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Original Article

MOTIVATION AND TEACHERS' PERFORMANCE IN SELECTED PUBLIC PRIMARY SCHOOLS KAMULI DISTRICT. A CROSS-SECTIONAL STUDY.

Lukia Namuwaya[*]*, Evelyn Hope Kyokunda*
School of Graduate Studies and Research, Team University.

ABSTRACT.

Background:
The study aims to assess the correlation between motivation and teacher performance.

Methodology:
A cross-sectional survey was conducted. The study used a mixed-methods approach, with data collected through self-administered questionnaires and structured interviews. Data was processed, coded, and analyzed with SPSS version 21.

Results:
The correlation between teacher performance and staff development was 0.775. The correlation coefficient between teacher performance and incentives was 0.523. The coefficient for staff development was 0.646, indicating that for every unit increase in staff development, teachers' performance increased by 0.646 units. For every unit increase in recognition, teachers' performance increased by 0.723 units. "The school provides Continuous Professional Development programs to teachers", indicated a mean response of 4.0 with a standard deviation of 1.6. On the statement "Continuous Professional Development programs allow teachers to exchange ideas and receive feedback from their colleagues". The mean response was 2.4 with a standard deviation of 1.5. On the statement "The government periodically reviews teachers' salaries". The mean score for this statement was 4.3, On the statement "Teachers receive verbal praise for their efforts in UPE schools of Kamuli District", the mean response was 4.5 with a standard deviation of 0.32. The statement "Teachers possess improved teaching skills that capture pupils' attention" has a mean score of 2.8 and a standard deviation of 0.6.

Conclusion:
The regression models show that motivation, as evaluated by staff development, incentives, and recognition, has a positive and significant impact on teacher performance in the Kamuli area. These findings emphasize the importance of providing opportunities for staff development, offering incentives, and acknowledging teachers' efforts to motivate and improve their performance in public primary schools.

Recommendation:
The government should strengthen mentorship and coaching programs by creating a structured framework for mentorship and coaching to enhance teaching skills and practices amongst less experienced teachers.

Keywords: Teacher performance, Professional Development, Kamuli District, Public primary schools

Corresponding author: Lukia Namuwaya[*]
Email: namuwayalukia2811@gmail.com
School of Graduate Studies and Research, Team University.

BACKGROUND OF STUDY.

Motivation and its influence on both individual and organizational performance are one of the most widely researched areas in both management and educational research (Venugopalan, 2007; Shahzadi et al., 2014; Kuria, 2013). Guajardo (2011) specifically identified workload and challenges, remuneration and incentives, recognition and prestige, accountability, career development, institutional environment, voice, and learning materials and facilities as the key motivating variables for teachers. In India, it was established that the motivation of teachers was associated with low absenteeism, maintenance of discipline, proper record keeping, and collection and supply of educational data.

The idea of motivation is that managers can apply several motivational theories to make employees work harder. Human motivation studies aim, in essence, to discover what it is that triggers and sustains human behavior in the workplace. Schein (1988) conceptualizes motivation as "what elicits people to behave in certain ways, achievement of goals, degree of awareness and self-awareness of motives, and models of motivation and management assumptions of workers". Mitchel (1988) defines motivation as 'the degree to which an individual wants and chooses to engage in certain specified behaviors. Buchanan

and Motivation is the cognitive decision-making process through which an individual chooses desired outcomes and sets in motion the actions appropriate to their achievement (B Jackline, 2018).

The Ugandan government has adopted its vision 2040 which is seen as one that will transform the country from a peasant one to a modern one and one of the key tools identified in driving this agenda is education (Teachers Initiative in Sub-Saharan Africa, TISSA, 2013). The Ministry of Education and Sports (MoES) mission is "to provide for, support, guide and coordinate, regulate, and promote quality education and sports to all persons in Uganda for national integration, individual and national development" (MoES, 2013). The Education Act of 2008 categorizes education institutions as government, government-aided, or private. The responsibilities of the Government of Uganda (GoU) towards government and government-aided schools include: "ensuring that trained teachers are deployed; paying salaries and allowances to teachers; providing educational materials and other capital development inputs; providing national selection and admission guidelines for all pupils or students to be enrolled" (Huylebroeck et al., 2015).

To achieve all the desired changes and objectives in the education sector, teacher issues must be dealt with decisively. In a report by TISSA (2013), the following were identified as critical issues associated with teachers in Uganda: 1) teacher pay represents 80 percent of the recurrent education budget; 2) the quality of teachers determines the quality of education, meaning that good teacher training is a condition for the development of quality education; 3) teachers are at the frontline of the implementation of education reforms; therefore, the system must ensure that they are aware of the reforms and can effectively implement them as planned; and 4) the number of teachers must increase for education objectives to be met. Although remarkable progress has been registered by the government in the above areas (MoES, 2015), numerous challenges continue to be encountered in various parts and regions of the country regarding teacher performance and hence quality of education.

Theory Y and X'; Herzberg's Motivation-Hygiene Theory; Alderfer's ERG Theory; and McClelland's Need Theory; 2) process theories of motivation which look at motivation as the outcome of a dynamic interaction between the person and their experiences of an organization and its management. Such processes depend critically on the sense individuals make of their experiences at work. This body of theory includes the so-called 'Expectancy Theory'; 'Equity Theory'; and 'Goal Theory' (Cole and Kelly, 2016). The study aims to assess the Motivation and teachers' performance in selected public primary schools Kamuli district.

METHODOLOGY.

Research design.

The survey design was suitable for the study as it involved experienced head teachers who have observed and assessed the performance of teachers in primary schools over the years. A correlational descriptive research design was used through both qualitative and quantitative approaches. The qualitative approach was used to describe variables that are not measurable in quantitative terms while the quantitative approach was used in testing the hypotheses using inferential statistical measures. The study adopted a mixed-method approach to be able to address the objective of the study.

The Population of the Study.

Table 1: Target population of the study.

Participants	Kimenyulo p/s	St Jacob P/s	Naminagi P/s	Total
SCM	13	13	13	39
Headteachers	01	01	01	03
Teachers	08	10	12	30
Pupils	45	40	42	127
Total	67	64	68	199

Source: Kamuli District Education Department (World Health Organisation Annual Report 2022)

A target population of 199 participants including school management committee members, head teachers, teachers, and primary pupils from the three primary schools in Kamuli District was used.

Sampling Procedures and Techniques.

Table 2: Population size, sample size, and sampling techniques.

Respondents	Population size	Sample size	Sampling technique
School Management Committee members	39	30	Convenience sampling
Headteachers	03	03	Purposive sampling
Teachers	30	25	Purposive sampling
Pupils (p7)	127	73	Simple random sampling
Total	199	131	

The study adopted the Kreijcie & Morgan (1970) table of determining sample size. Therefore 131 respondents were selected as respondents as shown in the table. A convenience sampling technique was used to select the school management committee members who were willing and easily accessible to participate in the study. Purposive sampling was used to select head teachers and teachers who participated in the study. The method was used to select key respondents that were relevant data for the study. Simple random sampling was used to select primary seven pupils to participate in the study. The method was used to eliminate bias.

Data Collection Methods.

The study employed a self-administered questionnaire and interviews to collect primary data. Secondary data was collected using the documentary review method. The method was used to review the literature on the motivation and performance of teachers elsewhere from scholarly materials, articles, magazines, policy documents, and other relevant publications.

Data collection instruments.

The study used both self-administered questionnaires and structured interviews as data collection instruments.

Self-Administered Questionnaire (SAQ).

The questionnaire comprised mainly of statements requiring the respondents to opt for one answer out of five using the Likert format of questionnaire design. This required the respondents to decide between varying degrees of agreement to disagreement. The instrument was mainly used to collect a lot of information in a short period.

Interviews.

An interview guide was developed and focused on the study topic using the responsive interviewing model (Rubin & Rubin, 2005). The goal of responsive interviewing is a solid, deep understanding of what is being studied. The interview questions were in line with study objectives and were answered by head teachers and teachers.

Review of Documents.

Each school's students' academic records were requested for and accessed to observe trends in performance of candidate classes, for the immediate past period, 2021 to 2022. Archived records of e-mail correspondence, circulars to parents, grading/progress reports summaries, and personnel files were reviewed for this purpose. The conditions under which these records are produced as well as the accuracy of the records have been documented.

Validity and Reliability of the Instruments.

The study ensured that both internal and external validity were compiled within the data for the study. The study was overseen by the expert judgment (supervisor) for the research instruments. During the exercise, the supervisor declared 18 questions relevant and accurate to correct data for the study out of 20 questions. The content Validity Index was calculated for the instruments (0.9). This was compared with 0.7 as suggested by Amin (2005) and was a good measure of validity hence the instruments were valid to collect data for the study. Further, the two questions that were not valid were eliminated from the questionnaire.

Reliability.

To test the reliability of the research instrument, Cronbach's Alpha method was used. Cronbach's alpha is a way of assessing reliability by comparing the amount of shared variance, or covariance, among the items making up an instrument to the amount of overall variance. The idea is that if the instrument is reliable, there should be a great deal of covariance among the items relative to the variance.

To measure the consistency and reliability of the questionnaire four respondents were used to pre-test the questionnaire using Cronbach alpha ($\alpha = \frac{Nc}{v+(N-1)c}$) in SPSS as follows.

Where
C is the average inter-response covariance; v is the average variance and N is the number of items in the questionnaire.

Table 3 Reliability of research instrument.

		R1	R2	R3	R4
R1	Covariance	1.403	0.675	0.689	0.722
R2	Covariance	0.675	1.678	0.724	0.737
R3	Covariance	0.689	0.724	1.921	0.803
R4	Covariance	0.722	0.737	0.803	1.736

V= (1.403+1.678+1.921+1.736)/4= 1.685
C= (0.675+0.689+0.722+0.724+0.737+0.803)/6= 0.725
$\alpha = \frac{4(0.725)}{1.685+(4-1)0.725} = 0.75$

According to Amin (2005) if the Cronbach Alpha is greater than 0.7, then it is a good measure of reliability. Thus, for this study, the research instruments were consistent and reliable in collecting data since the Cronbach alpha coefficient was 0.75 and greater than 0.7.

Data Analysis.

Data analysis was processed, coded analyzed using SPSS version 21. Data was analyzed using descriptive statistics for analysis of single variables. Correlational analysis was used to establish the relationship between the study variable and research objectives. Regression analysis was also used to establish the effects of motivation on teacher performance in selected primary schools in Kamuli District

Ethical Considerations.

A supporting letter from the University was obtained explaining the objectives of the research presented to the management of the selected primary schools seeking clearance to obtain any necessary data. The questionnaire also included a cover letter explaining the purpose of the research, why the particular respondents were important in the successful completion of the study, and the protection of identities. This helped to create a free environment for the respondents to participate in the study.

RESULTS.

Response rate.

Table 4: Response rate.

Respondents	*Questionnaires issued*	*Questionnaires received complete and valid*	*Response rate*
School Management Committee members	30	25	83.3
Headteachers	03	03	100
Teachers	25	20	80
Pupils (p7)	73	70	95.9
Total	131	118	90

Based on the findings, the School Management Committee members that were issued with questionnaires, 25 out of 30 completed and returned questionnaires, resulting in a response rate of 83.3%. For Headteachers, all three questionnaires issued were completed, resulting in a 100% response rate. Among the teachers, 20 out of 25 completed and valid questionnaires were received, resulting in a response rate of 80%. The highest response rate was observed among the pupils (P7) group, with 70 out of 73 completed and valid questionnaires received, resulting in a response rate of 95.9%. Overall, out of the total 131 questionnaires issued, 118 were completed and valid, resulting in an overall response rate of 90%.

These findings suggest that the response rates varied among the different groups of respondents. The School Management Committee members and Headteachers had relatively high response rates, while the teachers had a slightly lower response rate. The highest response rate was observed among the pupils, indicating a strong participation level from this group. The overall response rate of 90% suggests

Background Information of the Respondents.

Table 5: Demographic characteristics of the respondents.

Gender	Frequency	Percent
Male	72	61%
Female	46	39%
Total	118	100%
Age (year)		
Below 30	70	59%
31-45	34	29%
46-60	14	12%
Total	118	100%
Marital status		
Single	70	59%
Married	43	36%
Divorced	3	3%
Widowed	2	2%
Total	118	100%
Education level		
Primary	70	59%
Diploma	42	36%
Bachelors	6	5%
Masters	0	0%
Total	118	100%
Length of employment		
Below 5 years	8	17%
6-10 years	30	63%
Above 10 years	10	21%
Total	48	100%

Source: Primary data (2023).

Based on the findings in Table 5, the study "Motivation and Teacher Performance in Selected Primary Schools in Kamuli District" had a total of 118 respondents. Out of these, 61% were male and 39% were female. This shows that there was a higher participation rate from males compared to females.

In terms of age, the majority of respondents (59%) were below 30 years old. 29% were in the age range of 31-45 years, and only 12% were aged between 46-60 years. This indicates that the study had a relatively younger population participating.

Looking at the marital status of the respondents, 59% were single, 36% were married, 3% were divorced, and 2% were widowed. It is worth noting that a majority of the respondents were single, which might suggest that married individuals since the majority of the respondents were students hence the biggest proportions of singles participating in the study.

In terms of education level, the largest proportion of respondents (59%) had only completed primary education. 36% had completed a diploma, while only 5% had a bachelor's degree. None of the respondents had a master's degree. This indicates that the study had a high participation rate from individuals with lower levels of education particularly teachers in primary schools.

Lastly, on the length of employment, only 48 respondents provided information. Out of these, 17% had been employed for below 5 years, 63% had been employed for

6-10 years, and 21% had been employed for above 10 years. Based on these findings, most teachers have taught for 6-10 years and hence have moderate experience

Overall, the findings suggest that the study had a relatively higher response rate from males, younger individuals, and those with lower levels of education.

Staff development in government primary schools in Kamuli district

For this particular section, responses were captured based on a Likert 5-point scale i.e. 5= Strongly Agree, 4= Agree, 3 = Neutral, 2 = Disagree and 1 = Strongly Disagree. The table also includes the summary of the participant's responses based on percentages (P), frequency (F), standard deviation (Std), and mean.

Table 6: Staff development in government primary schools in Kamuli district.

Statements	Mean	Standard deviation
The school provides Continuous Professional Development programs to teachers	4.0	1.6
Continuous development programs offer teachers opportunities to acquire knowledge and skills	4.6	0.4
Continuous Professional Development programs allow teachers to exchange ideas and receive feedback from their colleagues	2.4	1.5
Schools encourage teachers to take on in-service training programs	4.3	0.4
School managements encourage teachers to conduct action research to investigate specific teaching and learning issues within their classrooms	1.6	0.8
Professional Learning Communities (PLCs) enable teachers to collaborate regularly on teaching practices	1.4	0.4

Findings in table 6 on the statement "The school provides Continuous Professional Development programs to teachers", indicated a mean response of 4.0 with a standard deviation of 1.6. This indicates that participants generally agree that CPD programs are provided by the school management. However, the 1.6 standard deviation shows variations in responses to the statement

On the statement "Continuous development programs offer teachers opportunities to acquire knowledge and skills". The mean response was 4.6 with a standard deviation of 0.4. This suggests that participants strongly agree that Continuous development programs offer teachers opportunities to acquire knowledge and skills for enhancing their teaching abilities.

On the statement "Continuous Professional Development programs allow teachers to exchange ideas and receive feedback from their colleagues". The mean response was 2.4 with a standard deviation of 1.5. This indicates that participants disagree that Continuous Professional Development programs allow teachers to exchange ideas and receive feedback from their colleagues.

In the statement "Schools encourage teachers to take on in-service training programs". The mean response was 4.3 with a standard deviation of 0.4. This indicates that schools do not encourage teachers to take on in-service training programs.

On the statement "School managements encourage teachers to conduct action research to investigate specific teaching and learning issues within their classrooms". The mean response was 1.6 with a standard deviation of 0.8. This indicates that participants generally disagree with the statement that school management does not encourage teachers to conduct action research to investigate specific teaching and learning issues within their classrooms in Kamuli District.

On the statement "Professional Learning Communities (PLCs) enable teachers to collaborate regularly on teaching practices". The mean response was 1.4 with a standard deviation of 0.4. This indicates that participants strongly disagree that Professional Learning Communities (PLCs) do not enable teachers to collaborate regularly on teaching practices.

Overall, the findings highlight the need for improvement in staff development and support for teachers in government primary schools in the Kamuli district. While there is generally agreement that CPD programs are provided and offer opportunities for knowledge and skill acquisition, there are areas of concern such as the lack of collaboration and encouragement for in-service training and action research. These findings suggest that further efforts should be made to enhance staff development and support teachers in their professional growth to ultimately improve teaching and learning in Kamuli district.

Teacher incentives in government Primary Schools in Kamuli district.

The study 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 7: Teacher incentives and teachers' performance in government Primary Schools in Kamuli district.

Statement	Mean	std
The government periodically reviews teachers' salaries.	4.3	0.22
The District Education Office organizes various training programs for teachers to enhance their teaching skills	4.1	0.38
Teachers who demonstrate exceptional performance are often considered for promotions.	4.6	0.43
In some cases, performance-based incentives are provided to teachers	2.5	0.33
Teachers are recognized and awarded for outstanding contributions to the education sector with certificates	2.3	0.5
Government primary schools are provided with textbooks, educational materials, and classroom supplies that enable teachers to deliver effective lessons	4.3	0.8
School administrators ensure that teachers receive supportive supervision and regular feedback	4.1	0.4

Based on the data in Table 7, the following are findings regarding incentives and teachers' performance in government primary schools in Kamuli district:
On the statement "The government periodically reviews teachers' salaries". The mean score for this statement was 4.3, indicating that the majority of participants agreed that the government reviews teachers' salaries. The standard deviation of 0.22 suggests that the responses were relatively consistent.

On the statement "The District Education Office organizes various training programs for teachers to enhance their teaching skills". The mean score for this statement was 4.1, showing that most participants agreed that the District Education Office organizes training programs. The standard deviation of 0.38 indicates some variability in the responses.
On the statement "Teachers who demonstrate exceptional performance are often considered for promotions". The mean score for this statement was 4.6, indicating that most participants strongly agreed that teachers who perform exceptionally are considered for promotions. The standard deviation of 0.43 suggests some variability in the responses.
On the statement "In some cases, performance-based incentives are provided to teachers". The mean score for this statement was 2.5, showing that participants were more likely to disagree with the statement. The standard deviation of 0.33 suggests some variability in the responses.
On the statement "Teachers are recognized and awarded for outstanding contributions to the education sector with certificates". The mean score for this statement was 2.3, indicating that participants generally disagreed with the statement. The standard deviation of 0.5 suggests some variability in the responses.
To the statement "Government primary schools are provided with textbooks, educational materials, and classroom supplies that enable teachers to deliver effective lessons". The mean score for this statement was 4.3, showing that most participants agreed that government schools are provided with necessary materials. The standard deviation of 0.8 suggests some variability in the responses.
On the statement "School administrators and district officials ensure that teachers receive supportive supervision and regular feedback". The mean score for this statement was 4.1, indicating that most participants agreed that administrators and officials provide support and feedback. The standard deviation of 0.4 suggests some variability in the responses.
Overall, the findings suggest that teachers in government primary schools in Kamuli district perceive a positive environment regarding incentives and support for their performance. They feel that salaries are periodically reviewed, training programs are organized, exceptional performance is considered for promotions, and schools are provided with necessary materials. However, there is a lower perception of performance-based incentives and recognition through certificates. There is also some variability in the responses, suggesting.

Teacher recognition in government primary schools in Kamuli district.

The study used the Likert 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 (%), frequency (f), standard deviation (std), and mean;

Table 8: Teacher recognition in government primary schools in Kamuli district.

Statement	Mean	Std
Teachers receive verbal praise for their efforts in UPE schools of Kamuli District	4.5	0.32
Teachers efforts are publicly acknowledged in UPE schools in Kamuli district	2.6	0.11
Teachers in UPE schools are often recognized through professional development opportunities in Kamuli District	2.6	0.27
Recognition re-assures teachers in UPE schools that they are making a positive impact in their students' lives	1.3	0.12
Recognition plays a crucial role in retaining talented teachers in government primary schools in Kamuli district	4.0	0.5

In table 8 Based on the Likert scale responses

On the statement "Teachers receive verbal praise for their efforts in UPE schools of Kamuli District", the mean response was 4.5 with a standard deviation of 0.32. This indicates that the participants largely agreed (mean close to 5) that teachers receive verbal praise for their efforts in UPE schools of Kamuli District. The low standard deviation suggests that there was little variability in the responses.

On the statement "Teachers efforts are publicly acknowledged in UPE schools in Kamuli district", the mean response was 2.6 with a standard deviation of 0.11. This indicates that the participants disagreed (mean closer to 2) that teachers' efforts are publicly acknowledged in UPE schools in Kamuli District. The low standard deviation suggests that there was little variability in the responses.

On the statement "Teachers in UPE schools are often recognized through professional development opportunities in Kamuli District", the mean response was 2.6 with a standard deviation of 0.27. This indicates that the participants somewhat disagreed (mean closer to 2) that teachers in UPE schools are often recognized through professional development opportunities in Kamuli District. The low standard deviation suggests that there was some variability in the responses.

On the statement "Recognition reassures teachers in UPE schools that they are making a positive impact in their students' lives", the mean response was 1.3 with a standard deviation of 0.12. This indicates that the participants strongly disagreed (mean closer to 1) that recognition reassures teachers in UPE schools that they are making a positive impact in their students' lives. The low standard deviation suggests that there was little variability in the responses.

On the statement "Recognition plays a crucial role in retaining and attracting talented teachers to government primary schools in Kamuli district, hence acts as a positive advertisement for the schools", the mean response was 4.0 with a standard deviation of 0.5. This indicates that the participants largely agreed (mean close to 4) that recognition plays a crucial role in retaining and attracting talented teachers to government primary schools in Kamuli district, acting as a positive advertisement for the schools. The higher standard deviation suggests that there was more variability in the responses compared to the previous statements.

In summary, the findings suggest that teachers in UPE schools of Kamuli District feel that they receive verbal praise for their efforts and recognition plays a crucial role in retaining and attracting talented teachers to government primary schools. However, there seems to be a lack of public acknowledgment of their efforts and recognition through professional development opportunities in Kamuli District. Additionally, the participants strongly disagreed that this recognition reassures teachers that they are making a positive impact on their students' lives.

Teacher performance in government primary schools in Kamuli district

The study used the Likert 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 (%), frequency (f), standard deviation (std), and mean;

Table 9: Teacher performance in government primary schools in Kamuli district.

Statement	Mean	Std
There is improved academic performance among primary pupils in Kamuli district	2.5	0.3
Teachers maintain a positive learning environment in primary schools of Kamuli District	2.6	0.1
Teachers demonstrate a high level of differentiated instruction in classrooms	2.6	0.2
Teachers effectively plan for their lessons and meet learners' objectives	3.3	0.1
Teachers effectively communicate with pupils.	2.0	0.5
Teachers possess improved teaching skills that capture pupil's attention	2.8	0.6
Teachers interact with learners easily	4.2	0.3
Teachers provide feedback to pupils regularly	4.4	0.4
Teachers come very early to school	2.4	0.6
Teachers have a deep understanding and content knowledge of various subjects	2.6	0.3
Teachers regularly miss lessons	2.3	0.1

From Table 9, it can be observed that the mean scores for most of the statements are relatively low, indicating that the participants generally disagreed or strongly disagreed with those statements.

The statement "There is improved academic performance primary pupils in Kamuli district" has a mean score of 2.5 and a standard deviation of 0.3. This suggests that the participants were neutral towards this statement, neither agreeing nor disagreeing that there is improved academic performance.

The statement "Teachers maintain a positive learning environment in primary schools of Kamuli District" has a mean score of 2.6 and a standard deviation of 0.1. Participants again were neutral towards this statement.

The statement "Teachers demonstrate a high level of differentiated instruction in classrooms" has a mean score of 2.6 and a standard deviation of 0.2. Similar to the previous statements, participants did not strongly agree or disagree with this statement.

The statement "Teachers effectively plan for their lessons and meet learners' objectives" has a mean score of 3.3 and a standard deviation of 0.1. This suggests that the participants agreed that teachers effectively plan for their lessons and meet learners' objectives, but the level of agreement is not very high.

The statement "Teachers effectively communicate with pupils " has a mean score of 2.0 and a standard deviation of 0.5. This indicates that the participants strongly disagreed with this statement, suggesting that they perceived teachers to be ineffective in communicating with pupils.

The statement "Teachers possess improved teaching skills that capture pupil's attention" has a mean score of 2.8 and a standard deviation of 0.6. Participants again disagreed with this statement, indicating that they perceived teachers to be lacking in improved teaching skills.

The statement "Teachers interact with learners easily" has a mean score of 4.2 and a standard deviation of 0.3. This shows that the participants strongly agreed that teachers can interact easily with learners.

The statement "Teachers provide feedback to pupils regularly" has a mean score of 4.4 and a standard deviation of 0.4. Participants strongly agreed that teachers provide feedback to pupils regularly.

The statement "Teachers come very early at school" has a mean score of 2.4 and a standard deviation of 0.6. Participants disagreed with this statement, suggesting that they perceived teachers to not come very early at school.

The statement "Teachers have a deep understanding and content knowledge of various subjects" has a mean score of 2.6 and a standard deviation of 0.3. Participants were neutral towards this statement, neither strongly agreeing nor disagreeing that teachers have a deep understanding and content knowledge of various subjects.

The statement "Teachers regularly miss lessons" has a mean score of 2.3 and a standard deviation of 0.1. Participants disagreed that teachers regularly miss lessons.

Overall, the findings suggest that the participants had mixed perceptions of teacher performance in government primary schools in Kamuli district. While they agreed that teachers effectively plan for their lessons, interact easily with learners, and provide feedback regularly, they disagreed or were neutral towards statements regarding improved academic performance, a positive learning environment, differentiated instruction, effective communication with pupils, improved teaching skills, deep understanding, and content knowledge, and coming early to school.

Correlation findings of the study.

Table 10: Correlation findings.

		Staff development	Incentives	Recognitions	Teacher performance
Teacher performance	Pearson Correlation	0.775**	0.523**	0.872**	1.000
	Sig. (2-tailed)	0.001	0.001	0.002	
	N	118	118	118	118

The correlation matrix in Table 10 shows the Pearson correlation coefficients between teacher performance and three other variables: staff development, incentives, and recognition.

Firstly, the correlation between teacher performance and staff development was 0.775, which indicates a strong positive correlation. This means that there is a significant relationship between staff development programs and teacher performance in government primary schools in Kamuli District. As staff development opportunities increase, teacher performance tends to improve.

Secondly, the correlation coefficient between teacher performance and incentives was 0.523. This suggests a moderate positive correlation between the two variables. It implies that providing incentives to teachers can have a positive impact on their performance, although not as strong as staff development.

Lastly, the correlation coefficient between teacher performance and recognition is 0.872. This indicates a very strong positive correlation between these variables. It shows that recognizing teachers for their achievements and contributions significantly affects their performance, with higher recognition leading to better performance.

Overall, these findings suggest that staff development, incentives, and recognition are all significantly related to teacher performance. Investing in staff development programs, providing incentives, and recognizing teacher achievements can all contribute to improving their performance. Educational institutions need to prioritize these factors to enhance overall teacher effectiveness and ultimately improve student outcomes.

Motivation and teachers' performance in public primary Schools in Kamuli district.

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Table 11: Regression findings on motivation and teachers' performance in public primary Schools in Kamuli district.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.342	.004		3.187	.000
	Staff development	0.646	.008	0.737	4.025	.000
Independent variable: Motivation						
	R square	0.772[a]			F-statistics	6.553
	Adjusted R Square	0.745			Sig.	0.001
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.323	.004		2.118	.001
	Incentives	4.290	.004	0.432	2.846	000
Independent variable: Motivation						
	R square	0.775 [b]			F-statistics	6.010
	Adjusted R Square	0.757			Sig.	0.000
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.745	0.011		4.551	0.014
	Recognition	0.723	0.014	0.918	5.567	0.000
Independent variable: Motivation						
	R square	0.616[c]			F-statistics	8.348
	Adjusted R Square	0.648			Sig.	0.000

The findings in Table 11 of the regression analysis show the relationship between motivation and teachers' performance in public primary schools in Kamuli district. Three different regression variables were used, each explaining the independent variable (motivation).

The coefficient for staff development was 0.646, indicating that for every unit increase in staff development, teachers' performance increased by 0.646 units. This coefficient was statistically significant ($t = 4.025$, $p < 0.001$), suggesting a strong positive relationship between staff development and teachers' performance. The adjusted R-squared value for this model was 0.745, indicating that 74.5% of the variation in teachers' performance could be explained by staff development.

The coefficient for incentives was 4.290, meaning that for every unit increase in incentives, teachers' performance increased by 4.290 units. This coefficient was also statistically significant ($t = 2.846$, $p < 0.001$), indicating a positive relationship between incentives and teachers' performance. The adjusted R-squared value for this model was 0.757, suggesting that 75.7% of the variation in teachers' performance could be explained by incentives.

The coefficient for recognition was 0.723, indicating that for every unit increase in recognition, teachers' performance increased by 0.723 units. This coefficient was statistically significant ($t = 5.567$, $p < 0.001$), showing a strong positive relationship between recognition and teachers' performance. The adjusted R-squared value for this model was 0.648, suggesting that 64.8% of the variation in teachers' performance could be explained by recognition.

Overall, the findings of these regression models indicate that motivation, as measured by staff development, incentives, and recognition, has a positive and significant effect on teachers' performance in Kamuli district. These findings highlight the importance of providing opportunities for staff development, offering incentives, and recognizing the efforts of teachers to motivate them and improve their performance in public primary schools.

DISCUSSION.

Staff development and teachers' performance in government primary schools in Kamuli District.

Findings on the statement "The school provides Continuous Professional Development programs to teachers", indicated a mean response of 4.0 with a standard deviation of 1.6. This indicates that participants generally agree that CPD programs are provided by the school management. However, the 1.6 standard deviation shows variations in responses to the statement

On the statement "Continuous development programs offer teachers opportunities to acquire knowledge and skills". The mean response was 4.6 with a standard deviation of 0.4. This suggests that participants strongly agree that Continuous development programs offer teachers opportunities to acquire knowledge and skills for enhancing their teaching abilities.

On the statement "Continuous Professional Development programs allow teachers to exchange ideas and receive feedback from their colleagues". The mean response was 2.4 with a standard deviation of 1.5. This indicates that participants disagree that Continuous Professional Development programs allow teachers to exchange ideas and receive feedback from their colleagues.

On the statement "Schools encourage teachers to take on in-service training programs". The mean response was 4.3 with a standard deviation of 0.4. This indicates that schools do not encourage teachers to take on in-service training programs.

On the statement "School managements encourage teachers to conduct action research to investigate specific teaching and learning issues within their classrooms". The mean response was 1.6 with a standard deviation of 0.8. This indicates that participants generally disagree with the statement that school management does not encourage teachers to conduct action research to investigate specific teaching and learning issues within their classrooms in Kamuli District.

On the statement "Professional Learning Communities (PLCs) enable teachers to collaborate regularly on teaching practices". The mean response was 1.4 with a standard deviation of 0.4. This indicates that participants strongly disagree that Professional Learning Communities (PLCs) do not enable teachers to collaborate regularly on teaching practices.

Overall, the findings highlight the need for improvement in staff development and support for teachers in government primary schools in Kamuli district. While there is generally agreement that CPD programs are provided and offer opportunities for knowledge and skill acquisition, there are areas of concern such as the lack of collaboration and encouragement for in-service training and action research. These findings suggest that further efforts should be made to enhance staff development and support teachers in their professional growth to ultimately improve teaching and learning in Kamuli district.

Teacher incentives in government Primary Schools in Kamuli district.

On the statement "The government periodically reviews teachers' salaries". The mean score for this statement was 4.3, indicating that the majority of participants agreed that the government reviews teachers' salaries. The standard deviation of 0.22 suggests that the responses were relatively consistent.

On the statement "The District Education Office organizes various training programs for teachers to enhance their teaching skills". The mean score for this statement was 4.1, showing that most participants agreed that the District Education Office organizes training programs. The standard deviation of 0.38 indicates some variability in the responses.

On the statement "Teachers who demonstrate exceptional performance are often considered for promotions". The mean score for this statement was 4.6, indicating that most participants strongly agreed that teachers who perform exceptionally are considered for promotions. The standard deviation of 0.43 suggests some variability in the responses.

On the statement "In some cases, performance-based incentives are provided to teachers". The mean score for this statement was 2.5, showing that participants were more likely to disagree with the statement. The standard deviation of 0.33 suggests some variability in the responses.

On the statement "Teachers are recognized and awarded for outstanding contributions to the education sector with certificates". The mean score for this statement was 2.3, indicating that participants generally disagreed with the statement. The standard deviation of 0.5 suggests some variability in the responses.

On the statement "Government primary schools are provided with textbooks, educational materials, and classroom supplies that enable teachers to deliver effective lessons". The mean score for this statement was 4.3, showing that most participants agreed that government schools are provided with necessary materials. The standard deviation of 0.8 suggests some variability in the responses.

On the statement "School administrators and district officials ensure that teachers receive supportive supervision and regular feedback". The mean score for this statement was 4.1, indicating that most participants agreed that administrators and officials provide support and feedback. The standard deviation of 0.4 suggests some variability in the responses.

Overall, the findings suggest that teachers in government primary schools in the Kamuli district perceive a positive environment regarding incentives and support for their performance. They feel that salaries are periodically

reviewed, training programs are organized, exceptional performance is considered for promotions, and schools are provided with necessary materials. However, there is a lower perception of performance-based incentives and recognition through certificates. There is also some variability in the responses, suggesting

Teacher recognition in government primary schools in Kamuli district.

On the statement "Teachers receive verbal praise for their efforts in UPE schools of Kamuli District", the mean response was 4.5 with a standard deviation of 0.32. This indicates that the participants largely agreed (mean close to 5) that teachers receive verbal praise for their efforts in UPE schools of Kamuli District. The low standard deviation suggests that there was little variability in the responses.

On the statement "Teachers efforts are publicly acknowledged in UPE schools in Kamuli district", the mean response was 2.6 with a standard deviation of 0.11. This indicates that the participants disagreed (mean closer to 2) that teachers' efforts are publicly acknowledged in UPE schools in Kamuli District. The low standard deviation suggests that there was little variability in the responses.

On the statement "Teachers in UPE schools are often recognized through professional development opportunities in Kamuli District", the mean response was 2.6 with a standard deviation of 0.27. This indicates that the participants somewhat disagreed (mean closer to 2) that teachers in UPE schools are often recognized through professional development opportunities in Kamuli District. The low standard deviation suggests that there was some variability in the responses.

On the statement "Recognition reassures teachers in UPE schools that they are making a positive impact in their students' lives", the mean response was 1.3 with a standard deviation of 0.12. This indicates that the participants strongly disagreed (mean closer to 1) that recognition reassures teachers in UPE schools that they are making a positive impact in their students' lives. The low standard deviation suggests that there was little variability in the responses.

On the statement "Recognition plays a crucial role in retaining and attracting talented teachers to government primary schools in Kamuli district, hence acts as a positive advertisement for the schools", the mean response was 4.0 with a standard deviation of 0.5. This indicates that the participants largely agreed (mean close to 4) that recognition plays a crucial role in retaining and attracting talented teachers to government primary schools in Kamuli district, acting as a positive advertisement for the schools. The higher standard deviation suggests that there was more variability in the responses compared to the previous statements.

In summary, the findings suggest that teachers in UPE schools of Kamuli District feel that they receive verbal praise for their efforts and recognition plays a crucial role in retaining and attracting talented teachers to government primary schools. However, there seems to be a lack of public acknowledgement of their efforts and recognition through professional development opportunities in Kamuli District. Additionally, the participants strongly disagreed that this recognition reassures teachers that they are making a positive impact on their students' lives.

Teacher performance in government primary schools in Kamuli district

The statement "There is improved academic performance primary pupils in Kamuli district" has a mean score of 2.5 and a standard deviation of 0.3. This suggests that the participants were neutral towards this statement, neither agreeing nor disagreeing that there is improved academic performance.

The statement "Teachers maintain a positive learning environment in primary schools of Kamuli District" has a mean score of 2.6 and a standard deviation of 0.1. Participants again were neutral towards this statement.

The statement "Teachers demonstrate a high level of differentiated instruction in classrooms" has a mean score of 2.6 and a standard deviation of 0.2. Similar to the previous statements, participants did not strongly agree or disagree with this statement.

The statement "Teachers effectively plan for their lessons and meet learners' objectives" has a mean score of 3.3 and a standard deviation of 0.1. This suggests that the participants agreed that teachers effectively plan for their lessons and meet learners' objectives, but the level of agreement is not very high.

The statement "Teachers effectively communicate with pupils " has a mean score of 2.0 and a standard deviation of 0.5. This indicates that the participants strongly disagreed with this statement, suggesting that they perceived teachers to be ineffective in communicating with pupils.

The statement "Teachers possess improved teaching skills that capture pupils' attention" has a mean score of 2.8 and a standard deviation of 0.6. Participants again disagreed with this statement, indicating that they perceived teachers to be lacking in improved teaching skills.

The statement "Teachers interact with learners easily" has a mean score of 4.2 and a standard deviation of 0.3. This shows that the participants strongly agreed that teachers can interact easily with learners.

The statement "Teachers provide feedback to pupils regularly" has a mean score of 4.4 and a standard deviation of 0.4. Participants strongly agreed that teachers provide feedback to pupils regularly.

The statement "Teachers come very early at school" has a mean score of 2.4 and a standard deviation of 0.6. Participants disagreed with this statement, suggesting that they perceived teachers to not come very early at school.

The statement "Teachers have a deep understanding and content knowledge of various subjects" has a mean score of 2.6 and a standard deviation of 0.3. Participants were

neutral towards this statement, neither strongly agreeing nor disagreeing that teachers have a deep understanding and content knowledge of various subjects.

The statement "Teachers regularly miss lessons" has a mean score of 2.3 and a standard deviation of 0.1. Participants disagreed that teachers regularly miss lessons.

Overall, the findings suggest that the participants had mixed perceptions of teacher performance in government primary schools in Kamuli district. While they agreed that teachers effectively plan for their lessons, interact easily with learners, and provide feedback regularly, they disagreed or were neutral towards statements regarding improved academic performance, a positive learning environment, differentiated instruction, effective communication with pupils, improved teaching skills, deep understanding, and content knowledge, and coming early to school.

Correlation findings.

The correlation between staff development and teacher performance was 0.775. The strong correlation between staff development and teacher performance suggests that providing opportunities for teachers to enhance their skills, knowledge, and abilities significantly influences their performance in the classroom.

The correlation between teacher incentives and teacher performance was ($r = 0.523$, $p < 0.001$). The positive correlation between incentives and teacher performance indicates that providing rewards, bonuses, or other forms of compensation for high-performing teachers can motivate them to excel in their roles.

The correlation between teacher recognition and teacher performance was ($r = 0.872$, $p < 0.002$). The strong correlation between teacher recognition and teacher performance demonstrates that acknowledging and appreciating teachers' efforts and achievements positively impacts their performance. Publicly recognizing outstanding teachers can create a supportive and encouraging environment, leading to improved teaching practices.

Regression findings.

The findings of the regression analysis show the relationship between motivation and teachers' performance in public primary schools in Kamuli district. Three different regression variables were used, each explaining the independent variable (motivation).

The coefficient for staff development was 0.646, indicating that for every unit increase in staff development, teachers' performance increased by 0.646 units. This coefficient was statistically significant ($t = 4.025$, $p < 0.001$), suggesting a strong positive relationship between staff development and teachers' performance. The adjusted R-squared value for this model was 0.745, indicating that 74.5% of the variation in teachers' performance could be explained by staff development.

The coefficient for incentives was 4.290, meaning that for every unit increase in incentives, teachers' performance increased by 4.290 units. This coefficient was also statistically significant ($t = 2.846$, $p < 0.001$), indicating a positive relationship between incentives and teachers' performance. The adjusted R-squared value for this model was 0.757, suggesting that 75.7% of the variation in teachers' performance could be explained by incentives.

The coefficient for recognition was 0.723, indicating that for every unit increase in recognition, teachers' performance increased by 0.723 units. This coefficient was statistically significant ($t = 5.567$, $p < 0.001$), showing a strong positive relationship between recognition and teachers' performance. The adjusted R-squared value for this model was 0.648, suggesting that 64.8% of the variation in teachers' performance could be explained by recognition.

CONCLUSION.

Overall, the findings of these regression models indicate that motivation, as measured by staff development, incentives, and recognition, has a positive and significant effect on teachers' performance in Kamuli district. These findings highlight the importance of providing opportunities for staff development, offering incentives, and recognizing the efforts of teachers to motivate them and improve their performance in public primary schools.

RECOMMENDATIONS.

- Schools should increase investment in continuous professional development (CPD) programs for teachers as it will provide teachers with more opportunities to acquire new teaching techniques and enhance their understanding of subjects like mathematics, science, and language arts.
- The government should strengthen mentorship and coaching programs by creating a structured framework for mentorship and coaching to enhance teaching skills and practices amongst less experienced teachers.
- Management of primary schools should promote collaboration and feedback among teachers: as it will help improve teaching practices and student outcomes.
- The Ministry of Education through district education officers should enhance the effectiveness of in-service training programs by aligning training content with the specific needs and challenges of teachers in Kamuli district.
- Teachers should be encouraged to engage in action research within their classrooms or

schools. This will provide them with opportunities to investigate specific teaching and learning issues and improve their teaching practices and student outcomes.

- School management should strengthen professional learning communities (PLCs) for their teachers by providing time and resources for regular collaborative meetings, facilitating the sharing of best practices and experiences, and promoting a culture of continuous improvement through collaboration.
- The Ministry of Education should ensure fair and regular salary reviews to maintain job satisfaction
- The government should establish clear criteria and processes for identifying and promoting teachers who demonstrate outstanding performance. Promotions should come with increased responsibilities and higher pay, providing teachers with further motivation to strive for excellence.

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ABBREVIATIONS.

MoES: Ministry of Education and Sports
TISSA: Teachers Initiative in Sub-Saharan Africa

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AUTHOR BIOGRAPHY.

Lukia Namuwaya is a student of a master's in educational planning and management at Team University.
Evelyn Hope Kyokunda is a Lecturer at Team University.

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