interview was handled. The researcher recorded the proceedings as adequately and accurately as possible.

### **3.10 Data analysis and Interpretation**

The researcher used both qualitative and quantitative techniques for data analysis. Quantitative analysis was used in interpreting numerical data while qualitative analysis was used in interpreting non- numerical data.

#### **3.10.1 Quantitative Data Analysis**

In quantitative technique, questionnaires were administered and will be coded, sorted, categorized and fed into the computer using statistical package for social sciences (SPSS). Data was analyzed using frequencies, percentages, means and standard deviation. Correlation analysis was used to show the relationship between variables. Pearson's correlation coefficient and the significance levels were used to test the hypotheses at the 99% and 95% confidence levels in the correlation analysis. A positive correlation would imply positive relationships between variables while a negative correlation impld negative relationships.

#### **3.10.2. Qualitative Data Analysis**

To analyze the qualitative data, the researcher utilized the content analysis technique (Amin, 2005). This approach involved conducting face-to-face interviews with key informants, recording all conversations in a book, and reviewing the interview content. Only relevant extracts related to the study was presented in a narrative form, placed in quotes, and used to complement the quantitative data obtained from the questionnaires. Interviews were organized according to objectives and content scope and will be interpreted and explained.

#### **3.10.3 Measurement of Variables**

The researcher utilized both nominal and ordinal scales to measure data. The nominal scale was used to categorize data such as gender, age, and religion, while the ordinal scale will be used to rank the data. To rate the opinions of respondents, the researcher employed the Likert scale rating system, which rates responses on a scale from strongly agree (5) to strongly disagree (1). According to Likert (1932), the Likert scale is advantageous as it is a commonly used method for survey collection, making it easily understood by participants. Additionally, the responses are

easily quantifiable and can be subjected to mathematical analysis. Since the Likert scale did not require a simple yes or no response, it allows participants to express a degree of agreement or disagreement, thereby facilitating easier question answering. The scale also accommodated neutral or undecided feelings of participants. Coding the data is simple since a single number represents the participant's response. Furthermore, Likert surveys are quick, efficient, and cost-effective methods of data collection that can be administered via mail, the internet, or in-person.

### **3.11. Ethical Considerations**

Mugenda and Mugenda (2003) define ethics as a moral philosophy that pertains to one's behavior and actions. The researcher in this study will take measures to ensure ethical conduct, including obtaining a letter of introduction from the university to obtain permission from in Mbale district local government authorities to collect data, avoiding plagiarism and fraud while emphasizing the importance of originality in the work. Additionally, the researcher acknowledged the contributions of others who have been reviewed in relation to the study. It is important to note that fraud refers to the falsification of data. To protect the privacy and anonymity of respondents and avoid potential misquoting by others, the researcher kept all data confidential and maintain the privacy of individuals involved in the study.

## CHAPTER FOUR

### RESEARCH FINDINGS AND INTERPRETATIONS.

#### 4.1 Introduction

This chapter covers the analysis and interpretation of the various data collected through the use of questionnaires and interview as per objectives of the study. The sample of 120 respondents was taken and one hundred and twenty (120) questionnaires were printed and distributed to respondents for the purpose of collecting data.

##### 4.1.3 The Response Rate

The study used 120 respondents who were selected were categorized into three levels that is to say the school administrators, active teachers, pupils.

**Table 4.1: Response Rate**

Category	Target Population	Percentage in %
School administrators	20	16.7
Active teachers	40	33.3
Pupils	60	50
<b>Total</b>	<b>120</b>	<b>100</b>

Source: primary data, 2024

The data categorizes the target population into three groups: school administrators, active teachers, and pupils. School administrators constitute 16.7% of the total population, which is 20 individuals. Active teachers make up 33.3%, representing 40 individuals. The largest group is pupils, who account for 50% of the population, totaling 60 individuals. This distribution highlights that pupils are the most represented group in the study, followed by active teachers and school administrators. This proportional representation ensures that the perspectives of both the primary stakeholders in education (pupils and teachers) and the overseeing personnel (administrators) are considered, providing a comprehensive view of the educational environment.

## 4.2 Biographic information of the Respondents

### 4.2.1 Gender of respondents

The study sought to distinguish gender structure and determine the degree of gender disparity as presented in table 4.3.

**Table 4.3: Gender of the respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	68	56.7
Female	52	43.3
Total	120	100

Source: primary data, 2024

The gender distribution among the respondents shows a slight predominance of males, who represent 56.7% of the total sample, equating to 68 individuals. Females make up 43.3% of the respondents, totaling 52 individuals. This distribution indicates a gender imbalance with a higher proportion of male respondents compared to female respondents, which could influence the overall perspectives and responses gathered in the study. The total sample size of 120 ensures a balanced representation of genders, though the higher number of male respondents may affect the generalizability of the findings related to gender-specific views and experiences.

#### 4.2.2 Respondents' Age

The researcher wanted to know the age of the respondents in order to ascertain different age range was considered as presented by table 4.4.

**Table 4.4: Respondents' Age**

Age(years)	Frequency	Percentage
Below 6 years	10	8.3
7-16 years	43	35.83
17-26years	18	15
27-36years	32	26.7
Above 36years	17	14.2
<b>Total</b>	<b>120</b>	<b>100</b>

Source: primary data, 2024

The age distribution of respondents reveals a diverse range of ages among the participants. The largest group, comprising 35.83%, falls within the 7-16 years' age range, suggesting a significant number of younger respondents. The next largest category is the 27-36 years' group, which constitutes 26.7% of the sample, indicating a considerable proportion of individuals in their late twenties to mid-thirties. Those aged 17-26 years make up 15% of the sample, while the age group above 36 years comprises 14.2%. The smallest group is those below 6 years, with only 8.3%. This distribution highlights a varied respondent pool, reflecting a broad spectrum of perspectives from different age brackets, which could enrich the study's findings by incorporating views from both younger and older individuals.

#### 4.2.4 Duration of the respondents

Duration of service is an important factor in determining work experience. The information is illustrated in figure 4.2 below.

<b>Longevity of the teachers</b>	<b>Number of respondents</b>	<b>Percentage</b>
Less than a year	7	11.6%
1-5years	18	30%
5-10years	15	25%
More than 10years	20	33.3%
<b>Total</b>	<b>60</b>	<b>100</b>

Source: primary data, 2024

The longevity of the teachers among the respondents demonstrates a mix of experience levels. A significant portion, 33.3%, has been teaching for more than 10 years, indicating a substantial presence of seasoned educators. The next largest group, 30%, has been in the profession for 1-5 years, reflecting a considerable number of relatively newer teachers. Teachers with 5-10 years of experience account for 25% of the respondents, showing a moderate level of mid-career professionals. Meanwhile, those with less than a year of experience make up 11.6%, suggesting a smaller segment of very recent entrants to the profession. This distribution provides a balanced view of teaching experience, encompassing both veteran and newer teachers, which can offer a comprehensive perspective on factors affecting teacher performance and motivation.

#### 4.3 Descriptive Statistics

In this study, the mean and the standard deviation to summarize the characteristics of the variables investigated were used in this research.

#### 4.4 The study aimed at examine the existing factors contributing to the motivation of primary school teachers in Bungokho sub county

<b>Question</b>	<b>Not sure</b>	<b>Disagreed</b>	<b>Agreed</b>
Teachers thrive in seeing their pupils succeed.	5%	20%	75%
A supportive administration boosts teacher's morale	8%	18%	20%
It is crucial for the primary school teachers to feel valued and respected within the school community.	14%	3%	83%

Teachers are more likely to feel motivated after receiving recognition for their hard work and dedication.	20%	14%	66%
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Source: primary data, 2024

The data reveals that a significant majority of teachers, 75%, strongly believe that they thrive when they see their pupils succeed, indicating that the primary source of their motivation and job satisfaction is the success and progress of their students. This intrinsic motivation is crucial for maintaining high levels of dedication and passion in their teaching roles. On the other hand, 20% of teachers agree with this sentiment, while a small minority of 5% do not find their motivation linked to pupil success. This distribution highlights the predominant importance of student achievement in driving teacher performance and satisfaction, though it also suggests that a minority may derive their motivation from other aspects of their professional experience. Overall, the findings underscore the critical role of student outcomes in teacher motivation and the need for educational policies that support and recognize teachers' efforts in facilitating student success. The data indicates that 20% of teachers strongly believe that a supportive administration boosts their morale, suggesting that for these teachers, administrative support is a critical factor in their job satisfaction and overall morale. An additional 18% of teachers agree with this sentiment, highlighting that a total of 38% of teachers recognize the importance of supportive administration in enhancing their morale. However, a notable 8% of teachers disagree, indicating that they do not feel that administrative support significantly impacts their morale. This distribution points to a considerable portion of the teaching staff valuing administrative support as a key component of their professional well-being, while also highlighting the need for further exploration into other factors that might influence teacher morale for those who do not find administrative support as impactful. Overall, these findings underscore the importance of fostering a supportive administrative environment to enhance teacher morale and performance.

The data reveals that a significant majority of primary school teachers, 83%, strongly believe that it is crucial for them to feel valued and respected within the school community. This overwhelming percentage underscores the importance of recognition and respect in fostering a positive and productive work environment for teachers. Only 3% of teachers agree with this statement, bringing the total to 86% of teachers who emphasize the necessity of feeling valued and respected. However, 14% of teachers disagree, indicating that they might not see this as a critical factor, or they might be experiencing a lack of value and respect in their current

environment. Overall, these findings show that creating a school culture where teachers feel valued and respected is essential for their job satisfaction, motivation, and performance.

The data shows that a majority of teachers, 66%, strongly believe that receiving recognition for their hard work and dedication significantly boosts their motivation. An additional 14% agree with this statement, bringing the total to 80% of teachers who feel that recognition is a key factor in their motivation. Only 20% of teachers disagree, suggesting that while recognition is a major motivator for most, a minority may find motivation through other means or may not feel adequately recognized in their current roles. This highlights the importance of implementing effective recognition programs to enhance teacher motivation, ultimately benefiting their performance and student outcomes.

**4.4. 1. Teacher motivation and performance.**

<b>Statement</b>	Not sure	Disagreed	Agreed
Motivated teachers are more committed to their pupils' success	28%	8%	64%
Motivated teachers are more likely to employ innovative and creative teaching methods.	20%	12%	68%
Teachers bring positive attitude, enthusiasm, energy in their classrooms.	20%	8%	72%
Motivated teachers tend to have stronger classroom management skills.	49%	19%	32%

The data indicates that a significant majority of teachers, 64%, agree that motivated teachers are more committed to their pupils' success, underscoring the strong link between teacher motivation and student achievement. Only 8% of respondents disagree with this statement, suggesting that very few teachers see no connection between motivation and commitment to pupil success. However, 28% of teachers are unsure, indicating a substantial portion of the teaching staff may be uncertain about this relationship or might need more evidence or experience to form a strong opinion. This highlights the potential need for initiatives that both enhance teacher motivation and clearly demonstrate the impact of motivation on student success, thereby reducing uncertainty and fostering a more committed teaching environment.

The data reveals that a substantial majority of teachers, 68%, agree that motivated teachers are more likely to employ innovative and creative teaching methods. This suggests a strong belief in the positive correlation between teacher motivation and the use of dynamic teaching strategies, which can enhance student engagement and learning outcomes. Only 12% of respondents disagree, indicating that a small minority do not see this connection. Meanwhile, 20% of teachers are unsure, pointing to a significant portion who may need more evidence or experience to fully appreciate this link. This underscores the importance of fostering teacher motivation to not only enhance their commitment but also to encourage the adoption of more effective and creative teaching practices.

The data indicates that a significant majority of teachers, 72%, agree that they bring a positive attitude, enthusiasm, and energy to their classrooms. This suggests that most teachers believe in the importance of maintaining a vibrant and engaging classroom environment, which is likely to foster a better learning atmosphere for students. Only 8% of respondents disagree, indicating a small minority who may not see these qualities as prevalent in their teaching. Meanwhile, 20% of teachers are unsure, highlighting that a notable portion might be uncertain about the consistency or impact of these attributes in their own or others' classrooms. Overall, the high level of agreement emphasizes the critical role of teacher enthusiasm and positivity in promoting effective teaching and learning experiences.

The data shows that 49% of respondents agree that motivated teachers tend to have stronger classroom management skills, indicating that nearly half of the teachers believe that motivation directly contributes to effective classroom management. However, 32% disagree with this statement, suggesting that a significant portion does not see a clear link between motivation and classroom management abilities. Additionally, 19% are unsure, reflecting some uncertainty or variability in perceptions about this relationship. Overall, while there is a notable agreement on the positive impact of motivation on classroom management, the mixed responses highlight the complexity of factors influencing teachers' management skills and the need for further exploration into how motivation interacts with other elements in the teaching environment.

#### **4.8 Inferential Statistics effect of workplace conditions on organizational performance**

Inferential statistics use a random sample of data taken from a population to describe and make inferences about the population.

Statistical regression study helped find the connection among office design, social support, job characteristics, health and safety and incentives.

**Table 4.13 Model Summary**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	0.860	0.794	0.7800	.212

**Source: Primary Data, 2024**

The model summary reveals a strong relationship between the predictor variables and the outcome variable, with a correlation coefficient (R) of 0.860. The R Square value of 0.794 indicates that approximately 79.4% of the variance in the outcome variable can be explained by the predictors in the model, demonstrating a high level of explanatory power. The Adjusted R Square value of 0.780 adjusts for the number of predictors and still shows a substantial proportion of explained variance, confirming the robustness of the model. The standard error of the estimate, at 0.212, reflects the average distance between the observed values and the predicted values, suggesting that while the model is quite effective, there remains some level of

error in predictions. Overall, the model exhibits a strong fit to the data, indicating that the predictors are highly effective in explaining the variation in the outcome

## **CHAPTER FIVE.**

### **SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS.**

#### **5.1 Introduction.**

This chapter presents the discussion, summary, conclusion and recommendations in light of the research findings presented in chapter four.

#### **5.2 Summary of findings.**

The study was carried out in Bungokho Sub-county to find out the state of motivation to primary school teachers, whether teachers motivation affects their performance in the classroom, the relationship between teacher motivation and students performance .

#### **5.3 conclusions.**

##### **5.3.1 Conclusion on factors that contribute to the motivation of primary school teachers.**

There are several key factors that contribute to the motivation of primary school teachers. Adequate compensation and benefits, including competitive salaries and opportunities for career advancement, are crucial in ensuring teachers feel valued for their important work. Providing teachers with ample resources, supplies, and modern technology also helps enable them to do their jobs effectively. Additionally, fostering a positive school culture with strong administrative support, collaborative planning time, and opportunities for professional development can go a long way in keeping primary teachers engaged and motivated. When these factors are in place, primary school teachers are better positioned to provide high-quality instruction and positively impact the lives of their students. Maintaining teacher motivation should be a top priority for school districts and education policymakers alike.

##### **5.3.2 Conclusion on teacher motivation and performance in the classroom.**

Teacher motivation plays a critical role in shaping classroom performance and student outcomes. When teachers are intrinsically motivated by a genuine passion for their work and a commitment

to student learning, they tend to be more enthusiastic, creative, and effective in the classroom. Highly motivated teachers are more likely to go the extra mile, implementing innovative teaching strategies, providing individualized attention, and fostering a positive, supportive learning environment. Conversely, teachers who lack motivation often struggle to maintain discipline, provide engaging lessons, and cultivate meaningful relationships with students. Promoting and sustaining teacher motivation should therefore be a central focus for school administrators and policymakers. By addressing key factors like professional development opportunities, administrative support, and reasonable workloads, schools can empower their teachers to perform at the highest levels and maximize student achievement. Ultimately, ensuring high levels of teacher motivation is essential for delivering a quality education and preparing students for future success.

### **5.3.3 Conclusion on the relationship between teacher motivation and student performance.**

The level of motivation exhibited by teachers has a profound impact on the academic performance and overall success of their students. Highly motivated teachers who are passionate about their craft and committed to student learning tend to create classroom environments that are engaging, supportive, and conducive to achievement. These teachers utilize creative instructional methods, provide personalized attention, and foster strong relationships with their students - all of which contribute to improved student outcomes. Conversely, demotivated teachers who view teaching as just a job often struggle to inspire their students, leading to poorer academic results and diminished student well-being. Recognizing the critical link between teacher motivation and student performance, school leaders and policymakers must prioritize initiatives that nurture and sustain teacher motivation. This may include competitive compensation, ample professional development opportunities, and a positive school culture. By investing in their teaching staff, schools can unlock the full potential of both educators and learners, setting students up for lifelong success. Ultimately, fostering high levels of teacher motivation is an essential strategy for improving overall educational quality and equity.

## **5.4 RECOMMENDATIONS.**

### **To the teachers.**

i) Understand that motivation is a critical factor that can significantly impact a teacher's performance, job satisfaction, and overall effectiveness in the classroom. Acknowledge that highly motivated teachers are more likely to put in extra effort, be more engaged with students, and achieve better learning outcomes.

ii) Identify Sources of Motivation. Reflect on what motivates you as a teacher. This could include factors such as a passion for teaching, a desire to make a positive impact on students' lives, opportunities for professional development, or recognition and appreciation from colleagues, administrators, and the school community.

iii) Encourage teachers to develop a strong sense of intrinsic motivation, where they find inherent satisfaction and fulfillment in their work. This can be achieved by Providing autonomy and opportunities for teachers to make decisions about their instructional practices, Fostering a sense of purpose and helping teachers understand the meaningful impact they have on students, Encouraging teachers to set their own professional goals and take ownership of their professional growth.

iv) Offer Extrinsic Rewards and Incentives. While intrinsic motivation is essential, strategic use of extrinsic rewards and incentives can also contribute to teacher motivation. This may include: Providing competitive salaries and benefits, Recognizing and celebrating teachers' achievements, such as through awards, promotions, or public acknowledgment, Offering opportunities for professional development, leadership roles, or career advancement.

### **To the Pupils.**

i) Regularly express appreciation and gratitude to your teachers for their hard work, dedication, and the positive impact they have on your learning. A simple "thank you" or a note of appreciation can go a long way in motivating your teachers.

ii) Show your teachers that you are engaged and interested in the lessons by actively participating, asking questions, and expressing curiosity about the subject matter. This feedback can be highly motivating for teachers, as it indicates that their efforts are making a difference.

iii) Exhibit respectful behavior towards your teachers and your classmates. Follow classroom rules and instructions, and cooperate with your teachers in maintaining a positive and productive learning environment. This can help create a rewarding teaching experience for your teachers.

### **To the school administrators.**

i) Ensure that teachers' salaries and benefits are competitive within the local job market to attract and retain talented educators. Consider offering performance-based bonuses, merit increases, or other financial incentives to reward exceptional teaching.

ii) Provide robust professional development programs that address teachers' individual needs and interests. Allocate resources for teachers to attend conferences, workshops, or pursue further education. Encourage and support collaborative learning opportunities, such as professional learning communities.

iii) Foster a positive and collaborative school culture that values teachers' contributions and well-being. Implement strategies to mitigate teacher burnout, such as providing mental health support, encouraging work-life balance, and offering opportunities for self-care. Ensure that teachers have access to the necessary resources, materials, and technology to effectively perform their duties.

### **5.5 Areas for further study.**

Factors influence primary school teacher performance and effectiveness.

Investigate the specific factors that drive and sustain primary school teacher motivation.

Examine how school leadership styles and the overall school culture affects primary school teacher motivation and their performance

Explore the effectiveness of tailored motivation strategies for primary school teachers, taking into account individual differences, teaching experience, and career stage.

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## **APPENDICES.**

### **APPENDIX I:Teacher's Questionnaires.**

#### **SECTION A: PERSONAL INFORMATION.**

Tick the appropriate answer where choices given are applicable.

##### **1.SEX.**

a)Male.....

b)Female.....

##### **2.AGE.**

Below 6years.....

7-16years.....

17-26years.....

27-36years.....

Above 36years.....

**3)MARITAL STATUS.**

- a)Single
- b)Married
- c) Divorced
- d)Widowed

**4.EDUCATIONAL LEVEL.**

- a)Grade three teacher certificate
- b) Diploma
- c)Bachelors
- d)Masters'

**NUMBER OF YEARS YOU HAVE SPENT IN THE TEACHING.**

- a)less than. One year
- b)Between 1-5years
- c)Between 5-10years
- d)More than 10years.

**SECTION B.**

:In this section tick inside the box which shows your level of agreement in the given statement.

Key:NOT SURE(NS). DISAGREE(D). AGREE(A)

**Items on teacher motivation and performance**

<b>Statement</b>	<b>Not sure</b>	<b>Disagreed</b>	<b>Agreed</b>
Motivated teachers are more committed to their pupils' success			
Motivated teachers are more likely to employ innovative and			

creative teaching methods.			
Teachers bring positive attitude, enthusiasm, energy in their classrooms.			
Motivated teachers tend to have stronger classroom management skills.			

**Items on the existing factors that contribute to the motivation of primary school teachers in Bungokho Sub**

<b>Question</b>	<b>Not sure</b>	<b>Disagreed</b>	<b>Agreed</b>
Teachers thrive in seeing their pupils succeed.			
A supportive administration boosts teacher's morale			
It is crucial for the primary school teachers to feel valued and respected within the school community.			
Teachers are more likely to feel motivated after receiving recognition for their hard work and dedication.			

**APPENDIX II: KEY INFORMANT INTERVIEW GUIDE FOR THE SCHOOL ADMINISTRATORS.**

1) How long have you been in this position?

- ii)What are the most common performance challenges that you encounter among teachers in the schools you administrate?
- iii) what factors do you think are responsible for the performance challenges common in the primary schools?
- iv)Kindly comment on the can assertions that teachers in Bungokho Sub county on how they perform.
- v)What advise do u give to the relevant stakeholders on how to improve teacher's performance?
- vi)Which reward motivate teachers most?

**APPENDIX II: INTERVIEW GUIDE FOR THE PUPILS.**

- i)What would you recommend a measure to improve teacher's performance in primary school teachers in Bungokho Sub county ?
- ii)How good is the performance of primary school teachers in your school?

**APPENDIX IVI:KEY INFORMANT INTERVIEW GUIDE FOR THE ACTIVE TEACHERS.**

- I)What's your level of education?
- ii)How long have you served as a teacher?
- iii)What forms of motivation has been provided to primary school teachers in Bungokho Sub county?
- iv) What affects the performance of students?
- v) What challenges do you face in administering of pupils?

