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**AN ASSESSMENT OF THE INFLUENCE OF TEACHER MOTIVATION AND JOB  
PERFORMANCE IN SELECTED SECONDARY SCHOOLS**

**CASE STUDY: HOIMA CITY-UGANDA**

A dissertation presented to

**FACULTY OF EDUCATION**

in partial fulfillment of the requirements for the award of the degree

**Master of Education**

**UGANDA MARTYRS UNIVERSITY**

**FRANK Balyebuga  
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Supervisor: Kiyingi Geoffrey

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**Master's Dissertation**

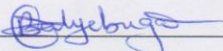
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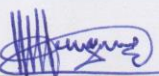
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Name of Researcher: BALYEBUGA FRANK

Researcher's signature: 

This work has been produced under my supervision

Name of Supervisor: KIYINGI GEOFFREY

Signature of Supervisor: 

Date of Submission: 20<sup>th</sup> SEP. 2024

Submitted to: SCHOOL OF POST GRADUATE STUDIES

## **DEDICATION**

This work is dedicated to my parents Mr. Mugenyi Leonard and Mrs Leokadia Kyaterekera Grace who laid the foundation for my education. It is also to my beloved siblings Fr. Sanyu Leonard, Basirika Robinah, Kyaligonza Madrine, Atugonza Godfry, Tusiime winfrida, and Kyomuhendo Teddy for their support and encouragement to realise my dream.

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## **ABSTRACT**

This study assessed the influence of teacher motivation on job performance in selected secondary schools in Hoima City, anchored on expectancy theory. The specific objectives were to assess the extent of job performance, examine teacher level of motivation, and assess the influence of motivation on job performance. Conducted between 2022 and 2024, the study employed mixed- methods, targeting a population of 241 and a sample size of 144 teachers, who were randomly selected. Data were collected through questionnaires and interview guides. The questionnaire scored a Content Validity Index of 0.858 while the reliability of the tool was verified through pretesting pilot samples. Quantitative data were analyzed using SPSS version 21, while qualitative data were analyzed using a content analytical strategy. Out of 144 administered questionnaires, 112 were completed and returned, yielding a response rate of 77.8%. In relation to the first objective it was found out that job performance was to a large extent satisfactory. In relation to the second objective, it was found out that the level of motivation varied from school to school, in selected secondary schools in Hoima city. In relation to the third objective, it was found out that teacher motivation has a positive influence on job performance in selected secondary schools in Hoima city on all the three factors combined together that is, promotions, remuneration and administrative support. The study concluded that teacher motivation significantly influences job performance in Hoima City's secondary schools, with key factors being promotions, remuneration, and administrative support. The study recommended that school administrators and principals invest in ongoing professional development opportunities for teachers through workshops, conferences, and training sessions to keep them updated with the latest teaching methodologies and technologies. Teachers should set achievable goals for themselves and their students to maintain motivation and a sense of purpose. Parents should show interest in their children's education, communicate positively with teachers, attend parent-teacher conferences, and support school events. Policymakers and the government should ensure competitive and fair compensation packages for teachers to attract and retain talent. Teachers' unions should advocate for teachers' rights, fair wages, and improved working conditions to enhance job satisfaction and performance. They should also collaborate with schools and districts to provide professional growth opportunities.

# **CHAPTER ONE**

## **GENERAL INTRODUCTION**

### **1.0 Introduction**

This study was an Assessment of the Influence of Teacher Motivation on Job Performance in Selected Secondary Schools in Hoima City. This chapter covers the introduction, background to the study, problem statement, and objectives of the study, significance, scope, conceptual framework, and definition of terms.

### **1.1 Background to the study**

#### **1.1.1 Historical perspective**

The roots of job performance evaluation can be traced back to the early 20th century with Frederick W. Taylor's principles of scientific management. Taylor's approach focused on increasing efficiency through systematic observation and measurement of work processes. He emphasized task specialization, time studies, and standardized procedures to enhance worker productivity (Taylor, 1911). This mechanistic view laid the groundwork for performance measurement but largely ignored human motivation.

The Hawthorne studies, conducted in the late 1920s and early 1930s at the Western Electric Company, marked a significant shift in understanding job performance. Elton Mayo and his colleagues discovered that social and psychological factors, such as feeling valued and part of a team, had a substantial impact on worker productivity. These findings highlighted the importance of human relations in the workplace and suggested that job performance was not solely dependent on physical conditions or financial incentives (Mayo, 1933).

On the other hand research in the 21st century has delved deeper into specific factors affecting teacher motivation, such as professional development, administrative support, and

working conditions. For example, a study by Ryan and Deci (2000) on Self-Determination Theory highlighted the importance of autonomy, competence, and relatedness in motivating teachers. Despite these advancements, gaps remain in understanding how these motivational factors interplay with job performance in diverse educational contexts, particularly in developing regions.

In Africa, the focus on teacher motivation has been increasingly prominent due to the continent's unique educational challenges. Studies such as those by Bennell and Akyeampong (2007) identified low remuneration, poor working conditions, and inadequate professional development as significant de-motivators for teachers in several African countries. They emphasized the need for comprehensive strategies to enhance teacher motivation and retention. Efforts to address these issues have included policy reforms and donor-funded initiatives aimed at improving teacher training and working conditions. However, many of these studies have highlighted persistent gaps, particularly in understanding the nuanced effects of local administrative support and cultural factors on teacher motivation and performance. This lack of context-specific insights calls for further research tailored to the unique needs of African educational systems.

In Uganda, teacher motivation has been a critical issue, with numerous studies highlighting the adverse effects of inadequate remuneration, limited career advancement opportunities, and insufficient administrative support. Research by Ssesanga and Garrett (2005) identified job dissatisfaction among Ugandan teachers as a significant barrier to educational quality. Their findings pointed to the need for improved working conditions and professional development as key motivators. Subsequent studies, such as those by Okurut (2012), have continued to explore these themes, often recommending policy changes to enhance teacher motivation. Despite these efforts, gaps remain in understanding the specific impact of

administrative support and how it interacts with other motivational factors. Moreover, there has been limited research on the direct relationship between teacher motivation and job performance in the Ugandan context, particularly in secondary schools.

### **1.1.2 Conceptual perspective**

The conceptual perspective of job performance in the education sector encompasses various dimensions that define how effectively educators fulfill their responsibilities to achieve educational objectives. Job performance in this context is not merely about fulfilling basic job requirements, but also about the broader impact a teacher has on the educational environment, including student learning outcomes, classroom management, and extracurricular involvement (Chinomona, as cited in Chiang and Hsieh, 2012).

According to Chinomona (cited in Miao, 2011), job performance can be categorized into two key areas: role/task performance and discretionary/extra-role performance. Role/task performance involves the specific duties and responsibilities that are mandated by the school or educational authority, such as delivering lessons, assessing student progress, and maintaining discipline. These tasks are fundamental to the teaching profession and are directly aligned with the institution's goals (Ng, Sorensen, & Yim, 2009).

On the other hand, discretionary or extra-role performance includes behaviors that are not formally required but contribute positively to the educational environment. This includes actions such as mentoring colleagues, volunteering for school activities, or engaging with parents and the community beyond the required duties (Ng, Sorensen, & Yim, 2009). Such behaviors, often referred to as organizational citizenship behaviors, are critical for creating a supportive and dynamic learning environment and are strongly influenced by the intrinsic motivation of the teacher (Egbe, 2012).

Motivation plays a central role in enhancing job performance in the education sector. Egbe (2012) argues that motivation is a driving force that initiates, directs, and sustains teachers' goal-oriented behaviors. It is influenced by both intrinsic factors, such as a passion for teaching and the desire to positively impact students, and extrinsic factors, like salary, job security, and professional development opportunities. The interplay between these motivational factors determines the extent to which teachers are willing to go beyond their basic duties and engage in extra-role behaviors (Grumbers, 2012).

Furthermore, teacher motivation and job performance are closely tied to institutional support, including the availability of resources, opportunities for career advancement, and recognition of achievements (Ejiogu, 2012). Regular promotions and salary increments are significant extrinsic motivators that enhance job satisfaction and commitment, thereby fostering a higher level of job performance (Hanson, 2010). When teachers perceive their work environment as supportive and rewarding, they are more likely to exhibit both high role/task performance and discretionary performance.

In conclusion, job performance in the education sector is a multi-dimensional construct that encompasses both the required and voluntary efforts of educators to achieve educational goals. Understanding this concept through the lens of motivation and institutional support helps in formulating strategies that enhance teacher performance, ultimately leading to improved student outcomes and a more effective educational system.

Motivation has a dual component of intrinsic and extrinsic values. Extrinsic motivation involves the need to strive to achieve an objective or a goal. According to Egbe (2012), teacher motivation is what animates teacher behavior, or what directs behavior and how the behavior is sustained. It is the additional incentive given to teachers or workers in order to

induce them to work hard. It is a driving force that causes a change from desire to will in life. It is defined as the process that initiates and maintains goal-oriented behaviors.

It is teacher intrinsic enthusiasm that drives him/her to accomplish activities related to academic work. These teachers' motivational variables among others include; teachers' condition of service, upward job mobility (promotion) and regular payment of salaries.

There is a continuous quest to improve the conditions of service in the teaching profession. This has brought into focus the need to look into some motivational variables that will possibly eliminate teachers' weakening tendencies. Grumbers, (2012), noted that what makes a job satisfying or dissatisfying does not depend only on the nature of the job. It depends also on workers' motivation, which of course is the reason for picking that job. Teachers do not prefer other jobs to teaching because of the nature of the job, but because of the motivational strategies that are prevalent in them.

Regular promotion is another variable that talks about the movement of an employee from one rank to the other. It is a positive way employers can reward their employees. It is a variable that can motivate or demotivate teachers' desire to stay or leave the job. Promotion comes with job advancement, Job advancement comes with higher wages and higher wages are associated with change in status and prestige, (Ejiogu, 2012). Teachers will have a change in status and prestige, if they are promoted and allowed to enjoy reasonable benefits from this promotion.

According to Hanson (2010), people look down on teachers and regard teaching as the poorest and mean job. It has also been observed that teachers are not held in high esteem by the society. The profession is regarded as the least in terms of financial reward.

### **1.1.3 Theoretical perspective**

This study leaned on the Expectancy Theory. The Expectancy Theory, proposed by Victor Vroom, provides a valuable framework for understanding teacher motivation and its impact on job performance in secondary schools. The theory posits that individuals are motivated to engage in certain behaviors when they perceive that their efforts will lead to desirable outcomes (Vroom, 1964). In the context of education, particularly in selected secondary schools in Hoima City, Expectancy Theory can be applied to understand how teachers' expectations, perceived ability to perform, and the value they place on outcomes affect their motivation and overall job performance.

Expectancy Theory is built around three main components: Expectancy, Instrumentality, and Valence. Each of these components can be examined in relation to teacher motivation and job performance:

Expectancy (Effort-Performance Relationship): This component refers to the belief that an increase in effort will lead to an increase in performance. In the context of secondary schools in Hoima City, teachers are more likely to be motivated if they believe that their hard work, such as lesson preparation, effective classroom management, and engagement in extracurricular activities, will lead to better teaching performance. This can be influenced by several factors, including the availability of teaching resources, support from school administration, and opportunities for professional development. For example, if teachers believe that they have access to adequate resources, such as textbooks, teaching aids, and technology, they are more likely to feel that their effort will translate into successful teaching outcomes (Chinomona, cited in Chiang and Hsieh, 2012). Moreover, continuous training and professional development opportunities can enhance their skills and increase their confidence in their ability to perform effectively (Chinomona, cited in Miao, 2011).

**Instrumentality (Performance-Outcome Relationship):** Instrumentality refers to the perceived likelihood that good performance will be followed by desired outcomes. In the educational context of Hoima City, this could relate to the belief among teachers that high performance (e.g., improved student grades, effective classroom management) will lead to tangible rewards. These rewards may include promotions, salary increments, recognition, and opportunities for career advancement. When teachers perceive a strong link between their performance and rewards, they are more likely to be motivated to perform well. However, if there is a disconnection between performance and rewards—such as delayed promotions or lack of recognition for outstanding work—their motivation may diminish. Thus, school administrations in Hoima City need to establish clear, fair, and transparent performance appraisal systems that reward teachers for their efforts (Egbe, 2012).

**Valence (Value of the Outcome):** Valence refers to the value that teachers place on the rewards or outcomes associated with their performance. In the secondary schools of Hoima City, different teachers may value different outcomes. For some, intrinsic rewards like personal growth, job satisfaction, or the impact they have on students' lives may be more motivating. For others, extrinsic rewards, such as monetary incentives or recognition, may hold more value. To maximize motivation, it is crucial that the schools understand what specific outcomes teachers value and ensure that these outcomes are achievable through their performance. For instance, teachers who value professional growth may be more motivated if there are opportunities for further education or skill development, while those who value financial rewards will respond better to salary increments and bonuses (Grumbers, 2012).

In applying Expectancy Theory to teacher motivation in Hoima City, several practical insights emerge: Schools can enhance the expectancy component by providing adequate teaching resources, reducing administrative burdens, and offering professional development

opportunities. This will help teachers believe that their efforts can directly influence their performance outcomes (Hanson, 2010).

To strengthen the instrumentality component, school administrations should establish a transparent and fair system for evaluating teacher performance and linking it to rewards. For example, promotions, salary increments, and public recognition should be clearly tied to specific performance metrics (Ejiogu, 2012).

Schools need to recognize that different teachers have different motivators. Some may prioritize intrinsic rewards, such as a sense of accomplishment or passion for teaching, while others may focus on extrinsic rewards like financial incentives. By understanding these differences, schools can tailor their motivational strategies to meet the diverse needs of their teachers (Grumbers, 2012).

When teachers perceive that their efforts are likely to result in valued outcomes, they are more likely to be satisfied with their jobs and less likely to leave. This can lead to improved job performance, reduced teacher turnover, and ultimately better student outcomes (Egbe, 2012).

The Expectancy Theory provides a comprehensive framework for understanding how teacher motivation impacts job performance in secondary schools in Hoima City. By focusing on expectancy, instrumentality, and valence, school administrations can develop targeted strategies to enhance teacher motivation, leading to improved job performance, greater job satisfaction, and better educational outcomes (Vroom, 1964).

#### **1.1.4 Contextual Perspective**

The ability of schools to continue their operations and achieve their goals depends largely on teachers' performance. Job performance is simply defined as all behaviors teachers engage in at work (Jex & Britt, 2018) or Job performance refers to measurable actions, behaviors and outputs which are directly or indirectly engaged in by teachers to serve the objective of a school (Viswesvaran & Ones, 2010).

Most countries allocate a significant portion of the national budget to education because it plays a vital role in social development (Fadeyi, Sofoluwe, & Gbadeyan, 2015). The success of an educational system depends largely on the performance of teachers, who can be considered as the backbone of the system (Amin, Shah, Ayaz, & Atta, 2013; Hanif, 2004; Khan, Shah, Khan, & Gul, 2012).

In broader terms, teachers' job performance is defined as teachers' contribution to the achievement of educational goals and objectives (Ozdemir & Goren, 2017; Ozdemir & Yirmibeş, 2016). In some studies it is limited to teaching behaviour (Bashir, Alias, Saleh, & Halizah, 2017; Okeniyi). However, teachers' job performance applies not only to the classroom or school, but to all settings where students are present (Shaikh, Saad, & Bhutto, 2012). So, teachers' job performance can be regarded as multidimensional (Ali & Haider, 2017). These dimensions are preparation for the lesson, instruction, student evaluation, commitment, extracurricular activities, effective monitoring and inspection, effective leadership, motivation and discipline, professional and personal qualities (Ali & Haider, 2017); contextual and task performance (Yusoff, Ali, & Khan, 2014); classroom management, considering individual differences among students, using motivational tools continuously, teaching style and methods, finding solutions to students' problems and guidance (Mehmood, Qasim, & Azam, 2013).

Teachers are expected to carry out effective teaching, satisfy the students with their teaching quality and style, manage the time effectively in the classroom, discipline the class, carry out the tasks assigned to them by school administrators, motivate the students, be punctual and orderly and assure the students' academic achievement. Additionally, teachers are required to build positive relationships with the parents and their colleagues since these relationships have a direct or indirect effect on teachers' job performance. An effective teacher should always update himself/herself and adopt new skills (Hanif, 2004).

On the other hand, the ones who go beyond their roles are the most desirable employees for organizations. Education organizations cannot be excluded in this sense. Policymakers introduce some reform initiatives aiming at a facilitating learning and school atmosphere. The ultimate aim of all these initiatives as mentioned above is to guarantee teachers to display extra-role behaviors (Duyar, Ras, & Pearson, 2015).

## **1.2 Problem statement**

For schools to achieve academic excellence, teachers have to display certain levels of job performance in terms of proficiency and personnel characteristics (Kawemba, 2019).

Teachers' job performance has generally remained unsatisfactory despite the government's efforts, for example government has tried to improve teachers' welfare, improvements in infrastructure, training and hiring of teachers, fighting against teacher and student absenteeism, curriculum reforms, cost sharing with private schools, regulation of private schools as a result of poor teacher motivation (Ministry of Education and Sports Report, 2020). However, the Job performance of teachers in Uganda has consistently been reported to be poor (Kawemba, 2019) with most teachers' coming to schools late, not marking examinations hence doctoring results. This has led to several undesirable outcomes such as deterioration of students' performance, increased dropouts level. The academic performance

in national exams has continued to decline at all levels especially in sciences; there is excessive moral decay among students and teachers (Ministry of Education and Sports Report, 2020). If this state is not addressed urgently, secondary schools in Hoima city are likely to face a challenge of declining productivity especially in the education sector which will heavily affect other sectors. The inadequacy in our existing knowledge about the problem; show dissatisfaction with current knowledge for example in the past literature of the researchers, they don't adequately address the research problem, but the current study has addressed this problem. Therefore this study has examined the influence of teacher motivation on job performance in selected secondary schools in Hoima city.

### **1.3 Objectives of the study**

#### **1.3.1 Major objective**

To examine the influence of teacher motivation on job performance in selected secondary schools in Hoima city.

#### **1.3.2 Specific objectives**

- i. To assess the extent of job performance in selected secondary schools in Hoima city.
- ii. To examine the level of teacher motivation in selected secondary schools in Hoima city.
- iii. To assess the influence of teacher motivation on job performance in selected secondary schools in Hoima city.

### **1.4 Research questions**

- i. How is job performance measured in secondary schools in Hoima city?
- ii. What are the factors that motivate teachers in secondary schools in Hoima city?

- iii. What are the influences of teacher motivation on job performance in secondary schools in Hoima city?

## **1.5 Scope of the study**

### **1.5.1 Content scope**

The study has investigated the effect of teacher motivation symbolized as (teachers remuneration, promotions and administrative support), on job performance symbolized as timely scheme of work, Timely lesson planning, Nurturing Students discipline.

### **1.5.2 Geographical scope**

The study was conducted in selected secondary schools in Hoima city. Hoima is a city in the Western Region of Uganda. It is the main administrative and commercial centre of Hoima city. Hoima City is approximately 200 Kilometers (124 mi), by road, northwest of Kampala, Uganda's largest city, on an all-weather tarmac highway, the Kampala–Hoima Road. The coordinates of Hoima City are 1°25'55.0"N 31°21'09.0"E (Latitude: 1.431944; Longitude: 31.352500).

### **1.5.3 Time scope**

The study was conducted from 2022 to 2024. This period has included writing of the proposal, data collection and report writing. This period has been considered because this is the period that Hoima district by then experienced very poor teacher job performance (Kizza & Mutebi, 2022).

## **1.6 Significance of the study**

The significance of this study lies in its potential to yield valuable insights that can positively impact various stakeholders within the educational ecosystem. Here is how the study could be significant and who could benefit:

Secondly Understanding the relationship between teacher motivation and job performance can provide valuable guidance for educational administrators and policymakers in devising strategies to enhance teaching quality and overall school effectiveness. By identifying factors that influence teacher motivation and its subsequent impact on job performance, policymakers can formulate evidence-based policies and initiatives aimed at improving teacher morale and productivity.

School principals and management teams can benefit from the study by gaining insights into effective approaches for motivating and supporting teachers. Armed with this knowledge, they can implement targeted interventions within their respective schools to create conducive working environments, offer professional development opportunities, and provide recognition and incentives that enhance teacher motivation and, consequently, job performance.

The study can directly benefit teachers by raising awareness of the importance of motivation in relation to job performance. Through a better understanding of how various motivational factors influence their work outcomes, teachers can adopt strategies to increase their job satisfaction, engagement, and effectiveness in the classroom. Additionally, insights from the study may empower teachers to advocate for supportive policies and practices that address their motivational needs.

Improved teacher motivation and job performance are likely to have positive ripple effects on student outcomes, including academic achievement, engagement, and overall well-being.

Students stand to benefit from a more dynamic and inspiring learning environment fostered by motivated teachers who are committed to their professional growth and the success of their students.

**Community and Society:** A well-performing education system is fundamental to societal development and progress. By enhancing teacher motivation and job performance, the study's findings can contribute to the cultivation of a skilled workforce, active citizenry, and overall societal advancement. A community with well-educated individuals is better equipped to tackle social and economic challenges, leading to improved quality of life for its members.

**Impact on Research Practice:** The findings of this study may inform future research directions and methodologies in the field of education and organizational behavior. Researchers can build upon the findings of this study to explore additional variables, investigate causal relationships, or conduct longitudinal studies to assess the long-term effects of teacher motivation on student outcomes and school performance.

## **1.7 Justification of the study**

Teacher motivation and job performance are critical factors influencing the quality of education in secondary schools (Smith, 2018; Brown & Fryer, 2019). In Hoima City, like many other regions, the effectiveness of teaching staff directly impacts student learning outcomes (Jones et al., 2020). Thus, understanding and enhancing teacher motivation is imperative for improving educational quality (Wilson & Jones, 2017).

Teacher motivation positively correlates with engagement and innovation in teaching practices (Johnson, 2016). Engaged teachers are more likely to employ effective pedagogical strategies, leading to improved student learning outcomes (Brown & Smith, 2020). Therefore, investigating factors influencing teacher motivation is crucial for enhancing educational quality (Adams & Clark, 2018).

Disparities in academic achievement are often attributed to variations in teaching quality (Garcia & Greene, 2019). Motivated teachers are more likely to address individual student needs, reducing achievement gaps (Lee & Johnson, 2018). Thus, understanding teacher motivation can aid in designing interventions to promote equity in education (Taylor, 2019).

Teacher turnover disrupts the continuity of learning and negatively impacts student achievement (Jones et al., 2020). Motivated teachers are more likely to remain in the profession, contributing to stability in schools (Roberts & Davis, 2017). Moreover, understanding factors affecting teacher motivation can inform recruitment strategies to attract qualified educators (Smith & Wilson, 2021).

## **1.8 Definition of terms**

### **1.8.1 Teacher motivation**

According to Asemah (2010), teacher motivation is a general term applying to the entire class of drives, desires, needs, wishes and similar forces initiated for teachers, in order to induce them to act in desirable academically productive manner.

### **1.8.2 Remuneration**

Remuneration is defined as the sum of wages (total sum of money paid by the employer for the labor supplied) minus the employer's contribution to social security and pension funding according to existing salary scales (UNESCO, 2020).

### **1.8.3 Promotion**

In terms of a career, a promotion refers to the upgrading of an employee's rank or position in a hierarchical structure (Kenton, 2019).

#### 1.8.4 Administrative support

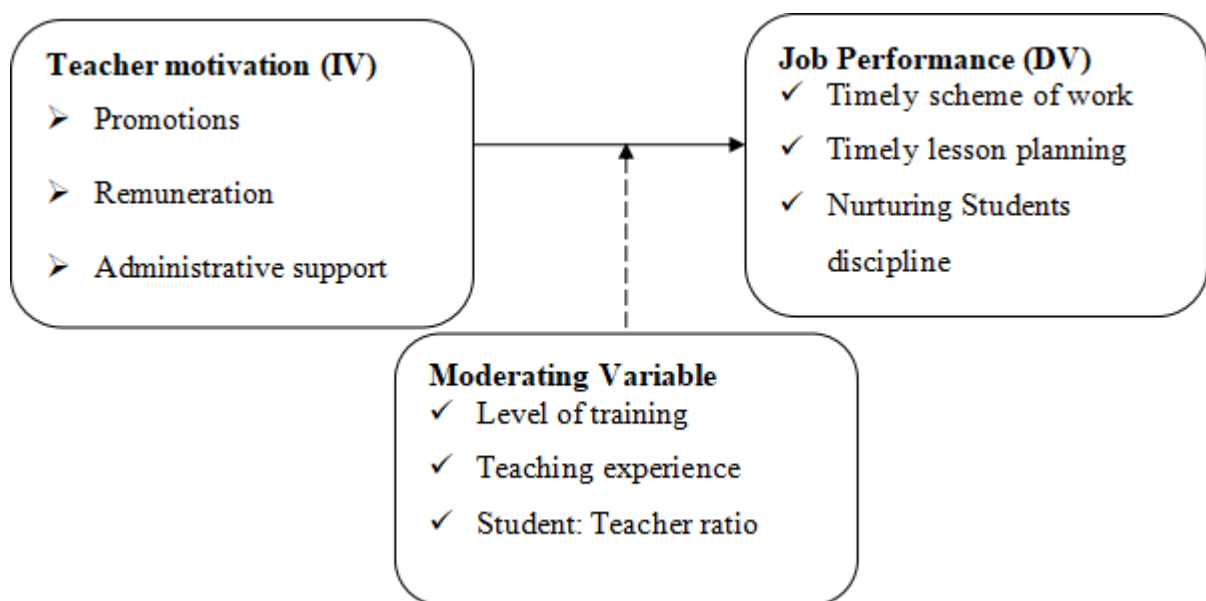
Administrative support services include the tasks performed on a day-to-day basis that keep an office running smoothly and efficiently (Kaplan, 2011).

#### 1.8.5 Teachers Job performance

Teachers' job performance can be defined as, the actions they perform in schools in order to achieve educational goals (Hwang et al, 2017).

### 1.9 Conceptual framework

The conceptual framework in figure 1.1 illustrates the influence of the study variables as indicated.



**Figure 1.1:** Conceptual framework about Teacher motivation and job performance

**Source:** *Jiying & Hongbiao (2016), Mingwei (2018) Ondima et al (2014) and modified by the researcher (2021)*

Figure 1.1 illustrates the connection between the study variables where motivation is conceptualized in form of regular promotion, remuneration and administrative support. According to Jiying & Hongbiao (2016) and Mingwei, (2018), if regular promotion,

remuneration and administrative support are positively extended to the teachers, there will be high performance levels of teachers and vice versa. However the relationship may also be moderated by the level of teachers training, teaching experience, and student teacher ratio among others.

On the other hand Ondima et al (2014) say that, teachers' job performance can be measured by examining how well a teacher prepares for the lesson in terms of lesson planning, scheme of work, disciplining learners, and his/her level of absenteeism, among others. These greatly affect job performance of teachers.

Bendikson et al, (2012) points out that the nature of school results not only reflects student achievement but also the ability of leaders to organize, deliver, and monitor a relevant curriculum for students. Therefore one can conclude that, teacher's performance depends on his or her good training, experience and the number of learners allocated him or her.

The relationship between teacher motivation and job performance can be significantly influenced by various moderating variables such as the level of training, teaching experience, and the student-teacher ratio. These factors not only affect how motivated a teacher might feel but also how effectively they can translate that motivation into job performance.

The level of training a teacher has received is a critical moderating variable in the relationship between motivation and job performance. Well-trained teachers are more likely to feel confident in their abilities and capable of utilizing effective teaching strategies, which can enhance their job performance. Training equips teachers with the necessary skills and knowledge to overcome challenges in the classroom, sustaining or even boosting their motivation. Teachers who engage in continuous professional development are better prepared

to implement new pedagogical techniques, manage classrooms effectively, and engage students, thereby improving their overall performance (OECD, 2016).

Teaching experience also serves as a significant moderator in the relationship between motivation and job performance. Experienced teachers often have better classroom management skills, a deeper understanding of student needs, and more refined instructional strategies, which can enhance job performance. Experience can also impact a teacher's motivation by increasing their self-efficacy; teachers with more years of experience may feel more capable and confident, which can lead to higher motivation levels (Klassen & Tze, 2016). However, it is important to note that with time, some teachers might face burnout, which could negatively impact both their motivation and job performance (Skaalvik & Skaalvik, 2017).

The student-teacher ratio is another critical factor that can moderate the relationship between teacher motivation and job performance. A lower student-teacher ratio generally allows for more individualized attention, more manageable classroom dynamics, and better opportunities for teachers to implement differentiated instruction. These factors can lead to higher job satisfaction and motivation, which in turn can enhance job performance (Blatchford et al., 2016). Conversely, a high student-teacher ratio can lead to increased stress and workload, potentially diminishing a teacher's motivation and, consequently, their job performance.

In conclusion, the level of training, teaching experience, and student-teacher ratio are significant moderating variables that influence the relationship between teacher motivation and job performance. Understanding these variables is crucial for educational stakeholders aiming to improve teaching outcomes and enhance the overall quality of education. Although

the moderating variables can affect the magnitude of the effect of Teacher motivation (IV) on Job Performance (DV), they are not the main variables to be measured in the current study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents a review of literature with the aim of identifying the literature gap, which the study has aimed at narrowing in line with the study objectives. The literature is reviewed in line with the major variables of the study, and therefore, this chapter covers Job performance, Regular promotion, Remuneration, and administrative support.

#### **2.1 Theoretical review**

##### **2.1.1 Expectancy Theory (Vroom, 1964)**

Vroom's Expectancy Theory posits that motivation is a result of a rational calculation where individuals decide to act in a certain way based on the expected outcome (Vroom, 1964). The theory is based on three key components: Expectancy (The belief that one's effort will lead to desired performance), Instrumentality (The belief that performance will lead to certain outcomes or rewards), and Valence (The value or importance an individual places on the expected reward).

In the context of secondary schools in Hoima City, expectancy refers to teachers' belief that their efforts in teaching, lesson planning, and student engagement will lead to improved student performance and personal achievement. For instance, if a teacher believes that their hard work will result in higher student test scores and recognition, their motivation to put in the effort increases (Bandura, 1997).

Instrumentality in this setting involves the perception that high performance (e.g., high student achievement, positive evaluations) will lead to tangible rewards such as promotions, salary increases, or professional development opportunities. If teachers perceive that their

performance is directly linked to such rewards, they are more likely to be motivated to perform well (Lunenburg, 2011). Valence represents the value teachers place on the rewards they receive. For example, a teacher in Hoima City might highly value professional development opportunities that enhance their skills and career prospects. If the rewards align with the teacher's personal goals and values, their motivation to achieve high performance increases (Hoy & Miskel, 2012).

While Vroom's Expectancy Theory provides a valuable framework, it has certain weaknesses. One major limitation is its overemphasis on rationality, assuming that individuals always behave rationally and make conscious decisions based on logical analysis, which may not always hold true in real-life scenarios (Vroom, 1964). Another weakness is the complexity in measuring the components of expectancy, instrumentality, and valence, as these can be subjective and difficult to quantify. The theory also tends to ignore emotional and social factors that can significantly influence motivation, such as cultural influences and interpersonal relationships (Lunenburg, 2011). Moreover, it adopts a static perspective, assuming consistent relationships between effort, performance, and rewards, which may vary over time and with changing circumstances (Hoy & Miskel, 2012).

Despite its weaknesses, Vroom's Expectancy Theory remains a useful tool for understanding and enhancing teacher motivation in Hoima City. The theory offers a comprehensive framework that integrates key elements influencing motivation, making it easier to identify areas for intervention. Its principles can be adapted to various organizational settings, including educational institutions, providing flexibility in application (Vroom, 1964). By emphasizing individual perceptions of effort, performance, and rewards, the theory helps tailor motivational strategies to meet the unique needs of different teachers. Moreover, the theory provides actionable insights for designing policies and practices that align effort, performance, and rewards effectively, leading to better motivational outcomes (Bandura,

1997). Through this structured approach, educational administrators can develop targeted strategies that enhance teacher motivation and, consequently, improve student outcomes.

## **2.2 Job Performance in Schools**

Job performance, on the other hand, refers to the effectiveness with which job holders perform the tasks outlined in their job descriptions. It includes the quality and quantity of work output, the manner in which duties are performed, and the impact of the work on organizational goals (Campbell, 1990). In educational settings, teacher job performance is typically measured through student outcomes, classroom management, and adherence to educational standards (Stronge, 2007). Hornby, (2010) defines performance as the act of carrying out something or an execution of an action or a repetitive act or fulfillment or implementation. In this respect, teacher performance implies the teachers' role of teaching students in class and outside the class. The key aspects of teaching involve the use of instructional materials, teaching methods, regular assessment of students, making lesson plans, assessment of pupils, conduct of fieldwork, teachers' participation in sports, attending school assembly and guidance and counselling (Bennell, 2014).

The job performance assessment of an individual should focus on employee behaviour and performance rather than employee's personality. A view that highlights the motivation of staff within the company (Khalifa, 2012). Frey (1997) has resolved that motivation increases employee results, perseverance, productivity, and performance. Motivated employees are more engaged and involved in their work; they may be more involved in working with colleagues than those with a low level of motivation. The effectiveness of each organization depends on the quality of its staff. The right people should first be selected within the organization and motivated to work. After evaluating and controlling feedback, managers or

organizations should apply the performance wage. Financial assessment is a convenient tool to increase employee's passion for his work.

When the curriculum and the syllabus are sent to schools by the authorities concerned, there is need to divide the yearly content of the syllabus into definite amount of work that may be covered per term. If, for instance, there were thirty topics to be covered for the Ordinary Level History for the two years, there would be about fifteen topics per year. When the history teacher splits the year's work into portions to be studied per term, month or week, we have what is called schemes of work. As such, a scheme of work describes the content and learning experiences that should be treated every term of the academic year (Okai, 2010). This scheme of work is very important to the teacher in that it guides him in planning the unit of instruction and consequently the daily lessons in line with the time available for each topic in the term. The scheme of work also guides supervisors of schools in determining the efforts of the schools and teachers towards meeting the societal demands on them (Maxwell, 2015). The scheme of work is aimed at serving the following purposes: guide to the teacher, organizational convenience, and keeping records of what is taught and what must be taught (Okai, 2010).

The scheme of work is broken into unit plans per month or per week. A unit plan breaks down further the scheme of work into smaller portions that can be treated within a period of a week. The unit plan therefore, can be described as the organized sequence of content and learning experience derived for an analysis of the scheme of work designed to be covered by the class within a period of a week (Okai, 2010).

The lesson plan is the lowest or most specific level of instructional plans. It is derived from the analysis of the scheme of work / unit plan. Thus, when the unit plan is broken down into

smaller topics and sub-topics, we have the lesson topics, which can be used to plan a lesson (Okai, 2010).

Job performance in schools in form of a lesson plan could therefore, be described as a planned organized amount of subject –matter and learning experiences that the teacher will communicate to the learners with details of how instruction will take place within a lesson period. Lesson planning is an important activity for a teacher.

Taruvinga and Moyo (2000) observe that teachers' job performance in schools in form of a lesson plan supplies guidance and a feelings of confidence to the teacher in the art of teaching. If lessons are well or pre-planned, both learning and teaching becomes simplified. According to Okai (2010), a lesson plan is useful for the following reasons: the teacher follows correct steps and procedures in teaching; time is not wasted in the class since the period of one lesson must be used to cover the day's lesson topic, meaningful objectives are followed in the lesson, and activities are related to the content and objective, instructional materials are adequately selected and utilized, proper evaluation procedures and tools are used, a substitute teacher can use the lesson plan to hold on the class and the most important content is identified for learners (Okai, 2010).

The researcher is in agreement with the above scholars on job performance in schools inform of schemes of work, lesson plans, learning activities, instructional materials as they directly relate to teachers performance, and all the above can make better results.

Different countries use different methods to handle disciplinary issues in a secondary school context. In America, teachers' conventional approaches to school discipline include suspension, corporal punishment to manage student behaviors and maintain order (Cameron, 2006). A comparison study on Chinese and American cultures found that Chinese parents use

stricter disciplinary actions to help their children to achieve educational success (Chen, 2015).

In developing countries, teachers use more equal or rigid gender roles to maintain higher classroom disciplinary levels (Chiu and Chow, 2011). In contrast, developed countries have more teacher support and teacher–student relationships to maintain higher classroom disciplinary levels (Chiu and Chow, 2011). Asian countries such as India, Bangladesh, Korea, Japan and Taiwan (Lutfi, 2020) have a higher level of academic performance due to high levels of discipline in the classrooms. Even this aspect is influenced by several school practices such as teachers checking homework, wearing school uniforms and even due to school corporal punishments (Ssenyonga et al., 2019).

Restorative practices (RPs), is an alternative solution to school discipline and a way to engage students who misbehave in school. RPs can be considered an alternative approach to school discipline and a way to engage students who misbehave in school (Mayworm et al., 2016). Recently, researchers have identified that RPs are an effective mechanism to reduce suspension and backsliding, which act as viable alternatives to punitive discipline procedures (Mansfield et al., 2018) as well as improves student–teacher relationships and reduces the racial disciplinary gap (Gregory and Fergus, 2017). In addition, restorative and in-school suspensions shield learners from out-of school suspensions (Anyon et al., 2014).

### **2.3 Teacher motivation on job performance**

Motivation is a psychological construct that directs an individual's behavior towards achieving specific goals. It encompasses the internal and external factors that stimulate desire and energy in people to be continually interested and committed to a role or subject or to make an effort to attain a goal hence job performance (Ryan & Deci, 2000).

In the context of education, teacher motivation can be influenced by various factors such as intrinsic satisfaction, extrinsic rewards, and the work environment (Herzberg, 1966).

### **2.3.1 Teachers Promotions**

Human resources (HR) is the most important part in an organization (Tanja, 2020). Human resources are needed as a driving factor for other components contained in an organization, without the role of human resources organizational activities cannot be carried out properly and regularly. So the organization must always foster and develop the potential of its human resources as a very valuable asset. One effort that can be done is to do a promotion program (Muhammad, et al 2019). Hasibuan (2018) argues that promotion is a move that enlarges the authority and responsibility of employees to higher positions in an organization. The importance of developing human resources is done to create better employee performance than before so that the objectives of the organization can be achieved.

Promotion of an employee involves movement of employee from one rank to the other, from a lower rank to an upper rank within the same field. What employers give to their employees as a reward for hard work and advancement in the job is promotion. Promotion can serve as a motivator or de-motivator for employees. It can also promote or hamper the desire of employee to be stable in the job or to leave the job for another one (churches, 2009). Ozidi (2018) sees promotion as a positive way employers can reward their employees for their efforts and services in the job. The author also observed promotion as a motivator that can boost the employees' morale and makes them work harder than before. When employees' promotion takes place, they work efficiently and productivity increases. If promotion does not take place after an employee has worked tirelessly, it dampens his/her spirit, lowers his/her morale and makes him/her feel frustrated (Ozidi, 2018).

Hodgetts and Attman (2015) maintained that employees who get their promotions on seniority basis are not adequately motivated because they are not getting the promotion based on hard work. There is actually no reward for extra effort. The authors also stated that in the public school system, when is it time to promote teachers, every other teacher is promoted regardless of whether you are hard working or not. The authors went further to observe that teachers who do the best work do not get the fastest promotion. Rather, the time the hard working ones get their promotion, the lazy ones also get theirs. This may lead the teachers involved to be disgruntled with the job and may want to pull out of the system, thereby causing attrition.

Hasibuan (2018) argues that promotion is a move that enlarges the authority and responsibility of employees to higher positions in an organization so that obligations, rights, status, and producers are greater. The importance of developing human resources is done to create better employee performance than before so that the objectives of the organization can be achieved (Akib& Salam, 2016; Pratiwi et al., 2019). Employee development through job promotion programs is intended to provide experience in carrying out management functions at a higher structural level than before, where the new position has broader and heavier responsibilities, so employees are required to work harder to improve their abilities so that their duties and responsibilities can be carried out successfully (Muhammad, et al 2019).

The existence of promotional schemes makes employees feel valued, cared for, needed and recognized by their organization's work ability so that they will produce high outputs and will enhance the morale of the organization. This is also evidenced by the research conducted by (Eka et al., 2016) with the title "The Effect of Job Promotion and Work Discipline on Employee Performance", where the results of his research indicate that there is a positive and significant influence of the promotion variable on employee performance in the District

Transportation Office Buleleng. As a result, they contend that advancement on the job will result into an increased income and everything an increased income can buy. The authors also stated that an increase in income as a result of advancement in the job can enhance status and prestige both within the organization and in the society at large.

### **2.3.2 Teacher Remuneration**

According to Omebe (2010), motivation consist of tangible things such as bonus payment which may of course mean a rise in salary, leading to attainment of personal intangible heights such as recognition, prestige, power and so on. Regular payment of teacher salaries provides zeal in the teachers for better performance.

In Africa, employees' remuneration has been ranked as a major challenge affecting the performance of public sector organizations. Most public sector organizations have been found to poorly remunerate employees and this has impacted negatively on the level of employee's job satisfaction, employee's relations and productivity which contributes to declined organizations performance especially in delivery of public services (Hedwiga, 2011). Lack of effective remuneration systems leads to low basic pay and wages which leads to low employees productivity, increased staff turnover rates and declined employees morale which negatively affects the overall performance of many public sector organizations (Wanjiru, et al 2018)

In Ghana, declined levels of employees productivity and high rate of employees turnover have been found to be influenced by employees dissatisfaction with the employed remuneration systems, increased cases of industrial strikes have been reported in public sector and this has affected delivery of public services (Hanif,2009). In Nigeria, lack of effective employees remuneration systems have been blamed for the increased cases of industrial strikes among the public workers in health, education and mining sectors, these

have resulted into increased rates of employees turnover due to job dissatisfaction and employees quest for better paying jobs in other countries (Oshagbemi, 2010).

In East Africa, employee's remuneration systems have been a major challenge affecting the performance of public sector organizations. Findings from a study by Johnson (2010) revealed that majority of the employees in public sector organizations in Uganda, Kenya and Tanzania were not satisfied with their salaries and this lowered their work morale and productivity which in turn led to declined organization performance. In Uganda and Kenya, lack of many job opportunities and increased rate of educated and qualified workers leads to increased labor supply and low labor demand which contributes to low salaries and wages. It is important for the organization to consider the salary system as a mechanism by which an organization could attract, motivate and retain its employees in order to enhance its productivity through employees' performance (Onyanha, 2014).

Tumaini, et al, (2021) says high wages give workers a sense of accomplishment apart from the task before them. This assertion may vary according to the level of job satisfaction.

For instance, a teacher in either public or private secondary school with higher wages may still be dissatisfied when he or she spends several hours at work to the neglect of his health and family needs despite of the high wages that may be offered. This implies that high wages do not necessary need to under look on work life balance. Also scholars assert that, regular payment of teachers' salary when it's due, can make teaching profession really attractive. It can be the best way of stimulating both the interest of those in it and those who wish to take teaching as their profession (Egbe, 2014). Regular payment of teacher salary can be the only incentive that can enhance teachers' productivity. In the country, it is the tool that can be used to improve teachers' performance.

According to Trase and Lanry (2012), money (salary or pay) has been recognized as chief source of satisfying the needs of workers; therefore money does not only satisfy psychological needs but also the security and social needs. Hence, in many organizations, various wage plans and business schemes are introduced to motivate and stimulate the workers to work. According to Joshua (2018), regular payment of teacher salaries motivate them to work harder, thereby increasing productivity and efficiency.

Adedeji and Olaniyan (2011), in their study “Improving the conditions of teachers and teaching in rural schools across African countries”, observed that teachers in many African countries are working in challenging conditions that are aggravated by poor remuneration, delay in payment of salaries, and allowances. This situation was negatively affecting teachers’ motivation and job performance. Teacher remuneration for exemplary performance is a form of recognition and appreciation of what the teacher has done and achieved for the organization. It is also an effective motivation factor that enhances teacher’s performance (Mumbi 2010).

A survey study conducted by Education International (2017) in Gambia, Kenya, Lesotho, Tanzania, Uganda and Zambia on teacher remuneration and motivation, found out that teachers’ salaries were generally low and below the cost of living. The study further revealed that the situation was worse for the unqualified teachers who earned between 40% and 60% of the monthly salary of the lowest paid qualified teacher. Similarly, a quantitative study by Ondima et al (2014), argued that salary, promotion and financial bonus in order of importance were found to affect teacher motivation and thus teacher performance in Nyamira District, Kenya.

In Uganda, Aacha (2010) found out that teachers’ motivation was inadequate especially due to low salaries as the cost of living was high. Salary was found insufficient to motivate teachers to perform effectively as most teachers were found unsatisfied with the amount of

money they are paid. The teachers complained of the cost of living being high and thus difficult to meet daily expenses like transport, house rent, food, medical care and school fees for themselves and also for their family members. That left many teachers dissatisfied with their profession.

According to Hanson (2010), people look down on teachers and that teaching is regarded as the poorest and mean job. It has also been observed that teachers are not held in high esteem by the society. The profession is regarded as the least in terms of financial rewards and respect.

Uganda, examined remuneration level on teachers' turnover in secondary schools and found out that absence of proper allowances left many teachers dissatisfied with their job and some even left the profession. The study indicated further that salary as a remuneration factor was very low and not enough to cover teachers' basic and family needs. Although many individuals who have careers in education may claim that they did not choose to pursue careers in education based upon their anticipated financial gain, financial gain plays a vital role in employee satisfaction and commitment (Snyder & Dillow, 2011).

Remuneration can be categorized into elements like variable pay, such as bonuses or incentives linked to performance, this can motivate employees to achieve higher levels of productivity and performance (Barkoglu & Bilen, 2019). This element provides an additional financial reward for meeting or exceeding performance targets, which can enhance motivation and effort.

Base salary which serves as the foundation of an employee's compensation, can impact job performance indirectly by providing a sense of security and stability (Dreher & Dougherty, 2011). A fair and competitive base salary can contribute to job satisfaction and reduce financial stress, allowing employees to focus on their work.

Besides variable pay, performance-based rewards such as recognition programs or employee of the month awards can positively influence job performance (Amabile et al, 2014). These rewards acknowledge and celebrate exceptional performance, fostering a sense of accomplishment and encouraging continued high performance.

Skill-based pay systems, where employees are compensated based on their acquired skills and competencies can enhance job performance by motivating employees to develop and apply new skills (Jabbour et al, 2019). This approach encourages continuous learning and growth, leading to improved performance and creativity.

Remuneration can include career development opportunities such as training programs, mentor-ship, or tuition reimbursement. These opportunities contribute to job performance by expanding employees' knowledge and skills, enabling them to perform their roles more effectively (Hackett et al, 2020).

Comprehensive employee benefits, such as health insurance and retirement plans, can positively impact job performance by promoting overall well-being and reducing stress (Grzywacz et al, 2018). When employees feel supported in managing their personal and financial needs, they can focus more on their job responsibilities.

It is worth noting that the influence of remuneration and job performance is complex, and other factors such as job satisfaction, work environment, and individual characteristics also play significant roles in shaping performance outcomes.

### **2.3.3 Administrative support to teachers**

The concept of administrative support, refers to a positive influence of the manager on employees, it can also be defined as managers allowing new talents to emerge, share authority, provide feedback on organizational activities, and support the development of their existing skills while engaging in activities for employees to acquire new skills

(Bhanthumnavin, 2013). Employees who feel that they receive administrative support will feel worthy, their motivation and willingness to do their duties will increase and they will strive more for organizational purposes (Bhanthumnavin, 2013).

Administrative support affects many organizational behaviors such as employee performance, identification, commitment and job satisfaction. Perceived administrative support is based on social change, leader-member exchange, and psychological contract theories. According to the theory of social change, subordinates who are financially and morally supported by their managers have an increased level of organizational commitment and satisfaction with the work environment as they have more intimate and sincere ties with their managers (Kaplan, 2017).

School leadership plays a vital role in turning around a school. When school leadership is intentional and involved in turning around schools, performance improves. Intentional data analysis, creating a shared responsibility and instructional support all play a role in academic improvements (Institute for Strategic Leadership and Learning, 2012; Leithwood, 2010). When school leadership has a thoughtful focus on instructional strategies student achievement rises (Ferguson, Hackman, Hanna, & Ballantine, 2010). When there is a positive influence of a principal and a teacher, teacher performance and school climate increases (Price, 2012).

Tickle (2011) found that administrative support was the most significant predictor of job satisfaction among teachers. It was also found that administrative support sets the stage for a great teaching experience. He found that a teacher can be more satisfied with his/her salary if the administrative support is positive. Great leaders can communicate effectively. Without great leaders effective change is unlikely (Fullan, 2010). The overall school climate is

dependent upon effective principal communication (Halawah, 2015). The influence of the principal and teacher must exhibit respect and trust.

Principals have the power to support their teaching staff and therefore keep their retention high and burnout low (Brackett, 2010). District level administrators can also communicate a broad message of support to all their teachers and therefore reduce burnout (Corbell, 2010). When new teachers enter the profession, they need support. Supportive programs that help new teachers have a positive impact on teacher retention. Some schools offer mentor-ship programs where an experienced teacher provides an insider's guide to the school.

The mentor can help the new teacher with his/her schedule, school specific technology, filling out discipline referrals, and more. Many teachers enter the profession with the idea that their principal will support them with student behavior and initiating student consequences. When teachers felt that their administration supported, respected, and appreciated them, they were more satisfied (Prather-Jones, 2011).

Atiyah Nayatullah & Palwasha (2010) investigated the influence of leadership styles of principals and teacher's job performance in secondary schools. They found that principals mostly used democratic leadership style in schools as compared to autocratic style. It was the most commonly used leadership style by principals in the schools. His study also determined that there is a direct influence of leadership styles used by Principals and teachers job performance. His study concluded that the performance of teachers is better in those schools where principals are having autocratic leadership styles as compared to those schools where Principals are having democratic style of leadership. Thus the autocratic style is the best style of leadership that can improve the productivity and performance of teachers in schools.

However the researcher does not agree with the above scholars since autocratic leadership style can easily demotivate the teachers hence leading to several tricks to beat the system which may result into adverse performance.

### **2.3 Summary**

Literature reviewed shows that there is a significant influence of teachers' motivation and students' academic performance. Motivation is a very important psychological concept which helps an individual to consistently strive to achieve an objective. Motivation is an inner drive in an individual to excel in whatever he or she is doing.

Teachers need to be well paid, they need to be promoted when its due, their welfare has to be taken care of and supported. A teacher who is happy will definitely be ready to impart knowledge to the pupils while a teacher who is not happy will do otherwise. A motivated teacher strives to put effort together in the classroom so as to affect the students positively. Thus, teacher motivation is a push, a propellant or a force that activates a teacher to teach. This implies that when a teacher is highly motivated especially in monetary form, it affects the students positively.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter covers the research methodology which is the description of the methods and techniques that are used in data collection and analysis. This chapter is organized into eleven subsections as follows; Introduction, Research Design, Study Population, Sample Size determination, data collection procedure, data collection instruments, validity and reliability, Data Analysis, and Ethical consideration.

#### **3.1 Research Design**

Research design is a crucial step in any research project because it determines the overall approach, methods, and procedures that will be used to collect and analyze data. According to Creswell and Creswell (2018), research design refers to the framework, skeleton, plan or blueprint that guides the entire research process, from the selection of research questions or hypotheses to the interpretation of results.

The study employed a mixed-methods design which combines both quantitative and qualitative research approaches to provide a comprehensive and holistic understanding of a research problem. This approach involves collecting both numerical and non-numerical data and analysing them using both statistical and interpretive methods. (Creswell & Plano Clark, 2017).

The study employed a mixed methods design. Mixed methods designs involve collecting data from a sample of participants using standardized questionnaires or mixed methods s (Neuman, 2016).

The choice of the design was based on the assumptions which ensure that, mixed methods provides accurate and reliable results that reflect the characteristics of the population accurately, that the questions asked are clear and unambiguous, and that respondents are assured of confidentiality and anonymity (Babbie, 2016: Fowler, 2014).

### 3.2 Study population

The study population was 241 which was the total number of teachers from six selected secondary schools out twenty seven (27) secondary schools in Hoima city. These schools and respondents were selected at random. The six schools were selected at random using a process known as simple random sampling. This method ensures that every school within the population had an equal chance of being chosen. The process involved listing all secondary schools in Hoima City and using a random number generator to select the schools without bias. This randomization ensured that the sample is a representative of the entire population of schools, thereby enhancing the validity and generalization of the study findings.

### 3.3 Study sample

#### 3.3.1 Sample Size

**Table 3.1: Sample size of respondents**

Selected Schools	Population	Sample size	Sampling procedures
A	34	20	Simple random sampling
B	41	24	Simple random sampling
C	36	22	Simple random sampling
D	38	23	Simple random sampling
E	33	20	Simple random sampling
F	60	35	Simple random sampling
<b>Total</b>	<b>241</b>	<b>144</b>	

**Source:** Selected secondary Schools in Hoima City (2023) and Krejcie and Morgan table 1970

Table 3.1 illustrating population sizes, corresponding sample sizes, and the sampling techniques employed by the study.

The quantitative sample size (144) of this study was determined with the help of Krejcie and Morgan table 1970 as indicated in table 3.2.

In addition, a total of 12 respondents (2 respondents from each selected school) was selected using purposive sampling.

It should be noted that in order to achieve data triangulation it was important to include multiple stakeholders beyond just teachers. This approach ensured that findings are more reliable and provide a comprehensive view of the factors affecting educational outcomes.

Here are some key stakeholders who participated in the study.

School administrators and head teachers play a crucial role in shaping the school environment and implementing policies that affect teacher motivation and job performance. They provide insights into school management practices, leadership styles, support systems, and resource allocation. The study included interviews with administrators to understand their perspectives on teacher performance, professional development opportunities, and the challenges faced by teachers.

Students are direct beneficiaries of teachers' performance and motivation. Including student feedback helped assess the impact of teacher practices on learning outcomes and classroom environments. Students provided valuable information on teacher attendance, engagement, and instructional methods.

Parents and guardians are important stakeholders who interact with the school and teachers regularly. Their perceptions provided insights into teacher commitment, communication, and the overall quality of education. The Study used parent interviews to gauge their satisfaction

with the school's performance, their observations of teacher behavior, and their level of involvement in school activities.

Local and national education officers, including district education officials, policy makers, and representatives from the Ministry of Education, are key stakeholders in understanding how policies and regulations impact teacher motivation and job performance. Their involvement in the study helped triangulate data related to systemic issues such as funding, policy implementation, and teacher recruitment and retention strategies.

### **3.3.2 Sampling techniques**

Adwok (2015) defines sampling technique as the method used for selecting a given number of people from a population. Adwok, adds that the success in representing a population depends on how well the sample frame corresponds to the description of the chosen population, the sampling procedure giving each person a known chance for selection and whether it influences the precision of sample estimates.

The teachers who participated in the study were selected using simple random sampling (Creswell & Creswell, 2017) whereby teachers names were written on small pieces of paper and the researcher picked the papers at random after thorough shaking of the box containing them. Purposive sampling, also known as judgmental, selective, or subjective sampling, is a non-probability sampling technique in which the researcher selects participants based on specific characteristics or criteria. This method was used because the researcher wanted to gain a deeper understanding of a particular phenomenon, population, or issue by selecting individuals who were most likely to provide relevant and rich information (Creswell & Creswell, 2017). Purposive sampling was done basing on the number of years one had taken in the teaching profession and responsibility held in the school for example administrators.

### **3.4 Research procedure**

The research procedure is a critical framework that guides the systematic investigation of a research question or hypothesis (Smith & Johnson, 2018). Each step was designed to ensure the integrity, validity, and reliability of the study's findings.

The first step in the research procedure was obtaining permission from the university. This initial process involved formalizing the research project with the relevant academic authorities that is to say the supervisor, members of the research committee, and head of department. This step was crucial as it established the legitimacy of the research endeavor and ensured compliance with institutional regulations and ethical standards. Obtaining this permission involved submitting a formal proposal outlining the research objectives, methodology, and potential impact.

Once the university permission was secured, the next step was to recruit and train research assistants. Research assistants played a vital role in facilitating data collection, data entry, and other logistical tasks. Their involvement ensured the efficient execution of the research project and enhanced the reliability of the data collected. Training research assistants involved familiarizing them with the research protocol, data collection instruments, and ethical considerations.

Once all necessary permissions were obtained, the researcher conducted a pilot test of instruments. Pilot testing involved administering the research instruments to a small sample of participants to identify and rectify any potential flaws or ambiguities. This iterative process ensured the validity and reliability of the instruments before full-scale data collection began.

With the instruments refined through pilot testing, the researcher embarked on data collection phase. This involved implementing the research protocol, which included conducting

interviews, administering surveys. Careful attention was paid to data collection procedures to minimize biases and errors and maximize the quality of the data obtained.

Following data collection, the researcher undertook the task of assembling, analyzing, and interpreting the data. This involved organizing the raw data, applying appropriate statistical techniques, and drawing meaningful conclusions based on the findings. Data analysis was a critical phase of the research procedure, as it provided insights into the research questions and enabled the researcher to identify patterns or trends.

Finally, the researcher wrote a draft and final report. This involved synthesizing the research findings, presenting them in a coherent and logical manner, and drawing conclusions based on the evidence gathered. The report also included recommendations for future research and implications for practice.

### **3.5 Data collection methods**

#### **3.5.1 Mixed methods**

The study employed a mixed-approach which combines both quantitative and qualitative research approaches to provide a comprehensive and holistic understanding of a research problem. This approach involves collecting both numerical and non-numerical data and analyzing them using both statistical and interpretive methods. (Creswell & Plano Clark, 2017). N.B the researcher administered questionnaires during working hours that is between 8:00 am and 5:00 pm, the researcher and his research assistants approached head teachers in their offices in selected secondary schools, explained the purpose of the visit, requested for a staff list which was given from which they wrote names on small pieces of paper, put them in a box shook thoroughly well picked some at random, those whose names were picked were given questionnaires after explaining the purpose and the confidentiality in whatever they will answer.

### **3.5.2 Interview Method**

Interviews are a data collection method that involves asking open-ended or structured questions to individuals or groups (Flick, 2018). Interviews were conducted in person, by phone, or online, and were used to gather detailed information about experiences, opinions, and attitudes.

## **3.6 Data collection instruments**

The data collection instruments included the following;

### **3.6.1 Questionnaires**

Odiya, (2009) refers to questionnaires as forms on which there are written questions or statements that call for written responses to be presented on the spaces provided on the form. Odiya (2009) further states that these forms can be personally administered to the respondents or mailed to them.

A self-administered questionnaire (SAQ) specifically tailored to the study's objectives and context, was prepared. This approach was chosen to ensure that the questionnaire was relevant to the unique aspects of job performance and teacher motivation within the particular educational environment being studied. By designing a new SAQ, the researcher included specific questions that directly addressed the research questions, incorporated appropriate language, and ensured the content was aligned with local educational practices and stakeholder needs.

Creating a new SAQ also allowed the researcher to tailor the questionnaire format, question types, and response scales to suit the specific characteristics of the study population, thereby enhancing the validity and reliability of the data collected. This design process involved a

review of existing literature and tools, consultations with experts, and a pilot test to refine the SAQ before it was used in the main study.

This questionnaire adopted Likert scale that ranges from 1 to 5 in which respondents indicated strongly disagree, disagree, neutral, agree or strongly agree, from 1 to 5 respectively so that variables were measured basing on how they relate to each other.

The questionnaire was divided into five sections; Section A presented demographic characteristics of respondents, Section B presented questions on job performance, section C teacher motivation (teacher promotion, remuneration and administrative support).

### **3.6.2 Interview guide**

Mauldin, (2020) defined an interview guide as a list of questions or topics that the interviewer hopes to cover during the course of an interview. Using an interview guide, the researcher directly communicated with the head teachers face to face to find out their views on key variables under study. The researcher also intended to use an interview guide to collect the qualitative data (Kathori, 2014). The interview guide allowed the researcher to obtain detailed descriptions of individual experiences on job performance and employee motivation. The questions are arranged according to the study objectives for example under job performance, “Do you help students to developing academically, socially and emotionally”.

To ensure that the data collected through the interview protocol aligned well with the self-administered questionnaire (SAQ), the researcher took several steps to guarantee consistency and complementarity between these two data collection methods.

The researcher designed the interview protocol to closely mirror the key areas covered by the SAQ, ensuring that both methods addressed the same core themes related to teachers’ job performance and motivation. For example the SAQ included specific questions about measurable aspects of teachers’ performance, such as lesson planning, classroom

management, student engagement, assessment practices, and professional development activities. Correspondingly, the interview protocol included open-ended questions or prompts that encouraged deeper exploration of these areas, allowing teachers and other stakeholders to elaborate on their understanding and experiences related to these KPIs.

This approach provided both quantitative data (from the SAQ) and qualitative insights (from interviews) on the same topic.

To assess satisfaction with their roles, the SAQ contained Likert-scale questions on various factors influencing job satisfaction, such as salary, working conditions, administrative support, professional development opportunities, and work-life balance. The interview protocol, in turn, asked participants to provide more detailed explanations and examples of their levels of satisfaction or dissatisfaction, along with the reasons behind their feelings. This enabled the researcher to capture both the breadth and depth of teacher satisfaction.

The researcher was satisfied with the alignment since the data from both the SAQ and the interview protocol were consistent and complementary. For example responses from the SAQ indicated low satisfaction with professional development opportunities were echoed by detailed narratives in the interviews describing insufficient training, lack of career growth, this confirmed that both methods effectively captured the same phenomenon.

### **3.7 Quality Control Methods**

#### **3.7.1 Validity**

Cooper and Schindler (2006) and Leedy and Ormrod (2010) state that, validity refers to the ability of a research instrument to measure what it is supposed to measure. They

proposed three widely accepted classifications of validity that consist of three major forms, namely content validity index, criterion-related validity, and construct validity.

In this case, validity tests, which determine whether the expressions in the scale make suitable measurements according to the purpose of the research, were conducted as proposed by Whiston (2012). In order to determine the validity of the measuring instrument, different types of validity have been suggested in the literature (Oluwatayo, 2012).

Content validity, Bollen (1989) defined content validity as a qualitative form of validity that evaluates whether the expressions contained in the measuring instrument represent the phenomenon intended to be measured. Therefore each item in the questionnaire was analyzed using the content validity index to ensure that it relates to the phenomenon being measured.

The questions were rated by the supervisor and research committee members as valid and invalid and the content validity index was computed as a ratio of the valid questions to the total number of questions.

$$CVI = \frac{\text{Number of valid questions}}{\text{Total Number of Questions}}$$

The results are as presented in table 3.3

**Table 3.2: Validity statistics**

<b>Variables</b>	<b>No. of items</b>	<b>CVI</b>
Job performance	7	0.857
Promotions	5	0.923
Remunerations	5	0.879
Administrative support	6	0.771
<b>Average</b>		<b>0.858</b>

**Source:** *Primary data (2023)*

The content validity index (CVI) was computed by dividing the number of questions rated valid by the total number of questions for example on job performance valid question were 6 out of 7 hence  $6/7 = 0.857$

According to Amin (2005) an instrument which scores an index of 0.7 or above is accepted as being valid. Therefore with a CVI of 0.858, the instrument is concluded to have been valid.

Convergent validity suggests that the terms associated with variables correlate with one another and with the constructs they represent. This implies that the instrument devised to assess a specific item accurately gauges that intended item, as proposed by (Cresswell, 2017). Therefore the researcher with the help of experts (supervisor and reviewers on the research committee) ensured that expressions are logically related to each other and to the factor that was purported to measure the same concept.

To ensure data validity in the qualitative research section of a study, the researcher typically employed several strategies. These strategies help ensure that the findings are credible, trustworthy, and accurately reflect the perspectives of the participants as described below.

Data triangulation, this involved using multiple sources of data to confirm findings. For example, gathering data from various stakeholders such as teachers, school administrators, students, parents, and community leaders. By comparing and contrasting information from different perspectives, the researcher validated the findings and ensured they were not biased or limited to a single viewpoint.

Using different data collection methods such as interviews, observations, to gather comprehensive insights, this approach helped confirm the consistency of findings across different methods, enhancing their credibility.

Peer Debriefing, this involved sharing the research process, findings, and interpretations with peers or experts who were not involved in the study. This peer review helped identify

potential biases, challenges assumptions, and ensured that the interpretations are logical and grounded in the data. Peers provide constructive feedback that can strengthen the validity of the findings.

### **3.7.2 Reliability**

The reliability refers to the consistency and stability of results over time and across different conditions (Sekaran, 2003). This implies that the measures used to collect data yield similar results upon repeated administration under similar circumstances.

Different methods were used to determine the reliability of the tool. Among these, are the most frequently applied methods which included test-retest reliability, for the purpose of this study pre-tests and test–retest reliability were used.

Reliability of the questionnaire was obtained through pre-testing of pilot samples from two schools not part of this study but in the same region. This helped to rephrase some questions which could sound or appear ambiguous in meanings.

Test-retest reliability refers to the consistency of the results obtained when the measuring instrument is applied to the same sample group at different times (Thompson & Brown, 2010). The questionnaire prepared to test the reliability of the measuring instrument with the test-retest method was applied to two schools which are not part of the selected schools for the study, the questions and results were analyzed and adjustments made before the same questionnaire was subjected to the actual respondents.

The research assistants, who were teachers trained by the principal investigator, played a critical role during the pilot test phase. Research assistants were tasked with administering surveys, conducting interviews using the developed instruments. This allowed them to practice the protocols and identify any ambiguities or issues in the data collection tools.

They provided valuable feedback on the clarity, comprehensiveness, and cultural relevance of the questions, as well as on the overall data collection procedures. Their insights helped refine the tools to ensure they were appropriate for the study context.

Research assistants helped identify practical challenges, such as time constraints, logistical issues, or difficulties in engaging participants that could arise during the actual study. Their observations and experiences informed adjustments to the study plan.

The pilot test served as a practical training session for research assistants, allowing them to refine their interviewing techniques, familiarize themselves with ethical protocols, and ensure consistency in data collection methods.

### **3.8 Data Management and Processing**

Data management and processing involve the organization, storage, manipulation, and analysis of data to derive meaningful insights (Smith & Johnson, 2018). This encompassed various tasks such as training of research assistants, data cleaning, transformation, and statistical analysis to ensure the reliability and validity of research findings.

By selecting research assistants with appropriate qualifications, providing thorough training, and scheduling training close to the data collection phase, the study ensured that research assistants were well-prepared and equipped to collect valid and reliable data.

To ensure the authenticity and reliability of data collection, the study employed research assistants who were teachers selected from schools that were not participating in the research. This selection process helped minimize potential bias and ensured objectivity in data gathering. The research assistants underwent comprehensive training conducted by the principal investigator within the study area, just prior to the commencement of data collection. This training, delivered on-site, equipped them with the necessary skills to

effectively use data collection tools, understand ethical considerations, and familiarize themselves with the study's objectives and protocols. By leveraging the expertise of local teachers and providing tailored training, the study maintained a high level of data quality and contextual understanding, crucial for the study's validity.

### **3.9 Data Analysis**

Data analysis is systematic process of evaluating the collected data using statistical and logical codes to compare and summarize data (Sekaran, 2010).

#### **3.9.1 Quantitative data**

The quantitative data was analyzed using statistical package for social science (SPSS) version 21. Analyzing the data using this technique involved the creation and application of codes to the data collected, coding was based on the likert scale that is to say 1 = strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree. The researcher applied the statistical package for social science (SPSS) version 21 to produce Means, standard deviation (Hair *et al.*, 2010).

#### **3.9.2 Qualitative data**

Whereas the qualitative data was analyzed using analytical strategy that is to say the researcher became familiar with interview data and created meaning using thematic approach (Hitchcock and Hughes, 1995). Thematic analysis is a qualitative research method used for identifying, analyzing, and reporting patterns (themes) within data. Thematic analysis allowed researchers to understand the underlying themes in qualitative data, such as interviews.

The qualitative data analysis helped the researcher to gain an in-depth understanding of respondents' perception of employee motivation and job performance. Thus, the findings'

codes with letter R were included in the discussion in form of themes to strengthen the interpretation.

### **3.10 Ethical considerations**

Ethical aspects of this study were effectively addressed as proposed by Kimmel (2007) in the following ways;

Research respondents were briefed so that they understand the aims and objectives of the study and requested for their consent before the primary data collection process. In addition, members of the sample group were not forced in anyway because they had the right not to participate in the study and their anonymity was ensured by avoiding collection of personal information unless the respondent wished and consented to it.

In addition information from other scholars but is part of this work was fully acknowledged and since not doing it could easily translate into plagiarism. Since the researcher based the study on many ideas from different scholars believed that the study is part of the struggle on knowledge generation that other researchers can also lean on in generating more knowledge.

### **3.11 Limitations of the study**

Although the sample provides valuable insights, it may not be a representative of the broader population. As a result, the generalization of the findings is limited. Future research with larger sample size like of 500 teachers is recommended to validate these findings and enhance their applicability and generalizability.

The study was conducted over a limited time frame, which may not capture long-term trends or outcomes. Time constraints may have influenced the depth and breadth of data collected, as well as the ability to observe changes over time. Longitudinal studies with extended time

frames are recommended to better understand the dynamics and long-term effects of the phenomena under investigation.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS**

#### **4.0 Introduction**

This chapter provides a data presentation, analysis, and discussion of findings according to the three objectives of the study. The first section presents the response rate, the second presents the background information and the third section is the discussion of findings in relation to specific objectives.

#### **4.1 Response Rate**

The study population was 241 from which a sample size of 144 was determined with the help of Krejcie and Morgan table 1970. The study administered 144 questionnaires of which a total of 112 were completed and received hence a 77.8% response rate.

According to scholars like Mugenda & Mugenda (2003), a response rate of 50% is adequate, when quantitative data is collected. Therefore 77.8% was a good response for the study and suggests that, the survey results were a representative of the surveyed population.

#### **4.2 Demographic characteristics of study respondents**

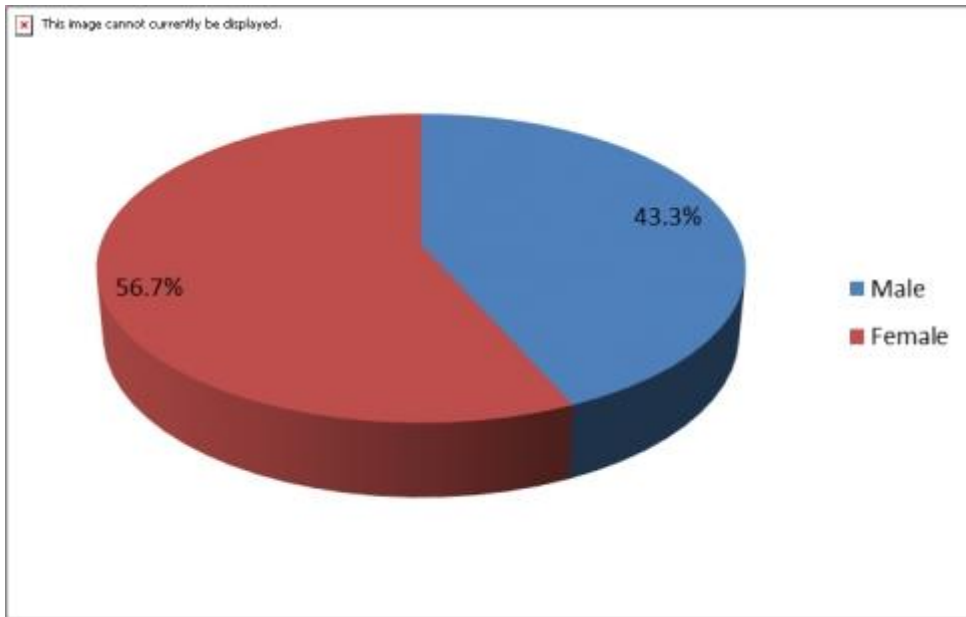
In this section, the researcher presents the profile of the 112 respondents that participated in the study. Gender, age, duration, and highest level of education are also presented to appreciate their background characteristics.

##### **4.2.1 Gender of respondents**

The inclusion of a gender section within in this study was imperative for comprehensively understanding the nuanced influences of gender dynamics on various facets of the study because gender, as a social construct, permeates multiple aspects of human behavior,

interactions, and experiences, often shaping individuals' perceptions, opportunities, and outcomes.

By dedicating a section to gender within this study, the researcher wanted to delve into the complexities of gender roles, identities, and inequalities, shedding light on how these factors intersect with and impact the study's objectives and findings as described below.



**Figure 4.1: Gender of respondents**

**Source:** *Primary Data (2023)*

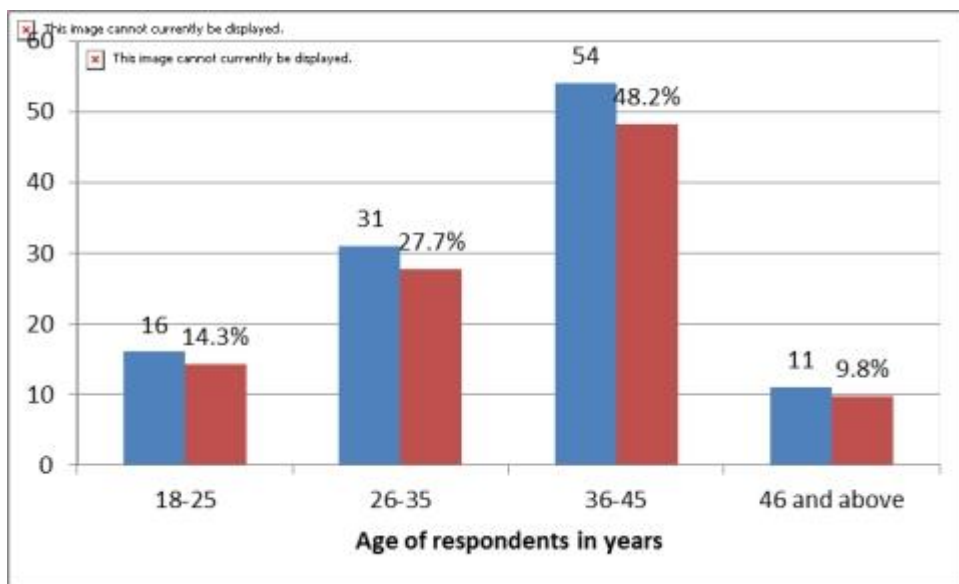
Figure 4.1 revealed that both male and female respondents participated in the study, with the females constituting the majority, (56.7%) whereas the males constituted (43.3%). The findings imply that the females are more involved in offering education service especially in secondary schools.

Findings were in disagreement with some scholars who indicate that while there may be some gender variations in performance outcomes, these differences are often minimal and context-dependent (Lyness & Heilman, 2006).

However Ng et al, (2011) suggests that gender differences in job performance may be mediated or moderated by individual characteristics such as self-efficacy, motivation, and personality traits hence gender may not affect job performance of teachers.

#### 4.2.2 Age of respondents

Incorporating age of respondents section was essential for comprehensively understanding how age-related factors influence the study's variables and outcomes. Age serves as a fundamental demographic characteristic that can significantly shape individuals' perspectives, behaviors, and experiences across various domains. By dedicating a section to age the researcher explored the multifaceted influences of age on the phenomena under investigation, providing valuable insights that contribute to a nuanced understanding of the research findings.



**Figure 4.2:** *Age of respondents*

**Source:** *Primary Data (2023)*

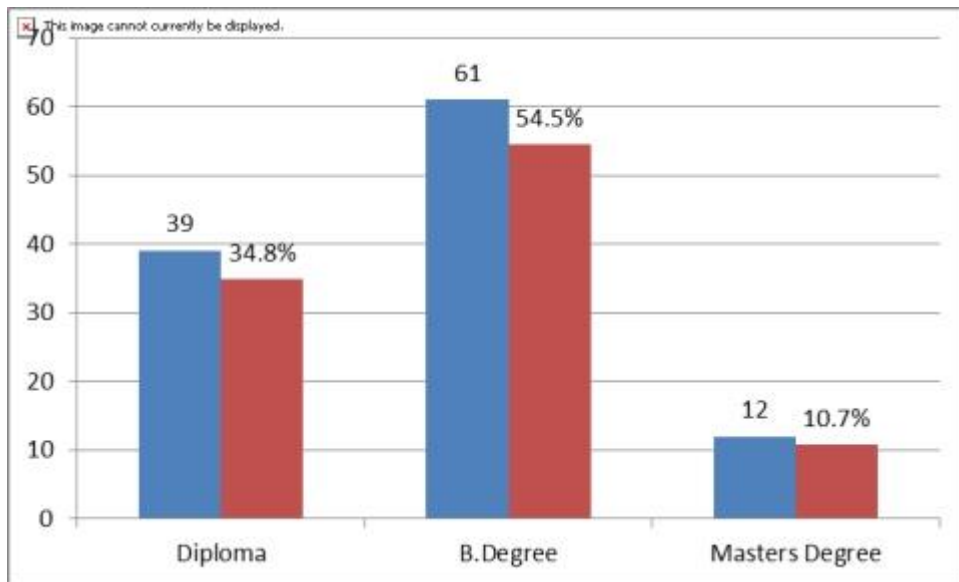
Findings in figure 4.2 revealed that majority of the respondents were 36-45 years (48.2%), followed by 26-35 years (27.7%), 18-25 years (14.3%) and lastly 46 and above years (9.8%).

This implies that majority of the respondents were mature enough to give reliable responses and also the most energetic age groups are fully involved in job performance. It may also imply that some teachers tend to retire before the national retirement age and this may affect the overall service delivery as the most experienced tend to leave the service.

### 4.2.3 Highest level of education

While possessing higher levels of education is often associated with greater knowledge, skills, and abilities, the impact of education on job performance is complex and multifaceted.

This encouraged the researcher to include a section on level of education.



**Figure 4.3: Highest level of education**

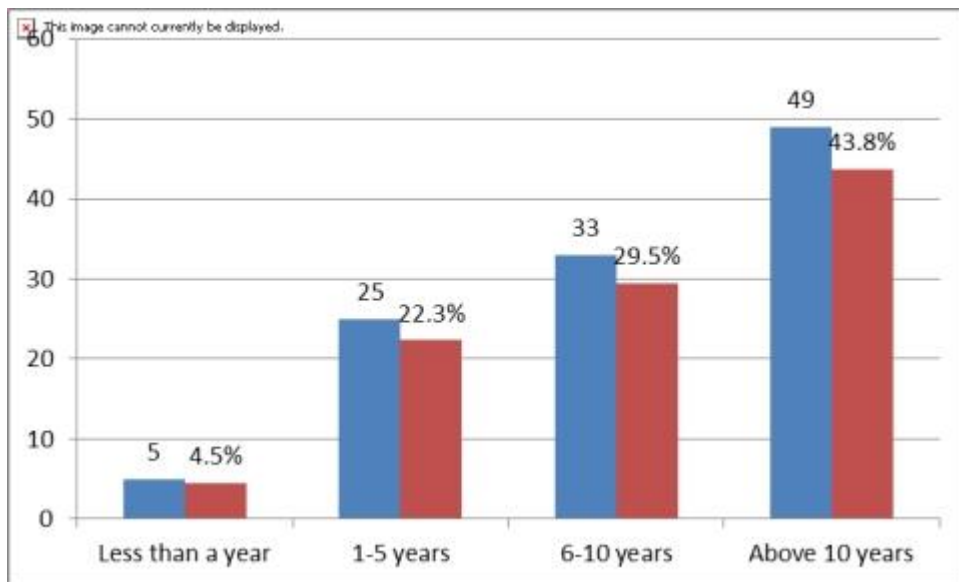
**Source:** *Primary Data (2023)*

Figure 4.3 shows that majority of respondents (54.5%) were bachelor’s degree holders, followed by (24.8%) who possess Diplomas, and lastly (10.7%) with masters degrees.

This suggests that the respondents possessed sufficient education levels to understand the questions in the questionnaire and the questions in the interview guide and thus provided useful and informed responses to the study.

This is in line with the findings of Bond (2014) who stressed that the studies indicate education has the following benefits on officers' abilities and performance: Better behavioral and performance characteristics, Better skilled with independent decision-making and problem-solving, Better skilled at articulating their thoughts, Greater aptitude for innovative thinking, improved adaptability, fewer on-the-job injuries and assaults hence improved overall job performance.

#### 4.2.4 Period served as a teacher



**Figure 4.4:** *Period served as a teacher*

**Source:** *Primary Data (2023)*

Findings revealed that majority of the respondents had taught for a period of more than 10 years (43.8%), followed by 6-10 years (29.5%), 1-5 years (22.3%) and lastly less than a year (4.5%). This implies that majority of the respondents had satisfactory experience in teaching. Also the findings may imply that there is low employee turnover rate in the education sector which leads to a larger pool of experience hence improved job performance.

### 4.3 To assess the extent of job performance in selected secondary schools in Hoima City

This assessment delves into the intricate measures of job performance within selected secondary schools in Hoima City, exploring the multifaceted dimensions that underpin teacher effectiveness. This navigation embarks on a journey to decipher the enigmatic blend of factors that shape job performance in secondary education, ultimately charting a course towards enhanced teaching.

**Table 4.1: An assessment of job performance in selected secondary schools**

Statement	N	Min	Max	Mean	Std. Deviation
I help students in developing academically, socially and emotionally	112	4	5	4.83	.459
I use instructional materials while teaching	112	2	5	4.51	.501
I prepare my schemes of work and lesson plans before teaching	112	1	5	4.09	.984
I keep record of what is taught and what ought to be taught	112	1	5	4.49	.731
I have gained confidence in the art of teaching as a result of using a lesson plan	112	1	5	4.32	.860
My students have always loved and learnt what I teach	112	1	5	4.78	.442
I use teacher – student relationship to maintain good students morals	112	2	5	4.52	.699
Valid N (list wise)	112				

**Source:** *Primary Data (2023)*

Findings revealed that majority of the responses were in strong agreement that they help students in developing academically, socially and emotionally as indicated by the mean 4.83 and low variations in responses of standard deviation 0.459 that, they help students in developing academically, socially and emotionally. The responses ranged between 4 and 5

and the total number of responses was 112. Therefore overall in relation to the level of job performance, it was found out that the general sentiment is that job performance among teachers is satisfactory, but there is significant room for improvement. Teachers may be committed and show dedication to their roles, but challenges such as workload, lack of resources, and administrative support might be hindering optimal performance.

Using the Interview Guide (Appendix II), I asked head teachers questions about the extent of job performance, while assessing the possibility of teachers preparing schemes of work and lesson plans in a school, responses from head teachers varied based on their leadership style, resource availability and expectations of their staff. Here were the responses from head teachers A, B, C, and D:

Head teacher A: “It is absolutely possible for our teachers to prepare schemes of work and lesson plans. We have a structured system in place where teachers are given adequate time during the term to develop these materials. We also conduct regular workshops and provide templates to ensure consistency across departments. Our school prioritizes planning as a key part of effective teaching, and we monitor progress through departmental heads that support the teachers.” This implies that Head teacher A focuses on an organized, supportive environment, ensuring that teachers have both time and resources to develop their plans efficiently.

Head teacher B: “It is possible, but it is challenging due to limited time and resources. While our teachers are committed and try their best to prepare schemes of work and lesson plans, many of them are juggling large class sizes, extracurricular duties, and administrative tasks. We do our best to encourage them and provide any available resources, but more support would certainly help improve the consistency and quality of planning.” This implies that

Headteacher B acknowledges the possibility but highlights practical challenges that affect the quality and consistency of the schemes of work and lesson plans due to resource constraints.

Head teacher C: “It is a requirement in our school that every teacher prepares schemes of work and lesson plans before the start of the term. We have strict policies in place, and we regularly review the work to ensure compliance. While there might be occasional delays due to workload, we emphasize the importance of having these documents ready as they are essential for lesson delivery and meeting educational standards”. This implies that Head teacher C enforces compliance and places a strong emphasis on planning as a formal requirement, ensuring that teachers adhere to established guidelines despite challenges.

Head teacher D: “It is possible, but in reality, not all teachers consistently prepare schemes of work and lesson plans. Some teachers are experienced and prefer to rely on their expertise to guide their lessons, while others may feel overwhelmed by the additional paperwork. We try to encourage it, but it isn't as rigorously enforced as it should be. I believe more training and accountability measures are needed.” This implies that Head teacher D highlights a more relaxed approach to planning, with some teachers not fully engaging in the process due to various factors, including a lack of enforcement and support.

Findings were in support of earlier studies which assert that, teacher job performance is generally recognized as one of the most important and challenging occupations in contemporary society (Vesely et al., 2013). These professionals are regarded to be responsible for their students' academic achievement as well as social and emotional development (Mingwei et al, 2018)

Majority of the responses were in strong agreement as indicated by the mean 4.51 and with low variation in responses of standard deviation 0.501 that, they use instructional materials while teaching. The responses ranged between 2 and 5, and the total number of responses was

112. Earlier studies also suggest that, the key aspects of teaching involve the use of instructional materials, teaching methods, regular assessment of students, making lesson plans, assessment of pupils, conduct of fieldwork, teachers' participation in sports, attending school assembly and guidance and counselling (Bennell, 2014)

Responses were in agreement as indicated by the mean 4.09 and high standard deviation of 0.984 implying high variations in responses that, they make schemes of work and lesson plans before teaching. The responses ranged between 1 and 5, and the total number of responses was 112. The high variation in responses may imply that not all teachers are adhering to the requirement of schemes of work and lesson planning; this may affect the learning process.

However scholars advise that a scheme of work describes the content and learning experiences that should be treated every term of the academic year (Okai, 2010). This scheme of work is very important to the teacher in that it guides the teacher in planning the unit of instruction and consequently the daily lessons in line with the time available for each topic in the term. The scheme of work also guides supervisors of schools in determining the efforts of the schools and teachers towards meeting the societal demands on them (Okai, 2010).

Responses were in agreement as indicated by the mean 4.49 and moderate standard deviation of 0.731 implying some high variations in responses that they keep records of what is taught and what must be taught.

Findings were in agreement with some scholars who argue that, keeping records of what is taught and what must be taught is an essential aspect of educational planning, curriculum development, and accountability in the field of education. This practice helps in ensuring that educational institutions deliver quality content aligned with educational goals and ethical considerations. In this context, maintaining a comprehensive curriculum, instructional

materials, and assessments is crucial to track educational progress and make informed decisions (Okai, 2010).

Responses were in agreement as indicated by the mean 4.32 and high standard deviation of 0.860 these high variations in responses imply that, they have gained confidence in the art of teaching as a result of using a lesson plans. This further implies that lesson planning builds experience in teaching. Scholars like Taruvinga and Moyo (2000) also suggested that a lesson plan supplies guidance and feelings of confidence to the teacher in the art of teaching. If lessons are well pre-planned, both learning and teaching becomes simplified. In addition through the integration of educational technology, such as learning management systems and interactive multimedia, educators can diversify their lesson plans and engage students through dynamic and interactive content (Mishra & Koehler, 2006). These technological tools enable teachers to create more personalized learning experiences, fostering deeper student engagement and understanding.

Responses were in strong agreement as indicated by the mean 4.78 and standard deviation of 0.442 implying low variation in responses, this means that their students have always loved and learnt what they teach.

The researcher also asserts that creating an environment in which students genuinely love what they are taught is a complex yet rewarding goal in education. This aspiration aligns with principles of student engagement, motivation, and the cultivation of a positive learning experience. Several educational theories and practices support the idea of fostering a love for learning among students. According to Deci and Ryan (1985), students are more likely to be intrinsically motivated and enjoy what they are learning when their basic psychological needs for autonomy, competence, and relatedness are met. When educators provide choices, acknowledge students' achievements, and create a supportive classroom community, students' enthusiasm for the material taught can increase.

Responses job performance in secondary schools were in strong agreement as indicated by the mean 4.52 and moderate standard deviation of 0.699 implying high variation in responses that, they use teacher – student relationship to maintain good students’ morals. This implies that the teacher-student relationship plays a vital role in shaping and maintaining good students’ morals and ethical development. This relationship goes beyond the transmission of knowledge and extends to fostering character, values, and responsible behavior. Educational scholars and researchers emphasize the importance of a positive teacher-student relationship in promoting ethical behavior and moral development for example Vygotsky’s socio cultural theory (1978) highlights the influence of social interactions, including those between teachers and students, on cognitive and moral development. Teachers serve as role models and guides, providing students with opportunities for social learning and moral reasoning.

Furthermore, Kohlberg, (1984) suggest those students’ moral reasoning advances through interactions with more advanced moral thinkers, such as teachers. A supportive teacher-student relationship can facilitate moral growth by engaging students in discussions and dilemmas that encourage higher-level moral reasoning. Positive teacher-student relationships are characterized by trust, respect, and open communication. When teachers create a safe and nurturing classroom environment, students are more likely to engage in ethical behaviors (Roorda et al., 2011). Students feel valued and supported, fostering their intrinsic motivation to uphold good morals.

Findings were in agreement with the expectancy theory whereby if teachers believe that their hard work will lead to better performance (high expectancy); they are more likely to put in the effort required.

#### **4.4 The level of teacher motivation in secondary schools in Hoima city**

From Figure 1.1, teacher motivation was conceptualized as the level of promotions, remuneration and administrative support. The following sections show findings for each dimension in regard to the second research objective.

##### **4.4.1 Examination of the level of teachers' promotions in selected secondary schools in Hoima city**

The examination of teachers' promotions in selected secondary schools in Hoima City unveils insights into the mechanisms driving job performance in the educational landscape. By peering into the selection criteria, institutional policies, and individual aspirations that govern the promotion process, this study embarks on a quest to unravel the mysteries surrounding professional growth and recognition among educators. Table 3.2 shows Examination of teachers' promotions in selected secondary schools in Hoima city.

**Table 3.2: Examination of teachers’ promotions in selected secondary schools in Hoima city.**

<b>Statement</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
My school has a staff promotional programme	112	4	5	4.56	.509
Promotions have been awarded to hard working teachers in my school	112	1	5	4.24	.993
Promotions in this school have high productivity and efficiency	112	3	5	4.77	.1121
Promotions at my place of work have been based on seniority	112	4	5	4.71	.498
Promotion make me feel valued	112	3	5	4.62	.505
Valid N (list-wise)	112				

**Source:** *Primary Data (2023)*

Findings revealed that, majority of the respondents were in strong agreement as indicated by the mean 4.56 and a moderate standard deviation 0.509 which implies moderate variation in responses, this means that, their schools have a staff promotional programme, the responses ranged between 4 and 5, and 112 was the total number of respondents. Findings imply that Teacher promotional programs can have a significant impact on their performance, professional growth, and overall effectiveness in the classroom. Such programs aim to provide educators with opportunities for advancement, skill development, and recognition, ultimately contributing to improved teaching practices and student outcomes.

While examining the level of teacher motivation in selected secondary schools in Hoima City, the overall response depended on various factors such as compensation, working

conditions, administrative support, professional development opportunities, and personal satisfaction. Here's a proposed overall likely response based on these considerations:

Using the Interview Guide (Appendix) some headteachers were asked, What has been the impact of promotions in your school?, How are salaries determined in this school? There responses were as below

Headteacher A: "Promotions have had a significant positive impact in our school. They serve as a major motivator for teachers. When teachers are recognized for their hard work and dedication through promotions, it boosts their morale and encourages them to keep striving for excellence. We have seen improvements in teacher commitment, leadership skills, and even student performance as a result of promoting deserving staff to higher positions".

"Salaries in our school are determined by a combination of factors, including experience, qualifications, and rank. We follow a standardized pay scale that aligns with government regulations and takes into account merit-based increases. Teachers who pursue further education and obtain additional certifications also benefit from incremental pay raises".

Headteacher B: "Promotions have been impactful, though we don't have as many opportunities for them as we would like due to budget constraints. When they do happen, they help retain some of our best teachers who might otherwise look for better opportunities elsewhere. It creates a sense of hope and gives teachers something to aspire to, even though the frequency of promotions could be improved." "Salaries are primarily determined by a fixed pay scale that adheres to government standards. However, given our limited budget, there isn't much flexibility for bonuses or significant increases. We do try to offer incremental increases based on years of service, but we're quite limited in offering competitive salaries compared to larger schools or urban institutions."

Headteacher C: “Promotions have a clear impact on teacher motivation and performance. We follow a merit-based system where teachers are promoted based on their performance reviews, qualifications, and tenure. Teachers who are promoted often feel more valued and take on leadership roles that positively affect the overall school environment. It’s also a way to maintain high standards and accountability”. “Salaries in this school are determined strictly according to government regulations and the ministry's salary scale. We follow the guidelines to ensure fairness and compliance. Teachers’ salaries are linked to their academic qualifications, years of service, and the position they hold. There are no exceptions or deviations from the set structure.”

Headteacher D: “Promotions in our school have a mixed impact. While they are appreciated by the teachers who receive them, we have an informal process for promotions, which can sometimes lead to inconsistencies. Teachers are promoted based on their perceived performance and contributions to the school, but we could improve by formalizing the process. When teachers are promoted, it does uplift their spirits and often results in better classroom performance.” “We don’t have a rigid salary structure like some of the larger schools. Salaries here are largely negotiated based on individual qualifications, experience, and the school’s financial position. Teachers with higher qualifications or unique skills may receive slightly higher salaries. However, we try to be fair and ensure that all teachers are compensated within a reasonable range considering the school’s budget.”

Findings were in agreement with some scholars who assert that human resources are needed as a driving factor for other components contained in an organization, without the role of human resources organizational activities cannot be carried out properly and regularly. So the organization must always foster and develop the potential of its human resources as a very valuable asset. One effort that can be done is to do a promotion program (Muhammad, et al

2019). In addition according to Hargreaves and Fullan (2012), professional development initiatives, including promotional programs, should focus on deepening teachers' content knowledge, pedagogical skills, and fostering a culture of collaboration. These programs can range from mentor-ship and leadership training to pursuing advanced degrees, all of which have the potential to enhance teachers' instructional abilities.

Findings revealed that, majority of the respondents were in agreement as indicated by the mean 4.24 and a high standard deviation 0.993 which implies high variation in responses that, promotions have been awarded to hard working teachers in their schools. Scholars also emphasize that if promotion is based on hard work, teachers will work very hard to earn their promotions. Most of them will go an extra mile in order to impress their superiors so that they can be promoted. When promotion eventually takes place, they will be satisfied with the job and will want to retain it (Altman, 2012). If promotion does not take place after an employee has worked tirelessly, it dampens his/her spirit, morale and makes him/her feel frustrated (Ozidi, 2018).

Responses were in strong agreement as indicated by the mean 4.77 and a standard deviation 0.1121 which implies variation in responses that, promotions in their schools have high productivity and efficiency.

Findings were in line with Hasibuan (2018) who argues that promotion is a move that enlarges the authority and responsibility of employees to higher positions in an organization so that obligations, rights, status, and producers are greater. The importance of developing human resources is done to create better employee performance than before so that the objectives of the organization can be achieved (Akib& Salam, 2016; Pratiwi et al., 2019).

Responses were in strong agreement as indicated by the mean 4.71 and a standard deviation 0.498 which implies variation in responses that, promotions at their places of work have been

based on seniority. However, scholars like Hodgetts and Attman (2015) maintained that employees who get their promotions on seniority bases are not adequately motivated because they are not getting the promotion based on hard work. There is actually no reward for extra effort. The authors also stated that in the public school system, when is it time to promote teachers, every other teacher is promoted regardless of whether you are hard working or not. The authors went further to observe that teachers who do the best work do not get the fastest promotion. Rather, the time the hard working ones get their promotion, the lazy ones also get theirs. This may cause the teachers involved to be so disgruntled with the job and may want to pull out of the system, thereby causing attrition.

Responses were in strong agreement as indicated by the mean 4.62 and a moderate standard deviation 0.505 which implies moderate variation in responses that, Promotions make them feel valued. Scholars also argue that the existence of promotional targets makes employees feel valued, cared for, needed and recognized by their organization's work ability so that they will produce high outputs and will enhance the morale of the organization. This is also evidenced by research conducted by (Eka et al., 2016) with the title "The Effect of Job Promotion and Work Discipline on Employee Performance", where the results of his research indicate that there is a positive and significant influence of the promotion variable on employee performance.

#### **4.4.2 Examination of the level of remuneration in selected secondary schools in Hoima city**

This study delves into the multifaceted landscape of remuneration practices within selected secondary schools in Hoima City, aiming to uncover the factors that shape educators' perceptions of fairness, adequacy, and overall job performance. Against the backdrop of evolving educational paradigms and socioeconomic realities, understanding the nuances of

remuneration policies and their impact on teacher morale and performance becomes paramount.

**Table 4.3:** An assessment of the level of remuneration in selected secondary schools in Hoima city.

Statement	N	Min	Max	Mean	Std. Deviation
In this school salary is prompt	112	2	5	3.94	1.117
Health insurance encourages us teachers to stay on our jobs	112	1	5	4.40	.593
My school has variable pays that are linked to performance	112	4	5	3.78	1.085
My current salary is satisfactory	112	1	5	4.32	.532
My teaching profession is attractive	112	1	5	4.14	.412
Valid N (list wise)	112				

**Source:** *Primary Data (2023)*

Findings revealed that, majority of the respondents were in agreement as indicated by the mean 3.94 and a high standard deviation 1.117 which implies high variation in responses that, in their schools salaries are prompt. This implies that there are high chances of delayed salaries which may affect service delivery. While prompt salary is just one of many factors that can influence teacher performance, it can play a role in attracting and retaining highly qualified educators, which in turn can impact overall teaching quality.

Furthermore, during the interviews head teachers were asked whether remuneration influence job performance in their schools?. Their responses were as follows;

Headteacher A: “Yes, remuneration significantly influences job performance in our school. When teachers feel that they are fairly compensated for their hard work, it positively impacts their commitment, motivation, and overall performance. Competitive salaries help attract and retain high-quality teachers, and those who feel financially secure are generally more focused and productive. We also offer performance-based bonuses, which further motivates teachers to perform well.” This implies that Headteacher A highlights the direct link between fair and competitive remuneration and improved job performance, including incentives like bonuses to reward excellence.

Headteacher B: “Remuneration does play a role in job performance, but it’s not the only factor. While our teachers would certainly be more motivated if salaries were higher, many of them are driven by a passion for teaching and commitment to their students. That said, low pay can lead to fatigue and burnout, especially when teachers need to supplement their income through side jobs, which inevitably affects their focus and energy levels in the classroom.” This implies that, Headteacher B acknowledges that while remuneration influences job performance, teachers often stay motivated by their passion, though financial strain can negatively impact their effectiveness.

Headteacher C: “Remuneration is one of several factors that influence job performance in our school. We follow the government’s salary scale, which ensures a baseline of fairness. However, it’s not just about the amount of pay, but also how consistent and timely it is. Teachers who feel secure in their pay are more likely to perform well, but other factors like job satisfaction, recognition, and working conditions also play a big role in performance.” This implies Headteacher C sees remuneration as important but views it as part of a broader set of factors that influence job performance, emphasizing stability and consistency in pay.

Headteacher D: “Remuneration does influence job performance, but it’s not always the most critical factor. In our school, some teachers are motivated by non-monetary rewards like professional development opportunities, flexible work conditions, or recognition from peers and management. That being said, when teachers feel that their pay is insufficient, it can lead to dissatisfaction, which might affect their enthusiasm and performance over time.” This implies that Headteacher D recognizes that while remuneration impacts job performance, other factors like non-monetary rewards and recognition also play an important role in motivating teachers.

Across different school contexts, remuneration is generally acknowledged as an important factor influencing job performance. However, its impact varies depending on additional factors such as passion for teaching, job security, recognition, working conditions, and the availability of non-monetary incentives. Schools with resource constraints may rely more on intrinsic motivation, while those with structured pay systems may see a clearer link between competitive remuneration and improved performance.

Scholars argue that, regular payment of teacher salaries provides a zeal in the teachers for better performance (Omebe, 2010).

Respondents were in agreement as indicated by the mean 4.40 and a moderate standard deviation 0.593 which implies moderate variation in responses that, health insurance encourages us teachers to stay on our jobs.

Findings imply that Health insurance benefits can significantly impact employee retention by providing a sense of security, promoting overall well-being, and addressing employees’ healthcare needs. Offering comprehensive health insurance coverage can contribute to a positive workplace environment and enhance the overall job satisfaction of employees.

Scholars also assert that, comprehensive employee benefits, such as health insurance and retirement plans, can positively impact job performance by promoting overall well-being and reducing stress (Grzywacz et al, 2018). When employees feel supported in managing their personal and financial needs, they can focus more on their job responsibilities.

In addition research by Bundorf et al. (2012) indicates that access to health insurance coverage is a crucial factor in employee job retention decisions. Employees who have access to quality health insurance are more likely to stay with their current employers, as they value the financial protection it provides in the event of medical emergencies.

Furthermore, health insurance benefits can positively influence employee morale and productivity. A study by Baicker et al. (2014) found that when employees have access to health insurance, they are more likely to seek necessary medical care, leading to better health outcomes and reduced absenteeism. This, in turn, contributes to a more stable and productive workforce.

In a competitive job market, offering health insurance can serve as a powerful incentive for attracting and retaining top talent. Research by Towers Watson and the National Business Group on Health (2013) suggests that health benefits are a key consideration for job seekers and can contribute to higher job satisfaction and loyalty among employees.

However, it's important to note that the effectiveness of health insurance benefits in employee retention can also be influenced by other factors such as salary, work environment, opportunities for professional growth, and work-life balance. A holistic approach to employee well-being that encompasses both financial and non-financial benefits is likely to yield the best results in terms of retention.

Respondents were in strong agreement as indicated by the mean 3.78 and a high standard deviation 1.085 which implies high variation in responses that, their schools have variable

pays that are linked to performance. Findings imply that performance pays may not be very common in schools. Findings were in agreement with some scholars who postulate that, variable pay, such as bonuses or incentives linked to performance, can motivate employees to achieve higher levels of productivity and performance (Barkoglu & Bilen, 2019). This element provides an additional financial reward for meeting or exceeding performance targets, which can enhance motivation and effort.

Respondents were in agreement as indicated by the mean 4.32 and a standard deviation 0.532 which implies variation in responses that, their current salaries are satisfactory. Findings were in agreement with Chetty et al. (2014) who suggest that higher teacher salaries are associated with increased job satisfaction and a likelihood of turnover. When teachers are adequately compensated, they may be more motivated to remain in the profession and invest in their professional development, potentially leading to improved job performance over time.

Furthermore, research by Ladd (2011) suggests that salary increases might have a more significant impact on teacher performance in certain circumstances, such as in schools facing challenges related to student achievement. In such schools, offering competitive salaries could help attract and retain experienced teachers who can make a positive impact on student outcomes.

While salary can be a motivating factor, it's important to recognize that intrinsic motivation and job satisfaction are equally critical components of teacher performance. Teachers who feel valued, have opportunities for professional growth, and are provided with a supportive and empowering work environment are more likely to perform effectively (Ingersoll & Strong, 2011).

Respondents were in agreement as indicated by the mean 4.14 and a moderate standard deviation 0.412 which implies moderate variation in responses that, their teaching profession

is attractive. However Hanushek and Rivkin (2010) argue that while increasing salaries may attract more candidates to the teaching profession, the effectiveness of these teachers can vary widely. Factors such as teacher preparation, ongoing professional development, and supportive working conditions also play a crucial role in determining how effectively teachers perform in the classroom.

#### **4.4.3 Examination of the level of Administrative Support in selected secondary schools in Hoima city**

Descriptive statistics was collected with the help of the questionnaire based on the five-point likert scale (1-5) and the findings were interpreted basing on the scale below. Descriptive statistics were interpreted basing on the Likert scale of strongly disagree (1.0 - 1.4), disagree (1.5 - 2.4), neutral (2.5.0 - 3.4), agree (3.5- 4.4), strongly agree (4.5 - 5.0).

While Low Standard Deviation ( $SD < 0.5$ ), Moderate Standard Deviation ( $0.5 \leq SD < 1.0$ ), and High Standard Deviation ( $SD \geq 1.0$ ) (DeVellis, 2016).

Through a comprehensive analysis of policies, practices, and perceptions, the findings promise to shed light on areas of strength, identify areas for improvement, and pave the way for collaborative efforts aimed at enhancing administrative support to propel job performance in secondary education towards excellence.

**Table 4.4: Descriptive Statistics on Administrative Support**

	N	Min	Max	Mean	Std. Deviation
School leadership influence my performance positively	112	1	5	4.22	.923
There is a good influence of me and the head teacher	112	1	5	4.10	.974
My School administrators fully support me as a teacher	112	1	5	4.30	.834
There is effective administrative communication to the staff	112	1	5	4.17	.933
Due to administrative support, burnout levels are low	112	1	5	4.21	.930
In my school new teachers in the profession are mentored	112	1	5	4.45	.755
Valid N (list-wise)	112				

**Source:** *Primary Data (2023)*

Findings revealed that, majority of the respondents were in agreement as indicated by the mean 4.22 however with high standard deviation 0.923 which implies high variation in responses that, School leadership influence my performance positively. This implies that Leadership support has a significant impact on teachers’ performance and overall effectiveness in the classroom. When school leaders provide a supportive and empowering environment, teachers are more likely to excel in their roles and contribute to positive student outcomes.

During an interview head teachers were asked how their leadership support promotes job performance in their schools. And the responses were as follows;

Headteacher A: “My leadership approach is centered on collaboration and empowerment. I believe that when teachers feel supported and are given a voice in decision-making, their job performance improves. We regularly hold meetings where teachers can share their challenges

and ideas, and I ensure they have access to professional development opportunities. Additionally, I provide mentor-ship and encourage peer-to-peer learning. By fostering a supportive environment, I've seen an increase in teacher engagement, creativity, and commitment to student success." This implies that Headteacher A promotes job performance through a leadership style that emphasizes collaboration, professional development, and mentor-ship, creating a positive and supportive work environment.

Headteacher B: "As a leader, my priority is to encourage my staff and make the best use of the resources we have, even if they are limited. I focus on recognizing hard work and celebrating small wins, which boosts morale. I also try to reduce the administrative burden on teachers so that they can focus on their core responsibilities. Providing teachers with the materials they need and creating a positive work culture, despite financial constraints, this has led to noticeable improvements in job performance." This implies that Headteacher B focuses on creating a supportive environment by encouraging teachers, recognizing their efforts, and making the best use of available resources to promote better job performance.

Headteacher C: "My leadership is based on clear policies and structured support systems. Teachers know what is expected of them, and I make sure that they have the resources, training, and guidance necessary to meet those expectations. Regular performance evaluations help us identify areas for improvement and provide targeted support where needed. I believe that clarity, consistency, and a focus on professional development are key drivers of improved job performance in my school." This implies that Headteacher C promotes job performance by providing clear policies, regular evaluations, and structured support, ensuring that teachers have the resources and guidance needed to succeed.

Headteacher D: "My leadership style is flexible and focused on building strong relationships with my staff. I believe that when teachers feel valued and trusted, they are more motivated to

perform well. I maintain an open-door policy and regularly check in with teachers to ensure they have the support they need, both professionally and personally. By being approachable and responsive to their needs, I have created an environment where teachers feel comfortable taking initiative and improving their job performance.” This implies that Headteacher D emphasizes a leadership approach based on strong relationships, flexibility, and responsiveness, creating an environment where teachers feel supported and are motivated to perform well.

Findings were in line with some of the earlier studies which argue that, morale is closely related to job satisfaction as such, leaders hold the key to employees’ attitude, job satisfaction and high morale (Pajibo, 2019). This is supported by Duodu (2011) that the function of organizational leadership is to influence the group towards achievement of group goals, and leadership which rings its strength from the willingness of others to follow the art of inducing or influencing others to work willingly as an attribute of job satisfaction and morale derived from employees’ task performance.

Responses were in agreement as indicated by the mean 4.10 however with high standard deviation 0.974 which implies high variation in responses that, there are good relationships between them and their head teachers. Scholars also assert that, when school leadership has a thoughtful focus on instructional strategies student achievement rises (Ferguson, Hackman, Hanna, & Ballantine, 2010) and when there is a positive influence of a principal and a teacher, teacher performance and school climate increases (Price, 2012).

Responses were in agreement as indicated by the mean 4.30 however with high standard deviation 0.834 which implies high variation in responses that, their School administrators fully support me as a teacher.

Also research by Leith wood et al. (2014) emphasizes the critical role of leadership in creating conditions that enhance teaching and learning. Effective school leaders, who provide clear direction, allocate resources wisely, and foster a collaborative culture can positively influence teachers' job satisfaction, motivation, and performance.

Transformation leadership, as proposed by Bass and Riggio (2016), focuses on inspiring and motivating employees to go beyond their own self-interests and work toward collective goals. When school leaders exhibit transformational leadership qualities, such as setting a compelling vision, providing individualized support, and promoting professional growth, teachers are more likely to be motivated and engaged, which can lead to improved performance.

Supportive leadership also involves recognizing and valuing teachers' contributions. When leaders acknowledge teachers' efforts and provide feedback, it boosts their sense of accomplishment and encourages continued dedication to their work (Edmondson & Lei, 2014).

Responses were in agreement with mean 4.17 however with high standard deviation 0.933 which implies high variation in responses that, there is effective administrative communication to the staff. Findings imply that effective administrative communication plays a crucial role in enhancing teachers' job performance and overall effectiveness in the classroom. When school administrators establish clear lines of communication, provide relevant information, and create a supportive environment, teachers are better equipped to excel in their roles and contribute to positive student outcomes.

Scholars also assert that, effective communication from administrators helps teachers understand their roles, responsibilities, and expectations. When administrators articulate clear

goals, instructional priorities, and performance expectations, teachers can align their efforts with the broader educational objectives (Deal & Peterson, 2016).

Responses were in agreement as indicated by the mean 4.21 however with high standard deviation 0.930 which implies high variation in responses that, due to administrative support, burnout levels are scholars also assert that, Principals have the power to support their teaching staff and therefore keep their retention high and burnout (Brackett, 2010). District level administrators can also communicate a broad message of support to all their teachers and therefore reduce burnout (Corbell, 2010). When a new teacher enters the profession, they especially need support.

Responses were in agreement as indicated by the mean 4.45 however with high standard deviation 0.755 which implies high variation in responses that, in their schools new teachers in the profession are mentored. This implies that effective mentoring programs provide guidance, support, and opportunities for professional growth, helping new teachers navigate the challenges of their initial years in the profession. Research by Ingersoll and Strong (2011), highlights that new teachers often face a steep learning curve during their first years of teaching. Mentor-ship can play a critical role in easing this transition by offering practical advice, sharing instructional strategies, and providing emotional support.

#### **4.5 Influence of teacher motivation on job performance in selected secondary schools in Hoima city**

Respondents stated that, preparing both schemes of work and lesson plans is an essential aspect of effective teaching and curriculum delivery (Respondent 3). In their schools, they recognize the importance of comprehensive planning to ensure high-quality instruction and student engagement Respondent 7. The preparation of schemes of work and lesson plans is a

fundamental aspect of our teaching approach (Respondent 3). By providing teachers with the necessary resources, support, and opportunities for collaboration, they aim to ensure that each classroom experience is well-structured, engaging, and conducive to student learning (Respondent 7).

“Evaluating teachers’ job performance is a comprehensive process that involves various factors, including instructional effectiveness, student engagement, and professional development, ensuring learners’ discipline and contributions to the school community. In general teachers’ performance has been satisfactory (Respondent 1: Respondent 9: Respondent 12: Respondent 10: Respondent 4, Respondent 6)”

Dealing with diverse learning needs, including those of learners, is an integral part of our teaching approach (Respondent 10). Our teachers are dedicated to creating an inclusive classroom environment where every student has the opportunity to succeed (Respondent 3). Our teachers are committed to creating a learning environment where learners receive the attention, support, and resources they need to succeed (Respondent 12). Through differentiated instruction, individualized support, patience, and a focus on inclusivity, we ensure that every student can achieve their full potential (Respondent 11).

Teachers promotions in their schools are conducted through a structured and transparent process that recognizes and rewards teachers’ dedication, expertise, and contributions to the school community (Respondent 1: Respondent 4: Respondent 5: Respondent 6: Respondent 10: Respondent 12). Their promotion processes are designed to ensure fairness, consistency, and alignment with school’s mission and goals (Respondent 1: Respondent 4: Respondent 5: Respondent 6: Respondent 10: Respondent 12). Promotions in their schools are based on a comprehensive evaluation of teaching effectiveness, leadership potential, and contributions to the school community (Respondent 1: Respondent 4: Respondent 5: Respondent 6:

Respondent 10: Respondent 12). Through clear criteria, evidence-based assessment, and transparent communication, they ensure that promotions align with commitment to excellence in education (Respondent 1: Respondent 4: Respondent 5: Respondent 6: Respondent 10: Respondent 12).

Also scholars have argued that if promotion is based on hard work, teachers will work very hard to earn their promotions. Most of them will go an extra mile in order to impress their superiors so that they can be promoted.

When promotion eventually takes place, they will be satisfied with the job and will want to retain it (Altman, 2012). If promotion does not take place after an employee has worked tirelessly, it dampens his/her spirit, morale and makes him/her feel frustrated (Ozidi, 2018).

However Hodgetts and Attman (2015) maintained that employees who get their promotions on seniority bases are not adequately motivated because they are not getting the promotion based on hard work. There is actually no reward for extra effort. The authors also stated that in the public school system, when is it time to promote teachers, every other teacher is promoted regardless of whether you are hard working or not.

The authors went further to observe that teachers who do the best work do not get the fastest promotion. Rather, the time the hard working ones get their promotion, the lazy ones also get theirs. This may force the teachers involved to be disgruntled with the job and may want to pull out of the system, thereby causing attrition.

Promotions within their schools have had a significant and positive impact on various aspects of their educational environment. These promotions have not only recognized the hard work and dedication of educators but have also contributed to the overall growth and development of schools (Respondent 1, Respondent 6, and Respondent 7). Promotions have positively influenced motivation, retention, professional growth, leadership development, student

experiences, innovation, collaboration, and even the schools' overall reputation. These impacts collectively contribute to the growth and success of our educational community (Respondent 1, Respondent 6, and Respondent 7).

Scholars also assert that the existence of promotional targets makes employees feel valued, cared for, needed and recognized by their organization's work ability so that they will produce high outputs and will enhance the morale of the organization. This is also evidenced by research conducted by (Eka et al., 2016) with the title "The Effect of Job Promotion and Work Discipline on Employee Performance", where the results of his research indicate that there is a positive and significant influence of the promotion

The process of determining salaries is a comprehensive and transparent one that takes various factors into consideration. The goal is to ensure fairness, equity, and alignment with industry standards while recognizing the contributions of our educators and staff (Respondent 1: Respondent 4: Respondent 5: Respondent 6: Respondent 10: Respondent 12).

Overall, the salary determination process in the selected schools takes into account a combination of external market factors, internal performance evaluations, professional development, and the financial health of the schools. This approach ensures that educators and staff are appropriately compensated for their contributions while maintaining at a strong commitment to transparency and fairness (Respondent 1: Respondent 4: Respondent 5: Respondent 6: Respondent 10: Respondent 12).

Scholars postulate that In East Africa, employee's remuneration systems have been a major challenge affecting the performance of public sector organizations. Findings from a study by Johnson (2010) revealed that majority of the employees in public sector organizations in Uganda, Kenya and Tanzania were not satisfied with their salaries and this killed their work morale and productivity which in turn led to declined organization performance.

Remuneration, including salary and other forms of compensation, can indeed have an influence on job performance within schools. While it's not the sole factor that drives performance, it plays a significant role in motivating employees and shaping their level of engagement and dedication, attracting and retaining talent, and fostering a culture of dedication and achievement (R3; R4; R6). Schools recognize the importance of fair and competitive compensation as a means to enhance overall job performance and create a positive work environment.

Scholars like AtiyaInayatullah & Palwasha (2010) investigated the relationship between the leadership styles of principals and teacher's job performance in secondary schools. He found that the principals mostly used democratic leadership style in schools as compared to autocratic style. It was the most commonly used leadership style by principals in the schools. His study also determined that there is a direct relationship between leadership styles used by Principals and teachers' job performance. The study concluded that the performance of teachers is better in those schools where principals are having autocratic leadership styles as compared to those schools where Principals are having democratic style of leadership. Thus the autocratic style is the best style of leadership that can improve the productivity and performance of teachers in schools.

Teachers are highly motivated by intrinsic factors, such as autonomy, mastery, and purpose. Autonomy is the ability to make independent decisions regarding curriculum, teaching strategies, and classroom management. Mastery refers to the feeling of competence and the ability to improve performance.

Purpose refers to the importance and value of teaching and its impact on students. The application of motivational theories in teaching has shown that a teacher's autonomy, mastery, and purpose can improve job performance and increase job satisfaction (Herzberg, Mausner, & Snyderman, 2011).

In schools, leadership support plays a pivotal role in fostering a conducive environment for exceptional job performance among our educators and staff. Leadership teams are committed to providing the necessary resources, guidance, and encouragement to empower their employees to excel in their roles (Respondent 1; Respondent 3; Respondent 7; Respondent 12).

#### **4.6 Interpretation of findings in relation to Vroom's theory**

A study conducted in selected secondary schools in Hoima City revealed that teachers' motivation significantly impacts their job performance. Teachers who believed in the positive outcomes of their efforts (high expectancy) and saw a clear link between their performance and rewards (high instrumentality) were more motivated. Moreover, when the rewards were aligned with their personal values (high valence), their job performance improved notably.

For instance, teachers who received recognition for their students' success and were provided with opportunities for further education exhibited higher levels of job satisfaction and effectiveness in their roles. Conversely, teachers who perceived a disconnection between their efforts and rewards showed lower motivation and job performance.

By ensuring that teachers have a strong belief in the efficacy of their efforts (expectancy), see a clear connection between performance and rewards (instrumentality), and value the rewards provided (valence), educational administrators can foster a more motivated and high-performing teaching workforce.

## CHAPTER FIVE

### IMPLICATIONS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents the implications, conclusions and recommendations arising from the findings basing on the objectives of the study:

#### 5.1 Implications of the findings

The study aimed at examining the influence of teacher motivation on job performance in selected secondary schools in Hoima city. The study findings have several implications to the different stake holders as highlighted;

In relation to the first objective to assess the extent of job performance in selected secondary schools in Hoima city, it was found out that the general sentiment is that job performance among teachers is satisfactory, but there is significant room for improvement. Teachers may be committed and show dedication to their roles, but challenges such as workload, lack of resources, and administrative support might be hindering optimal performance.

The research findings provide valuable insights for educational policies and practices, suggesting that policymakers and educators can use this information to make well-informed decisions regarding teacher training, compensation, and professional development.

The research findings about teacher motivation and job performance have a direct impact on student outcomes, this implies that this study adds to the existing body of knowledge about the influence teacher motivation and job performance for researchers and this in turn informs strategies for improving education at all levels.

In relation to the second objective to assess the level of motivation in selected secondary schools in Hoima city, it was found out that Job performance varied significantly across different schools in Hoima City. Factors such as the availability of resources, school leadership, and community involvement contribute to these differences. Schools with better infrastructures and more supportive administration report higher levels of job performance among teachers. This implies that motivated teachers are effective in their performance, and that administrators should motivate their teachers to perform. Schools with a track record of high-performing educators are more likely to contribute to a school's reputation and to attract students and families, which can lead to increased enrollment and funding.

By fostering a positive school culture where teachers feel valued and appreciated, administrators can enhance job satisfaction and performance. Recognizing achievements, encouraging collaboration, and maintaining open communication can create a supportive environment that motivates teachers. Additionally, providing necessary resources and implementing mentor-ship programs can ensure that teachers have the tools and support needed to succeed, ultimately improving student outcomes.

For teachers, the findings highlight the importance of self-motivation and continuous professional growth. Teachers should set clear and achievable goals for themselves and their students to maintain a sense of purpose and direction. Committing to lifelong learning by regularly updating teaching methods and curriculum knowledge can help teachers stay relevant and effective in their roles. Prioritizing self-care to avoid burnout, maintaining a healthy work-life balance, and seeking support when needed are crucial for sustaining high levels of job performance. Collaborating with colleagues to share best practices and being open to feedback from students, peers, and administrators can further enhance teaching effectiveness and job satisfaction.

In relation to the third objective which intended to assess the influence of teacher motivation on job performance in selected secondary schools in Hoima city, it was found out that teacher motivation has a positive influence on job performance in selected secondary schools in Hoima city on all the three factors combined together that is, promotions, remuneration and administrative support. This implies that educational policymakers and school administrators should prioritize enhancing teacher motivation as a strategy for improving job performance. This can be achieved by implementing fair and transparent promotion practices, ensuring competitive and timely remuneration, and providing consistent administrative support. These measures would likely lead to improved job performance, ultimately benefiting student outcomes and overall school performance.

For policymakers and government officials, the research underscores the need to design policies that enhance teacher motivation to improve job performance. Ensuring competitive and fair compensation packages is crucial for attracting and retaining talented educators. Reducing administrative burdens allows teachers to focus more on teaching, thereby increasing their effectiveness. Developing incentive programs to reward outstanding performance can motivate teachers to excel. Allocating resources and training for teachers working with special needs students is essential for inclusive education. Promoting community awareness about the importance of education and the role of teachers can foster a supportive societal environment. Encouraging community volunteerism in schools can provide additional support, reducing teacher stress and enhancing job satisfaction.

The study's findings suggest that parents play a vital role in supporting teacher motivation and performance. By showing interest in their children's education and maintaining positive communication with teachers, parents can create a collaborative environment that supports educational goals. Attending parent-teacher conferences and participating in school events

demonstrates commitment to the educational process and can boost teacher morale. Advocating for necessary resources and funding can help ensure that teachers have the tools they need to provide high-quality education. Additionally, creating a conducive home environment for learning can positively influence teachers' perceptions of their impact, thereby enhancing their motivation and job performance.

The findings suggest that teachers' unions have a critical role in advocating for improved working conditions, fair wages, and professional growth opportunities. By collaborating with schools and districts, unions can help create environments where teachers feel supported and valued. Advocating for policies that address teachers' concerns and working to secure resources for professional development can enhance job satisfaction and performance. Unions can also facilitate dialogue between teachers and administrators to ensure that teachers' voices are heard and their needs are met. By promoting teachers' rights and welfare, unions can contribute to a motivated and effective teaching workforce, ultimately benefiting students and the broader educational system.

## **5.2 Conclusions**

In relation to the first objective to assess the extent of job performance in selected secondary schools in Hoima city, it was found out that preparation of schemes of work and lesson plans, comprehensive planning, student engagement, dealing with diverse learning needs, and evaluating teachers' job performance are essential aspects of effective teaching and curriculum delivery.

In relation to the second objective which intended to examine the level of teacher motivation in selected secondary schools in Hoima city, it was found out that teacher promotions, remunerations including salary and other forms of compensation can indeed have an influence on job performance with in schools.

In relation to the third objective which intended to assess the influence of teacher motivation on job performance in selected secondary schools in Hoima city, it was found out that teacher motivation has a positive influence on job performance in selected secondary schools in Hoima city on all the three factors combined together that is, promotions, remuneration and administrative support. Basing on the study findings, it can therefore be concluded that teacher motivation has an influence on job performance in selected secondary schools in Hoima city on all the three factors combined together that is, promotions, remuneration and administrative support. Further, promotions play a significant role in enhancing teacher motivation and job performance. Teachers who perceive clear and attainable pathways for career advancement are more likely to exhibit higher levels of job satisfaction and commitment. The prospect of promotions serves as a strong motivator, encouraging teachers to improve their skills and performance. Therefore, establishing transparent and fair promotion policies within schools can lead to a more motivated and effective teaching workforce.

Remuneration was also found to be a critical factor influencing teacher motivation and job performance. Competitive and fair compensation packages are essential for attracting and retaining qualified teachers. Adequate remuneration not only meets teachers' financial needs but also serves as a recognition of their hard work and dedication. The study concluded that improving salary structures and providing financial incentives can significantly boost teachers' morale and performance, leading to better educational outcomes for students.

Administrative support emerged as a crucial determinant of teacher motivation and job performance. Teachers who receive strong support from school administrators feel valued and are more likely to be engaged and committed to their work. Effective administrative

support includes providing necessary resources, fostering a positive school culture, offering professional development opportunities, and maintaining open communication channels.

The study concluded that enhancing administrative support can lead to higher levels of teacher satisfaction, reduced stress, and improved job performance, ultimately benefiting the overall educational environment.

### **5.3 Recommendation**

Findings revealed that motivating teachers and enhancing their job performance is crucial for the success of schools and learners. Effective teaching has a direct impact on students' outcomes. Here are recommendations for different stakeholders to improve job performance:

In relation to the first objective, it was concluded that job performance in selected secondary schools in Hoima city is to a great extent positive. This extent of job performance in selected secondary schools in Hoima City is influenced by a combination of factors including training, experience, student-teacher ratios, and overall motivation. Addressing these factors through targeted interventions could lead to improved educational outcomes in the region. It can therefore be recommended that School Administrators and Principals should provide professional development by investing in ongoing professional development opportunities for teachers. These include workshops, conferences, and training sessions to help them stay updated with the latest teaching methodologies and technologies.

In relation to the second, To examine the level of teacher motivation in selected secondary schools in Hoima city, it was concluded that the level of teacher motivation in selected secondary schools in Hoima City appears to be moderate, with variations depending on individual school environments and specific factors affecting motivation. While many teachers exhibit a strong commitment to their profession and a deep sense of responsibility

toward their students, several challenges hinder optimal motivation. It can therefore be recommended that;

School administrators should foster a positive school culture by creating a supportive and positive school culture where teachers feel valued and appreciated.

School administrators should recognize their achievements and encourage collaboration among staff members and ensure open and transparent communication with teachers by listening to their concerns, offer timely feedback, and be responsive to their needs.

School administrators should allocate resources appropriately to ensure teachers have access to necessary materials, technology, and support staff mentor-ship programs where experienced teachers can guide and support newer educators.

Teachers should establish clear and achievable goals for themselves and their students. Having a sense of purpose can be a strong motivator. Commit to lifelong learning by regularly updating their teaching methods and curriculum knowledge. Prioritize self-care to avoid burnout. Maintain a healthy work-life balance and seek support when needed. Collaborate with fellow teachers to share best practices and brainstorm solutions to common challenges. Be open to feedback from students, colleagues, and administrators to improve their teaching methods.

Parents should show interest in their children's education and communicate positively with teachers, attend parent-teacher conferences and support school events. Advocate for necessary resources and funding to support teachers and the school, which can indirectly improve teaching quality. Create a conducive home environment for learning, which can positively impact a teacher's job performance.

In relation to the third objective which intended to assess the influence of teacher motivation on job performance in selected secondary schools in Hoima city, it was concluded that the assessment reveals a clear and significant link between teacher motivation and job performance in the selected secondary schools in Hoima City. Motivated teachers tend to exhibit higher levels of engagement, dedication, and productivity, which positively impact their teaching effectiveness, classroom management, and student outcomes. Schools where teachers feel supported, recognized, and fairly compensated generally report better overall job performance, as teachers are more likely to be enthusiastic, creative, and committed to their roles. It can therefore be recommended that;

Policy makers and government should ensure competitive and fair compensation packages for teachers to attract and retain talent in the profession, minimize administrative tasks and paperwork for teachers, allowing them to focus more on teaching, develop incentive programs that reward outstanding teachers for their performance, allocate resources and training specifically for teachers working with students who have special needs, promote awareness in the community about the importance of education and the role of teachers in shaping the future, Encourage community members to volunteer in schools to support teachers and students, Foster a safe and inclusive environment in schools to reduce teacher stress related to discipline and classroom management.

Teachers unions should advocate for teachers' rights, fair wages, and improved working conditions to enhance their job satisfaction and performance, Collaborate with schools and districts to provide opportunities for professional growth.

#### **5.4 Suggestions for further research**

The researcher suggests that further research can be carried out on Collaborative environments and professional learning communities on teacher motivation and job

performance. The study highlighted the importance of administrative support and professional development in enhancing teacher motivation and job performance. Further research into collaborative environments and professional learning communities is necessary because these settings provide continuous opportunities for teachers to learn from one another, share best practices, and receive peer support. This can lead to increased motivation, job satisfaction, and improved teaching effectiveness.

Results showed that teachers thrive in environments where they feel motivated and supported. Collaborative environments and professional learning communities create such settings by fostering teamwork, mutual respect, and shared goals, which, in turn, positively impact teacher motivation and performance.

How innovative teaching methods, such as technology integration, project-based learning, and personalized instruction, influence teacher motivation and its relationship to job performance.

Study the connection between teacher well-being, motivation, and job performance. Investigate how factors like work-life balance, stress reduction, and emotional support contribute to teacher motivation and effectiveness. The integration of innovative teaching methods, such as technology, project-based learning, and personalized instruction, is crucial for keeping education relevant and engaging.

Researching their impact on teacher motivation and job performance is essential because these methods can make teaching more dynamic and fulfilling, potentially increasing teacher engagement and satisfaction.

Results indicated that professional development and access to resources are key motivators for teachers. Innovative teaching methods often require training and resources, which, when provided, can lead to enhanced teacher motivation and better job performance.

How teacher motivation and job performance vary across different age groups, from early-career teachers to those nearing retirement. Identify strategies that effectively motivate educators at different career stages. Teacher motivation and job performance may vary significantly across different career stages. Identifying strategies that effectively motivate educators at various points in their careers is essential for retaining talent and ensuring that teachers remain engaged and effective throughout their professional lives.

Results suggested that tailored support and professional development opportunities are vital for teacher motivation. By studying different age groups, we can better understand the unique challenges and motivators for early-career teachers versus those nearing retirement, allowing for more targeted and effective support strategies.

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## APPENDICES

### Appendix I: Questionnaire for teachers about teacher motivation and job performance

I am **Balyebuga Frank**, a student of Uganda Martyrs University pursuing a Master of Education I am carrying out my research on “teacher motivation and job performance in selected private and public secondary school” and I kindly request you to provide the necessary information having chosen you to be one of the respondents to enable me complete my research successfully. This questionnaire is for academic purposes only and any information provided will be kept confidential.

You have been identified as the rightful respondent since you are a professional practicing teacher and you are requested to give feedback within five days

**Thank you in advance.**

#### SECTION A: DEMOGRAPHIC DATA

You are kindly requested to tick your most appropriate option

1. Gender

(a). Female                      (b).Male

2. Age

(a) 18-25              b) 26- 35              c) 36-45              d) 46 above

3. Highest Education level

a) Diploma              b) B. Degree              c) Masters degree

4. Period served as a teacher

a) Low than a year              b) 1 – 5 years              c) 6 – 10 years              d)

Above 10 years

**SECTION B:**

Use the following symbols SD =strongly disagree, D=disagree, N = Not sure, A= agree, SA=strongly agree

No.	JOB PERFORMANCE	SD	D	N	A	S A
1.	I help students in developing academically, socially and emotionally					
2.	I use instructional materials while teaching					
3.	I prepare my schemes of work and lesson plans before teaching					
4.	I keep record of what is taught and what ought to be taught					
5.	I have gained confidence in the art of teaching as a result of using a lesson plan					
6.	My students have always loved and learnt what I teach					
7.	I use teacher – student relationship to maintain good students morals					
	<b>Employee motivation</b>					
	<b>TEACHER PROMOTION</b>					
	<b>Promotion</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	My school has a staff promotional programme					
2.	Promotions have been awarded to hard working teachers in my school					
3.	Promotions in this school have high productivity and efficiency					
4.	Promotions at my place of work have been based on seniority					
5.	Promotion makes you feel valued					

	<b>Remuneration</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	In this school salary is prompt					
2.	Health insurance encourages teachers to stay on their jobs					
3.	My school has variable pays that are linked to performance					
4.	My current salary is satisfactory					
<b>5</b>	My teaching profession is attractive					
	<b>Administrative support</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	School leadership influence my performance positively					
2.	There is a good influence of me and the head teacher					
3.	My School administrators fully support me as a teacher					
4.	There is influential administrative communication to the staff					
5.	Due to administrative support, burnout levels are					
6.	In my school new teachers in the profession are mentored					

## **Appendix II: Interview Guide for headteachers about teacher motivation and job performance**

### **Specific objectives**

- i. To assess the extent of job performance in selected public and private secondary schools in Hoima city.
  - ✓ How possible is it for teachers your school to prepare schemes of work and low plans ?
  - ✓ In your opinion have teachers' job performance been satisfactory?
  - ✓ On a scale of 1-10, how would you rate your teachers contribution in ensuring learners discipline?
  - ✓ How do your teachers deal with s learners?
    - a) Extra lessons
    - b) Coaching
    - c) punishments
- ii. To examine the level of teacher motivation in selected public and private secondary schools in Hoima city.
  - ✓ What has been the impact of promotions in your school?
  - ✓ How are salaries determined in this school?
  - ✓ How long do you expect to stay in your current position as a teacher?
    - a) Don't know
    - b) Certain number of years
    - c) Up to my DEO
    - d) As long as I want
- iii. To assess the influence of teacher motivation and job performance in selected public and private secondary schools in Hoima city.

- ✓ Does remuneration influence job performance in your school?
- ✓ How does a promotion influence job performance?
- ✓ How does your leadership support promote job performance in your school?
- ✓ What has been the impact of promotions in your school?
- ✓ How are salaries determined in this school?
- ✓ Which leadership styles are employed in your school?

### Appendix III: Sampling Table (Krejcie and Morgan 1970)

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

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

Source: Krejcie & Morgan, 1970