

MOTIVATION AND JOB PERFORMANCE OF PRIMARY SCHOOL TEACHERS IN KAPTUM SUBCOUNTY, KWEEN DISTRICT, UGANDA.

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ABSTRACT

The study sought to investigate the relationship between motivation and job performance among primary school teachers in Kween district, Uganda. A cross-sectional study design was employed, utilizing a quantitative approach. The Krejcie & Morgan sampling table was used to select a random sample of 74 primary teachers from a population of 92 primary school teachers in Kaptum Sub-county, Kween district. SPSS was utilized for data analysis, and Autonomy ($r = 0.810$, $p < 0.05$) and mastery ($r = 0.834$, $p < 0.05$) exhibit strong positive associations with job performance, while reward systems ($r = 0.442$, $p < 0.05$) and growth opportunities ($r = 0.760$, $p < 0.05$) also significantly correlate with job performance. Regression analysis identified reward systems, growth opportunities, work environment, autonomy, and mastery as predictors of job performance. Recommendations include improving reward systems, offering professional development opportunities, ensuring job security, and empowering teachers with autonomy and mastery.

Key words: Motivation, Extrinsic, Intrinsic, Job performance

1. BACKGROUND OF THE STUDY.

Job performance, defined as the extent to which an employee effectively carries out assigned tasks and fulfills job responsibilities (Delery & Roumpi, 2021), is a critical determinant of organizational success. It encompasses both technical proficiency and broader behavioral aspects like interpersonal skills and adaptability (LePine et al., 2022). Historically, the study of job performance has evolved from the early 20th century with Frederick Taylor's scientific management principles to contemporary approaches that integrate both intrinsic and extrinsic factors affecting employee performance (Elaine et al., 2019; Fariha & Uddin, 2020).

Globally, teacher motivation is a significant factor influencing job performance and educational outcomes. Motivated teachers are crucial for creating engaging learning environments and fostering student growth (Jones & Smith, 2020). Research indicates that motivated educators exhibit higher dedication, innovation, and resilience, leading to enhanced student performance (Brown & Johnson, 2017). However, various factors, including socio-economic conditions and institutional support, affect this relationship (Brown, 2019).

In Africa, the relationship between teacher motivation and job performance is especially pertinent due to unique socio-economic challenges. Limited resources, high student-teacher ratios, and infrastructural deficiencies underscore the critical role of motivated teachers in overcoming these obstacles (Muñoz Medina et al., 2022). Studies emphasize that motivated teachers significantly impact student outcomes, driving educational equity and excellence despite these challenges (Jones et al., 2021).

Focusing on Uganda, the dynamics of teacher motivation and job performance reflect broader African trends while bearing unique local characteristics. Within Uganda's educational context, motivated teachers are fundamental, especially in overcoming challenges such as limited resources, overcrowded classrooms, and inadequate infrastructure (Mukisa, 2019). Government initiatives like Universal Primary Education (UPE) and Universal Secondary Education (USE) aim to improve the education system, but their impact on teacher motivation and performance is varied (Mukisa, 2019). Kween district, benefiting from UPE and USE programs, still faces challenges such as high dropout rates, low literacy levels, poor infrastructure, and teacher absenteeism. In the 2023 Primary Leaving Examinations (PLE), over 28.4% of pupils in Kween district scored in Division U, highlighting significant educational deficiencies (UNEB, 2024). Specific to Kaptum Subcounty in Kween, over 30% of primary school students fail to complete their education due to poverty, lack of parental support, and distance to schools (Kaptum Subcounty Education Office, 2019). A survey by Muhindo (2021) revealed that over 40% of teachers in Kaptum Subcounty feel demotivated due to low salaries.

Factors such as teacher absenteeism, low salaries, and incompetence, which are widespread in Uganda, contribute to poor pupil grades in Kween district (MoE, 2023; Wilke et al., 2022). A UNICEF study found that at least 60% of Uganda's teachers are not present in the classroom at half of all public schools (Wilke et al., 2022). This study assessed the level of motivation among primary school teachers in Uganda and their association with job performance, focusing specifically on Kween district. By examining the nuanced relationship between teacher motivation and job performance, this research informed tailored strategies to enhance the overall quality of primary education in this context.

2. MOTIVATION AND JOB PERFORMANCE

The term performance has been defined differently by different scholars basing on the perspective from which they approach it. For instance, according to Liu & Yaoping (2021), it may imply efficiency, economy, results, or return (profits) on investment. This definition aligns with the importance of job performance in achieving organizational goals and maximizing outcomes, ensuring that efforts contribute to the overall success of the organization. On the other hand, Forson et al. (2021) define job performance as a construct that elicits behavior related to achievement with evaluative components. This study adopted the conceptualization by Han & Yin (2018) who define teacher job performance to cover the concepts of student achievement, classroom management, lesson delivery, instructional strategies and overall teaching effectiveness.

Central to the discourse on job performance lies the role of motivation – the psychological impetus that propels individuals towards action and goal attainment. Drawing from seminal works by Chen (2019) and Marczak & Yawson (2021), motivation is conceptualized as a dynamic force that shapes the direction and persistence of individual effort. Whether driven by intrinsic desires or external rewards, motivation serves as a pivotal determinant in shaping job performance outcomes.

2.1 Intrinsic motivation and job performance

Intrinsic motivation is the motivation to engage in a behavior because of the inherent satisfaction of the activity rather than the desire for a reward or specific outcome (Cherry, 2023). Intrinsic motivation will be conceptualized in terms of Autonomy, Mastery, and Sense of purpose, and Job satisfaction (Broeck & Rosen, 2018). It is driven by internal or intrinsic desire, meaning that the motivation comes solely from oneself and not from external forces such as incentives or praise (Broeck & Rosen, 2018).

The intrinsic motivation of primary school teachers plays a pivotal role in shaping their job performance, as it serves as a driving force that propels educators to engage wholeheartedly in their responsibilities (Shamina, 2018). Some researchers have investigated the association between autonomy and job performance, globally. For example, Park (2018) also argues that there is a significant positive relationship between job autonomy and teacher performance. Sokmen & Kilic (2019) explored the relationship between primary school teachers' sense of self-efficacy, autonomy, job satisfaction, teacher engagement, and burnout variables. The study was conducted using a quantitative research design and a correlational model. It was found out that teacher autonomy predicted teacher engagement positively. Furthermore, Shamina (2018) studied the relationship between professional autonomy of teachers and their job performance in higher education institutions and found that there was a significant positive correlation between professional autonomy and job performance.

Kemboi et al. (2019) examined mastery, feedback and their effects on employee performance on a random sample of 320 nurses from Moi teaching and referral hospital, and it was found that mastery significantly affect job performance. Armawati1 & Ahmad (2021) also conducted a study on the effect of mastery of information technology on teacher performance; and it was found that mastery of information technology has a significant effect on teacher performance. (Guo et al., 2022) also posit that Mastery-approach goal orientation, which focuses on achieving competence and mastering the task, is positively associated with job performance, especially for complex and creative tasks that require learning and problem-solving

Pradhan et al. (2019) conducted a study to understand the moderating role of passion between purpose and performance. Data collection was done through structured questionnaire from 307 officials working in eastern zone of Indian Railways, and a positive relationship was evident between purpose and performance, whereas passion was found to be positively moderating the relationship between purpose and performance. This implies that along with purpose employees need to be fueled with passion on continuous basis to drive performance.

In a related study, Cardona & Rey (2022) found that organizations achieve better results when they incorporate practices that foster people's sense of purpose. Cardona & Rey (2022) argue that people who have a sense of purpose at work take fewer absences, stay longer, and occupy more skilled positions. Pabst (2022) conducted another study on 218 employees across different organizations in Germany aimed at examining the relationship between employee's sense of purpose and job satisfaction and its mediation through job-based psychological ownership, and it was revealed that employees who feel a higher sense of purpose tended to be more satisfied with their job because they perceived a higher level of psychological ownership towards their job, resulting in improved job performance.

Some studies have been conducted on the role of job satisfaction on job performance with varying outcomes. For instance, Ertekin & Avunduk (2021) examined the relationship between job performance and job satisfaction of individuals working in the sports industry in Istanbul, and it was determined that there was a positive and low-level relationship between the sub-dimensions of the job satisfaction scale and the job performance scale. As a result, it was determined that the job satisfaction and job performance levels of the individuals differed according to their socio-demographic characteristics, and the higher their job satisfaction, the higher their job performance.

2.2 Extrinsic motivation and job performance

Extrinsic motivation is the drive to do something because of external rewards or consequences, such as money, grades, praise, or punishment (Haddad et al., 2023). The extrinsic motivation factors will be conceptualized in terms of reward systems, opportunities for professional growth, job security, work environment, and recognition (Haddad et al., 2023).

Siswanto et al. (2021) examined the employee engagement's mediating role in the relationship between reward and employee performance. It was found that the reward does not have a direct influence on the performance of employees. However, it has a significant positive effect on the performance of employees through employee engagement. Contrarily, (Agbaeze et al., 2019) investigated the effect of reward system on employee performance in selected manufacturing firms in the Littoral Region of Cameroon, and found that, profit sharing had a significantly positive effect on employee commitment in manufacturing firms; flat rate systems had a significantly positive effect on employee work values in manufacturing firms; and collective bargaining reward systems had a significantly positive impact on employee cohesiveness in manufacturing firms. The study concluded that there is a positive link between reward systems and employee performance.

Career growth, which refers to the opportunities and outcomes of career development, is an important factor that influences job performance, as it affects employees' motivation, engagement, commitment, and well-being (Jia-jun & Hua-ming, 2022).

Globally, researchers have studied the relationship between opportunities for opportunity growth and employee job performance, with differing results. For example, Jia-jun & Hua-ming (2022) argue that career growth has a positive impact on knowledge workers' organizational engagement, and that career goal progress and professional ability development promote job engagement. Huo (2021) also studied how career growth opportunities affect employee career-related outcomes and

how these effects may be moderated in the COVID-19 setting, and it was found that career growth opportunities improved career commitment and reduced career regret via its boosting effect on employee thriving at work.

Angelis et al. (2022) examined the relationship between job insecurity and performance, and found that there was a statistically significant and negative relationship between job insecurity and job performance, implying that increased levels of insecurity resulted in lower levels of job performance. Similarly, (Muñoz Medina et al., 2022) conducted a qualitative study about employees perceptions of job insecurity and performance and the interview results showed high levels of insecurity and a strong agreement that job insecurity negatively affects employees' performance levels. Qualtrics (2023) reports that engagement decreases by 37% among employees who feel insecure about their job stability.

Some studies have been conducted about the role played by work environment on job performance. For instance, Anwar et al. (2022) conducted a quantitative study on the effect of the working environment on teachers' performance among 234 public secondary school teachers in Sheikhpura. The study's findings revealed a positive and significant correlation between the working environment and job performance. Moreover, the working environment had a positive and moderate effect on teachers' job performance. Shufalla (2021) also posits that work environment plays a role in the achievement of teacher performance, a pleasant work environment will create passion and enthusiasm for achieving better performance.

Andrews (2021) argues that teachers receiving recognition and awards for their teaching is significant in providing motivation for them to continue high-level instruction. Biney (2020) also found that motivation practices in senior secondary schools are effectively implemented by management. The study also found a significant influence of both intrinsic and extrinsic rewards on performance of second cycle teachers in the municipality. Specifically, the study found; recognition, opportunity for promotion, career development, staff abilities to accomplish tasks and management trust in staff as the strongest predictors of performance of teachers.

3. RESEARCH METHODOLOGY

The study employed a cross-sectional design with a quantitative approach, involving data collection from respondents at a single point in time. According to Kothari (2004), cross-sectional surveys are quick, easy to use, and cost-effective. The study population comprised the 92 primary school teachers in Kaptum Sub-county, Kween district, Uganda (Kween District Local Government, 2024), providing insights into the motivational factors and job performance of teachers in the local context. The sample size was determined using Krejcie & Morgan's (1970) sampling table, resulting in 74 teachers being selected for the study. Random sampling was used to ensure each teacher had an equal chance of participation. The intrinsic motivation was assessed through indicators such as autonomy, mastery, sense of purpose, and relatedness (Broeck & Rosen, 2018), and job performance was evaluated based on lesson preparation, student achievement, classroom management, lesson delivery, instructional strategies, and overall teaching effectiveness (Han &

Yin, 2018). Extrinsic motivation was assessed through indicators such as reward systems, opportunities for professional growth, job security, work environment, and recognition.

Data was collected using structured questionnaires administered to the teachers. The questionnaires included 5-point Likert scale statements for teachers to rank their agreement, with responses converted into continuous variables by calculating mean scores. Data analysis was conducted using SPSS (Statistical Package for the Social Sciences). Descriptive statistics, including frequencies, means, and percentages, summarized demographic characteristics and key variables. The Pearson correlation test assessed the association between intrinsic motivation, extrinsic motivation, and teachers' job performance. Significant variables were further explored using multivariate analysis, with a 95% confidence interval providing balance between precision and confidence in the estimates.

4. RESULTS OF THE STUDY

The target data was to be collected from 74 respondents but fully complete questionnaires were received from just 68 of them. Data collection for this study targeted 74 respondents, yet only 68 fully completed questionnaires were returned, resulting in a response rate of approximately 92%.

4.1 Demographic characteristics of the respondents

Table 1: Gender distribution of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	46	67.6	67.6	67.6
	female	22	32.4	32.4	100.0
	Total	68	100.0	100.0	

The results illustrate a gender discrepancy among the participants, with males constituting the larger portion of the sample at 67.6%, while females accounted for 32.4%. This dataset, gathered from a total of 68 individuals, underscores a significant disparity in gender representation within the study cohort. Recognizing the gender distribution is pivotal for evaluating the sample's inclusivity and contemplating potential gender-related effects on responses.

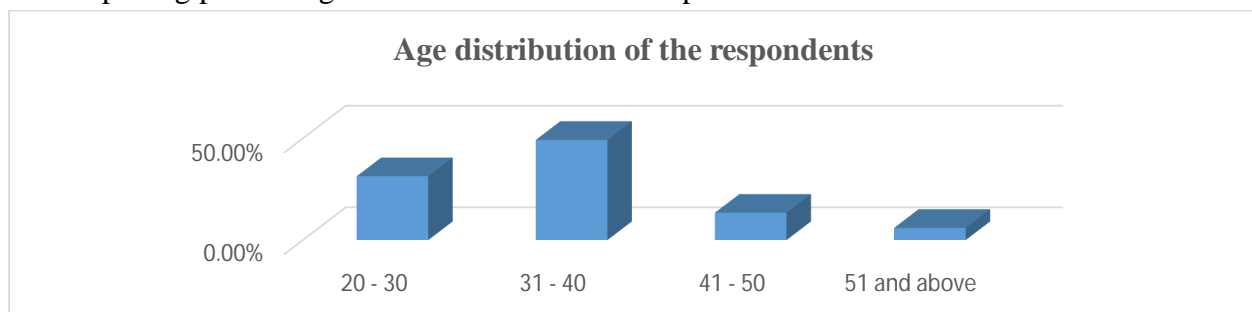


Figure 1: Age distribution of the respondents

The data on respondent age indicated a varied distribution across different age brackets. Among the participants, the largest proportion fell within the age range of 31 to 40, constituting 48.5% of the total sample. Following closely, individuals aged 20 to 30 represented 30.9% of the respondents,

while those aged 41 to 50 made up 13.2%. A smaller percentage, 5.9%, comprised respondents aged 51 and above.

Table 2: Teaching Experience (years)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 - 5	22	32.4	32.8	32.8
	6 - 10	28	41.2	41.8	74.6
	11 - 15	13	17.6	17.9	92.5
	16 and above	5	7.4	7.5	100.0
	Total	68	98.5	100.0	

The data on teaching experience indicated a diverse range of experience levels among the participants. A significant portion of respondents, comprising 41.2% of the total sample, reported having 6 to 10 years of teaching experience. Following closely, 32.4% of participants had between 1 to 5 years of teaching experience. Additionally, 17.6% reported having 11 to 15 years of experience, while 7.4% had 16 years of experience or more.

Table 3: Education Level of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	certificate	33	48.5	48.5	48.5
	diploma	27	39.7	39.7	88.2
	Bachelor's	6	8.8	8.8	97.1
	Master's	2	2.9	2.9	100.0
	Total	68	100.0	100.0	

The data regarding education level revealed a varied distribution among the participants. The majority of respondents, comprising 48.5% of the total sample, held a certificate as their highest educational qualification. Following closely, 39.7% of participants reported having a diploma, while a smaller percentage, 8.8%, held a Bachelor's degree. Only 2.9% of respondents possessed a Master's degree.

4.2 Level of motivation of the respondents

Table 4: Intrinsic Motivation

Statement	Mean	Std.
Extrinsic motivation		
Reward Systems	1.88	1.20
Opportunities Growth	3.32	1.08
Job Security	3.60	0.91
Work Environment	3.50	1.02
Recognition	3.52	0.82
Intrinsic Motivation		
Autonomy	3.38	1.07

Mastery	3.59	0.71
Sense of Purpose	3.59	0.71
Relatedness	4.00	0.15
Overall level of motivation	3.38	

The mean scores for motivation statements indicated varying levels of perceived motivation among the teachers. Extrinsic motivation components had mixed ratings, with the reward systems scoring the lowest mean of 1.88, indicating low satisfaction with rewards. Conversely, job security had a relatively high mean of 3.60, showing stronger agreement on its motivating impact. Opportunities for growth, work environment, and recognition had mean scores of 3.32, 3.50, and 3.52, respectively, reflecting moderate levels of agreement.

Intrinsic motivation components generally had higher mean scores, with relatedness scoring the highest at 4.00, indicating a strong sense of connection among teachers. Autonomy had a mean score of 3.38, while both mastery and sense of purpose scored 3.59, suggesting that teachers felt a good degree of competence and purpose in their roles. The overall average motivation mean score was 3.38, reflecting a moderately high level of motivation among the teachers, with intrinsic factors being particularly influential.

4.3 Motivation and job performance

To determine the individual contribution of each of the components of motivation on job performance, the researcher conducted a linear regression with job performance as the dependent variable and the different constructs of intrinsic and extrinsic motivation that were significantly related with job performance at the bivariate stage, as the independent variables and the results are presented below;

Table 5: Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.650	.329		8.060	.000
respondent gender	.047	.047	.152	1.015	.315
reward systems	.459	.010	.076	.966	.002
opportunities for growth	.055	.018	.326	3.070	.003
job security	.012	.014	.055	.837	.406
work environment	.015	.032	.077	.473	.043
Autonomy	.026	.020	.188	1.330	.018
mastery	.075	.025	.370	3.006	.004
sense of purpose	.053	.048	.257	1.095	.278
Respondent's Age	-.002	.012	-.013	-.196	.845
Teaching Experience	-.019	.010	.117	1.796	.078
Education Level	-.006	.012	-.030	-.466	.643

The coefficient for reward systems ($B = 0.459$, $p = 0.002$) indicated a positive relationship with job performance, suggesting that teachers who perceive better reward systems tend to have higher job

performance levels. Similarly, opportunities for growth showed a significant positive association with job performance ($B = 0.055$, $p = 0.003$), indicating that teachers with ample professional development opportunities tend to exhibit higher performance levels.

The coefficient for work environment ($B = 0.015$, $p = 0.043$) also suggested a positive relationship with job performance, indicating that teachers who perceive a positive and supportive work environment tend to have higher levels of job performance. Autonomy also exhibited a significant positive association with job performance ($B = 0.026$, $p = 0.018$), suggesting that teachers who feel a sense of autonomy in their teaching tend to perform better.

Mastery demonstrated a significant positive association with job performance ($B = 0.075$, $p = 0.004$), indicating that teachers who perceive a sense of mastery and accomplishment in their teaching practice tend to exhibit higher performance levels.

significance level.

5. DISCUSSION OF RESULTS

The majority of respondents displayed a strong sense of intrinsic motivation, with high levels of agreement regarding factors such as autonomy, mastery, purpose, and relatedness. These findings echo the arguments put forth by Han & Yin (2018), who emphasize the significance of intrinsic motivations in driving career choices and job satisfaction among teachers. The prevalence of such intrinsic motivators suggests that while external factors like reward systems and job security may play a role in shaping teachers' perceptions, their intrinsic passion for teaching and commitment to their profession remain resilient.

In exploring the relationship between intrinsic motivation factors and job performance among primary school teachers in Kween district, several noteworthy correlations emerged. The findings revealed a strong positive correlation between autonomy and job performance, indicating that teachers who perceived a sense of autonomy in their teaching tended to exhibit higher levels of performance. This aligns with existing literature by Park (2018), Sokmen & Kilic (2019), and Shamina (2018), which emphasizes the importance of job autonomy in fostering teacher engagement and performance. Similarly, the study identified a strong positive correlation between mastery and job performance, suggesting that teachers who feel a sense of mastery and accomplishment in their teaching practice tend to perform better. This finding is supported by Kemboi et al. (2019), Armawati & Ahmad (2021), and Guo et al. (2022), who highlight the significance of mastery in enhancing employee performance across various contexts.

Furthermore, the results indicated a moderately positive correlation between the sense of purpose and job performance, implying that teachers who believe in the purpose and importance of their role as educators tend to have higher performance levels. This aligns with studies by Pradhan et al. (2019), Cardona & Rey (2022), and Pabst (2022), which emphasize the positive impact of a sense of purpose on employee engagement, satisfaction, and performance.

The analysis also revealed significant correlations between extrinsic motivation factors and job performance among primary school teachers in Kween district. Reward systems were positively correlated with job performance, consistent with findings by Agbaeze et al. (2019). Opportunities

for professional growth showed a strong positive correlation with job performance, aligning with studies by Jia-jun & Hua-ming (2022) and Huo (2021). In contrast, job security had a weak positive correlation with job performance, differing from the negative relationships reported by Angelis et al. (2022) and Muñoz Medina et al. (2022). The work environment was moderately positively correlated with job performance, supporting Anwar et al. (2022) and Shufalla (2021). However, the correlation between recognition and job performance was weak and insignificant, contrasting with the significance emphasized by Andrews (2021) and Biney (2020), highlighting the need for further investigation into recognition practices in Kween district.

6. CONCLUSION

The study offered valuable insights into teacher motivation and its impact on job performance in Kween district. It revealed that while intrinsic motivators like autonomy, mastery, and purpose strongly correlate with higher performance, reflecting teachers' deep commitment to their roles, extrinsic motivators such as reward systems and growth opportunities also play a significant role. Although reward systems and professional development were positively associated with performance, factors like job security and recognition showed less impact. These findings highlight the importance of fostering both intrinsic and extrinsic motivators to enhance teacher effectiveness, suggesting that further investigation is needed into the effects of job security and recognition.

7. RECOMMENDATIONS

The study highlights significant dissatisfaction with current reward systems among teachers, recommending the implementation of performance-based incentives and recognition programs. It also suggests enhancing professional development opportunities with tailored workshops and training. Ensuring transparent job security practices is advised to increase teacher commitment. Additionally, schools should empower teachers with greater autonomy in decision-making and foster environments that promote mastery and accomplishment. Revising recognition practices and improving reward systems and growth opportunities are essential for better teacher performance.

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