

ASSESSMENT OF TEACHER MOTIVATION THROUGH THE RELATIONSHIP BETWEEN TEACHER TRAINING AND ACADEMIC PERFORMANCE OF PUPILS IN PRIMARY SCHOOLS IN TORORO DISTRICT; A CROSS SECTIONAL STUDY.

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ABSTRACT.

Background:

The purpose of this study was to explore the relationship between teacher training and primary school performance to assess teacher motivation in Tororo district

Methodology:

The study used a descriptive and cross-sectional survey design and a mixed research approach with both quantitative and qualitative data collection techniques. The sample size consisted of 108 respondents selected through simple random sampling for teachers, and purposive sampling for head teachers, District Inspector of Schools, and District Education Officer. Data was collected through questionnaires, interviews, and documentary review checklists.

The data was analyzed using content analysis for qualitative data, and Statistical Package for Social Sciences (SPSS) for quantitative data. The findings showed that monetary rewards have a positive impact on the academic performance of pupils in primary schools in Tororo district. Teacher training was found to be important in equipping teachers with the necessary skills and knowledge, while recognition and appreciation were seen as motivators for teachers.

Results:

The majority of the respondents (67%) were male, while the remaining 33% were female. This indicates a higher representation of male teachers in the Education system of Tororo District. However, there was a potential gender imbalance in the teaching profession in Tororo District.

The study also found significant positive correlations between teacher training and the academic performance of pupils. Regression analysis showed that teacher motivation, as measured by training, had a significant positive impact on academic performance.

Conclusion:

In conclusion, addressing teacher motivation through training can lead to improved academic outcomes for pupils in primary schools in Tororo district. Schools can create a positive and motivating environment for teachers, ultimately benefiting the academic performance of pupils.

Recommendations:

Based on these findings, the study also suggests investing in teacher training programs to enhance teachers' skills and knowledge.

Keywords: Teacher motivation, Teacher training, Academic performance, Pupils, Primary schools, Tororo District

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BACKGROUND OF THE STUDY.

Teacher motivation is an important factor in the success of students. When teachers are motivated, they are more likely to be enthusiastic about their job, and this enthusiasm is often contagious to the students. A motivated teacher puts more energy and effort into their instruction,

leading to improved engagement and performance from the students. Furthermore, motivated teachers are more likely to stay in the profession, reducing teacher turnover and ensuring that students have consistent, quality instruction (Oketcho, 2020). The government through the UPE program has provided teachers with financial rewards including teachers in Tororo district. However, the overall performance of primary schools in Tororo District in the

Uganda primary leaving examinations has been below average. In 2019, the district registered a pass rate of 44.8%, placing it at position 84 out of the 112 districts in Uganda (Asianut, 2021). Out of the 24,000 students who sat for the Primary Leaving Examinations (PLE) in Tororo District in 2019, only 10,852 passed. This was a decline from the 11,193 who passed in 2018, representing a drop of 3.3% in the district’s overall performance. Out of the 320 primary schools in Tororo District, only 35 had pupils in grade one representing 11% academic excellence (Tororo District PLE performance, 2021) This has therefore prompted the researcher to examine the effect of teacher motivation on school performance in selected primary schools in Tororo district.

METHODOLOGY.

Research design.

A descriptive and cross-sectional survey design was used for this study. A cross-sectional survey design was adopted because it permitted the researcher to study a target population by studying a representative cross-section of the population to arrive at findings that applied to the entire target population.

The study also adopted a mixed research approach where both quantitative and qualitative data collection and analysis techniques were used. Quantitative techniques were applied to numeric data and qualitative techniques were deployed for non-numeric data.

Target Population.

The target population for this study included teachers and head teachers of 10 selected primary schools, the District inspector of schools, and the District Education officer in Tororo District. According to the Tororo District Education Department Report (2022), the selected primary schools had 138 teachers. Therefore the target population consisted of 139 primary teachers, 01 District Inspector of schools, and 01 District Education officer hence 140 respondents.

Sample size.

To determine the sample size for the study, adopted Krejcie & Morgan (1970) table. Therefore, 108 respondents were selected as respondents to the study. These included 96 teachers, 10 head teachers, 01 District Inspector of schools, and 01 District Education officer as shown in Table 1 below

Table 1: Population size, sample size, and sampling technique.

Selected participants	Population size	Sample size	Sampling technique
Teachers	139	96	Simple random sampling
Headteachers	10	10	Purposive sampling
District Education Officer	01	01	Purposive sampling
District Inspector of Schools	01	01	Purposive sampling
Target Population	151	108	

Source: Tororo District Education Department, (April, 2023)

Sampling Techniques.

The study used simple random sampling and purposive sampling to select respondents from the study. Simple random sampling was used to select primary teachers from the selected primary schools to participate in the study. The technique was used to eliminate bias and give every teacher a chance to participate in the study. Purposive sampling was used to select head teachers, DIS, and DEO because they have in-depth information on the study topic.

Research Instruments.

Primary data was collected using a questionnaire and interview guide for this study. Secondary data was

collected using a documentary review list as detailed below.

Questionnaires.

The questionnaires were issued to teachers selected for this study to individually fill in the correct answers. The questionnaires were structured into sections that sought responses for the demographic characteristics of respondents, open-ended and Likert format questions that were in line with the study objectives.

Interviews.

Interviews were conducted personally by the researcher with head teachers, the District Inspector of Schools of Tororo District, and the District Education Officer of

Tororo District. This was used to get in-depth information about the study topic.

Page | 3 **Documentary Review Checklist.**

These included mainly secondary sources. Information was sourced from documents related to the area of study. These documents were studied and critically reviewed while keeping the ethical standards in mind. They were used to study enrollment rates, PLE grades, termly scores, and graduation rates of pupils in the selected primary schools in Tororo District.

Research procedure.

The study obtained an introductory letter from the School of Graduate Studies and Research of Team University which was presented to head teachers of the selected secondary schools in Tororo District seeking their authorization to conduct research and requesting their participation.

The study administered the questionnaire to the respective respondents developed with the guidance of the supervisor. He further made appointments with the respondents on when, where, and at what venue they would meet to conduct interviews or administer questionnaires.

The study made use of secondary data by reviewing available relevant textbooks, journal articles, periodicals, manuals dissertations, publications, and visiting Newspapers both international and local.

Validity and Reliability.

Validity of the study.

According to Mugenda and Mugenda, (2003), validity is the degree to which an instrument measures what it purports to measure. This study subjected its instruments of data collection to face validity because it ensured the appropriateness, meaningfulness, and usefulness of the inferences made from the results. With the help of the supervisor, the correctness of research elements in

collecting data intended was done based on the Four (4) Point Scale of relevance, clarity, simplicity, and ambiguity. The Content Validity Index (CVI) for the item was determined by dividing the number of valid questions (relevant) by the total number of questions in the instrument. Only those instruments with CVI that were over 70% in CVI were selected to collect data for the study.

Reliability of the study.

Reliability is concentrated on assessing the consistency and stability of data collection instruments against any chance factors or environmental conditions in the measurement of the variables (Mugenda and Mugenda, 2003). The instruments for data collection were tested for internal reliability from within the school, but a total number of 5 respondents was used in the study.

Data Analysis.

The study collected qualitative and quantitative data. Qualitative data was edited and grouped by theme before being analyzed using content analysis. Quantitative data was entered into a data sheet using coded values and manipulated using the Statistical Package for Social Scientists (SPSS 18.0 Windows). Descriptive statistics were obtained and cross-tabulations of some items were made to obtain relationships, and were tested using Pearson correlation coefficients significant at 0.01 levels. Additionally, frequency counts and percentages were obtained to facilitate interpretations and conclusions. Graphic illustrations were used to summarize and portray the general trends of the results. Direct quotations from documents and interviews were used to illustrate ideas and opinions.

RESULTS.

Response rate.

Table 2: Response rate.

<i>Selected participants</i>	<i>Questionnaires were issued and interviews requested</i>	<i>Questionnaires received and interviews conducted</i>	<i>Response rate (%)</i>
Teachers	96	88	91.7
Headteachers	10	10	100
District Education Officer	01	01	100
District Inspector of Schools	01	01	100
Target Population	108	100	92.6

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The findings of the response rate indicate a high level of participation from the target population. Among the teachers, 96 participants were selected and questionnaires were issued. Out of those, 91.7% of the teachers (participants) responded by submitting their questionnaires. This high response rate suggests a strong level of engagement and interest from the teachers in participating in the research.

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Similarly, all 10 head teachers were selected and requested for interviews, and all 10 of them were accepted and interviews were conducted, resulting in a 100% response rate. This indicates a high level of cooperation and willingness from the head teachers to participate in the research.

The District Education Officer and the District Inspector of Schools were both interviewed, resulting in a 100% response rate. This suggests a high level of commitment from these individuals in providing their insights and opinions for the research.

Overall, the response rate of 92.6% from the target participants indicates a strong level of participation and engagement in the research. This suggests that the findings and conclusions drawn from the research are likely to be representative and reliable, as a high proportion of the target population actively contributed to the study.

Background Information of the Respondents.

Table 3: Demographic characteristics of the respondents.

Gender	Frequency	Percent
Male	67	67%
Female	33	33%
Total	100	100%
Age (year)		
Below 30	20	20%
31-45	54	54%
46-60	26	26%
Total	100	100%
Marital status		
Single	15	15%
Married	73	73%
Divorced	6	6%
Widowed	6	6%
Total	100	100%
Education level		
Certificate	13	13%
Diploma	63	63%
Bachelors	14	14%
Masters	10	10%
Total	100	100%
Length of employment		
Below 5 years	23	23%
6-10 years	65	65%
Above 10 years	12	12%
Total	100	100%

Source: Primary data (2023).

According to findings in Table 3, the majority of the respondents (67%) were male, while the remaining 33%

were female. This indicates a higher representation of male teachers in the Education system of Tororo District.

However, there was a potential gender imbalance in the teaching profession in Tororo District.

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Also, findings indicated that 20% of the respondents were below 30 years old, 54% were between the ages of 31-45, and 26% were between the ages of 46-60. The findings show that most teachers fall within the middle-aged category hence still vibrant to perform tasks efficiently. Most teachers in the sample fall within the middle-aged category, suggesting that they have a significant amount of experience in their profession.

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Findings on marital status revealed that the highest proportion of the respondents (73%) was married, followed by 15% who were single. A small percentage of the respondents were either divorced or widowed (6% each). The majority of teachers in the sample are married, which could imply additional responsibilities outside of work that may impact their level of motivation and job performance. Findings on the educational qualifications of the teachers indicate that the majority (63%) held a diploma, followed by 14% with a bachelor's degree and 10% with a master's degree. There were only 13% of teachers with a certificate as their highest qualification. The highest percentage of teachers in the sample hold a diploma as their highest qualification, indicating that further professional development may be beneficial in improving their motivation and performance.

On the length of employment, findings showed that 65% of the teachers have been employed for 6-10 years, followed by 23% who have been employed for less than 5 years, and

12% who have been employed for more than 10 years. This suggests that a significant portion of teachers in the sample have relatively long tenure in their current positions. Teachers with a longer tenure (6-10 years) make up the largest percentage in the sample. This could imply that the study should focus on understanding the factors that contribute to the sustained motivation and performance of teachers over time.

Overall, these findings suggest that factors such as gender, age, marital status, education level, and length of employment may influence teacher motivation and, subsequently, primary school performance in Tororo district. Further investigation and analysis of these factors are recommended to gain a comprehensive understanding of the relationship between teacher motivation and school performance in the district.

Teacher motivation through teacher training and academic performance of pupils in primary schools in Tororo district.

The researcher used Likert 5-point scale for this particular section of the study where the responses were on a scale of 1-5. Where 5 = Strongly Agree, 4= Agree, 3 = Neutral, 2= Disagree and 1 = Strongly Disagree. The table below shows a summary of the participant's responses based on percentages (P), frequency (F), standard deviation (Std), and mean;

Table 4: Teacher training and academic performance of pupils in primary schools in Tororo district.

Statement	Mean	std
There are teacher training programs for professional development in Tororo District	4.1	0.4
Teacher training equips teachers with the necessary skills and knowledge to employ effective teaching techniques that enhance academic performance.	4.3	0.2
Training provides teachers with the opportunity to deepen their subject knowledge which enables them to effectively deliver the curriculum and helps students attain a better understanding of the subjects, resulting in improved academic performance	4.1	0.3
Teacher training emphasizes the importance of continuous assessment and evaluation in measuring student progress for academic excellence	4.6	0.4
Teacher training promotes the use of differentiated instruction for learners hence improving academic performance	2.5	0.3
Teacher training focuses on effective classroom management techniques hence pupils are fully engaged in the learning process, leading to improved academic performance.	2.3	0.5
Teacher training provides opportunities for teachers to collaborate and share best practices with their peers hence fostering a culture of continuous learning and improvement, ultimately benefiting the academic performance of pupils.	4.3	0.8
Teacher training emphasizes the importance of motivation and enthusiasm in teaching which positively impact students' academic performance	4.1	0.4

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Based on the findings presented in Table 4, it was observed that the majority of participants in this study agree or strongly agree with the statements related to teacher training and its impact on the academic performance of pupils in primary schools in Tororo district.

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The statement, "There are teacher training programs for professional development in Tororo District," received a mean score of 4.1 and a standard deviation of 0.4. This indicates that the participants generally agreed that there are teacher training programs available for professional development in the district.

The statement, "Teacher training equips teachers with the necessary skills and knowledge to employ effective teaching techniques that enhance academic performance," received a higher mean score of 4.3 and a lower standard deviation of 0.2. This suggests that the participants strongly agreed with the notion that teacher training prepares teachers with the essential skills and knowledge to use effective teaching techniques that enhance academic performance.

The statement, "Training provides teachers with the opportunity to deepen their subject knowledge which enables them to effectively deliver the curriculum and helps students attain a better understanding of the subjects, resulting in improved academic performance," also received a mean score of 4.1 and a slightly higher standard deviation of 0.3. This indicates that the participants were generally in agreement with the statement, but there was slightly more variability in their responses compared to the previous statement.

The statement, "Teacher training emphasizes the importance of continuous assessment and evaluation in measuring student progress for academic excellence," received the highest mean score of 4.6 and a standard deviation of 0.4. This suggests that the participants strongly agreed that teacher training emphasizes the importance of continuous assessment and evaluation in measuring student progress for academic excellence.

The statement, "Teacher training promotes the use of differentiated instruction for learners hence improved

academic performance," received a lower mean score of 2.5 and a standard deviation of 0.3. This indicates that the participants had a more neutral response toward this statement and did not strongly agree that teacher training promotes the use of differentiated instruction for improved academic performance.

The statement, "Teacher training focuses on effective classroom management techniques hence pupils are fully engaged in the learning process, leading to improved academic performance," received an even lower mean score of 2.3 and a higher standard deviation of 0.5. This suggests that the participants disagreed with the statement and did not believe that teacher training focuses on effective classroom management techniques for improved academic performance.

The statement, "Teacher training provides opportunities for teachers to collaborate and share best practices with their peers hence fostering a culture of continuous learning and improvement, ultimately benefiting the academic performance of pupils," received a mean score of 4.3 and a higher standard deviation of 0.8. This indicates that while the participants generally agreed with the statement, there was more variability in their responses compared to other statements.

In summary, the findings of this study suggest that participants generally agreed that there are teacher training programs for professional development in Tororo District. They also agreed that teacher training equips teachers with the necessary skills and knowledge to employ effective teaching techniques, deepens their subject knowledge, emphasizes the importance of continuous assessment and evaluation, and emphasizes the importance of motivation and enthusiasm in teaching. However, participants were more neutral or disagreed with the statements related to the promotion of differentiated instruction, effective classroom management techniques, and collaboration among teachers.

Correlation findings of the study.

Table 5: Correlation findings on, teacher training, and academic performance of pupils in primary schools in Tororo district.

		teacher training	Academic performance of pupils
Academic performance of pupils	Pearson Correlation	0.694**	1.000
	Sig. (2-tailed)	0.001	
	N	100	100

Similarly, there was a strong positive correlation between teacher training and the academic performance of pupils

(0.694**), as well as recognition and academic performance of pupils (0.478**).

The significance values (Sig. - 2-tailed) reveal that all three correlations are significant, with p-values less than 0.05.

This suggests that the observed relationships are unlikely to be due to random chance.

Page | 7 **Regression analysis.**

Table 6: A relationship between teacher motivation in terms of training and academic performance.

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Independent variable: Teacher Motivation						
	R square	0.846 ^a			F-statistics	7.583
	Adjusted R Square	0.828			Sig.	0.003
Model	Unstandardized Coefficients			Standardized Coefficients	t	Sig.
	B	Std. Error	Beta			
1	(Constant)	2.323	.012		1.018	.001
	Teacher training	2.290	.014	0.433	2.846	.003

Model 1, reveals a moderate positive relationship between teacher motivation in terms of training and academic performance. The standardized coefficient (Beta) value of 0.433 indicates that an increase in teacher motivation through training leads to a moderate improvement in academic performance. The R square value of 0.587 suggests that 58.7% of the variation in academic performance can be explained by teacher motivation.

DISCUSSION OF FINDINGS.

The findings of this study suggest that participants generally agreed that there are teacher training programs for professional development in Tororo District. They also agreed that teacher training equips teachers with the necessary skills and knowledge to employ effective teaching techniques, deepens their subject knowledge, emphasizes the importance of continuous assessment and evaluation, and emphasizes the importance of motivation and enthusiasm in teaching. However, participants were more neutral or disagreed with the statements related to the promotion of differentiated instruction, effective classroom management techniques, and collaboration among teachers.

The study conducted by Allen, Pianta, Gregory, Mikami, and Lun (2011) suggests that teacher motivation plays a significant role in determining teacher quality and subsequently influencing student outcomes. About primary schools in Tororo District, this study can provide valuable insights into the potential impact of teacher motivation on academic performance.

One key finding of the study is that motivated teachers are more likely to engage in continuous professional development. This implies that motivated teachers actively seek opportunities to enhance their teaching skills and knowledge. In the context of primary schools in Tororo District, this could mean that motivated teachers are more

likely to participate in workshops, seminars, or training programs that are aimed at improving their pedagogical practices. By doing so, they can gain new insights, strategies, and techniques that can be applied in the classroom, leading to more effective teaching methods and student engagement.

The study also suggests that motivated teachers are more dedicated to their profession and exhibit higher levels of commitment. This commitment can translate into increased effort and investment in teaching, which in turn can positively affect student outcomes. Teachers who are motivated are more likely to put in extra time and effort to plan lessons, provide individual support to students, and offer feedback on assignments. This could potentially contribute to improved academic performance among pupils in primary schools in Tororo District.

Furthermore, the study found that motivated teachers are more likely to have a positive mindset and attitude towards their students. They tend to have higher expectations and beliefs in their students' abilities to succeed. These beliefs can create a supportive and conducive learning environment that fosters students' motivation and confidence. In turn, this can lead to improved academic performance as students feel valued, encouraged, and motivated to strive for excellence.

It is important to note that the study does not solely focus on teacher motivation but also highlights the link between teacher motivation and continuous professional development, teaching skills, and student outcomes. Therefore, primary schools in Tororo District must prioritize and support teacher motivation through various means such as recognizing and rewarding exemplary teaching practices, providing opportunities for professional growth, and creating a supportive school culture.

By investing in teacher motivation, primary schools in Tororo District can potentially improve the overall quality of teaching and enhance student academic performance.

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The study by Allen, Pianta, Gregory, Mikami, and Lun (2011) provides a strong foundation for understanding the importance of teacher motivation and highlights the potential benefits it can have on the academic outcomes of pupils in primary schools.

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The study conducted by Thommen (2021) provides valuable insights into the relationship between teacher motivation and student achievement and graduation rates.

However, when discussing and critiquing the study about teacher motivation and academic performance of pupils in primary schools in Tororo District, several factors should be considered.

Firstly, the generalizability of the findings might be limited. The study's findings are based on a specific context or sample, which might not be representative of the primary schools in Tororo District. The culture, socioeconomic factors, and educational system in Tororo District may differ from the context in which the study was conducted, raising questions about the external validity of the results.

Additionally, the study's methodology should be examined. The research design, sample size, and data collection methods play a crucial role in the study's validity and reliability. Without a detailed exploration of these factors, it is difficult to assess the robustness of the findings. The credibility of the study might also be affected by potential bias or confounding variables that were not adequately addressed.

Another point of critique relates to the measurement of teacher motivation and academic performance. It is essential to define and assess teacher motivation accurately, as the concept itself can be multifaceted. Different variables, such as intrinsic motivation, job satisfaction, or commitment, might contribute to teacher motivation. Using a comprehensive and reliable instrument to measure teacher motivation would improve the study's validity. Similarly, academic performance should be measured using objective and standardized criteria, such as standardized test scores or grades, to ensure consistency and comparability.

Furthermore, the study could benefit from an exploration of potential mediating or moderating factors. While the study establishes a correlation between teacher motivation and student achievement, it does not delve into the underlying mechanisms or potential confounding variables that might influence this relationship. Factors such as student characteristics, school resources, or teaching methods could mediate or moderate the impact of teacher motivation on academic performance. Including these variables in the analysis would provide a more nuanced understanding of the associations observed.

Lastly, the study lacks a longitudinal perspective. Examining teacher motivation and academic performance over time would allow for a better understanding of the causal relationship between these variables. Longitudinal studies can capture dynamic changes in teacher motivation

and their impact on student outcomes, providing more robust evidence for policy and decision-making.

In conclusion, while the study conducted by Thommen (2021) offers valuable insights into the relationship between teacher motivation and student outcomes, it is important to critically evaluate its limitations in the context of primary schools in Tororo District.

CONCLUSION.

The findings from this study in Tororo district suggest that teacher training all play significant roles in influencing the academic performance of pupils in primary schools. There were also positive associations between teacher training and academic performance, highlighting the importance of equipping teachers with the necessary skills and knowledge. Additionally, the correlation analysis showed significant positive relationships between teacher training and academic performance. The regression analysis further emphasized the strong positive relationship between teacher motivation (in terms of training) and academic performance.

RECOMMENDATIONS.

Invest in teacher training programs: Schools should prioritize investing in teacher training programs to equip educators with the necessary skills and knowledge. Continuous professional development opportunities should be provided to ensure teachers stay updated with the latest teaching methods and best practices. This will have a positive impact on the academic performance of pupils.

Strengthen the relationship between teacher motivation and academic performance: School administrators should understand the importance of teacher motivation and its impact on academic performance. They should prioritize addressing teacher motivation by implementing a combination of monetary rewards, training programs, and recognition measures to foster an environment that supports teachers in achieving their full potential.

Conduct further research: Further research should be conducted to explore and understand the specific strategies and interventions that can effectively improve teacher motivation and academic performance in Tororo district. This can include investigating the most effective ways to implement monetary rewards, designing tailored teacher training programs, and identifying specific recognition initiatives that will resonate with teachers in the district.

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LIST OF ACRONYMS.

DEO	District Education Officer
DIS	District Inspector of Schools
SMC	School Management Committee
SDT	Self Determination Theory
UNEB	Uganda National Examination Board
UPE	Universal Primary Education

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CONFLICT OF INTEREST.

The author declares no conflict of interest.

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