

The effect of teachers motivation on academic performance of students in selected private secondary school in Bushenyi-Ishaka municipality, Bushenyi district Uganda

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ABSTRACT

This study examined the impact of teacher motivation on the academic performance of students in selected private secondary schools in Bushenyi-Ishaka Municipality, Bushenyi District. The main objectives were to investigate the relationship between teacher motivation and student performance, identify factors influencing teacher motivation, and explore factors affecting academic performance in these schools. A descriptive research design was employed to gather data on the current state of teacher motivation and its effects on student academic performance. The findings revealed several key factors affecting academic performance, including overcrowded classrooms, inadequate supervision and monitoring, lack of student engagement, rising student indiscipline, low parental income, incomplete syllabi, high teacher attrition, ineffective teaching methods, and poor infrastructure. Based on these findings, the study recommended strategies to enhance academic performance, such as recognizing and appreciating teachers, understanding their needs and motivations, giving staff greater responsibility and accountability, improving school facilities (such as better toilets, subsidized meals, and comfortable furniture), and fostering a supportive psychological environment for teachers.

Keywords: Teacher Motivation, Academic Performance, Private Secondary Schools, Bushenyi-Ishaka Municipality, Student Engagement

INTRODUCTION

Education is universally acknowledged as a cornerstone of national development [1]. The developed world has long recognized its critical role, as highlighted by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) in its 1966 recommendation on the status of teachers [2]. This underscores the importance of teachers in shaping the quality of education and, consequently, the development of nations. Ogundele [3] emphasized that no nation can rise above the level of its education system or surpass the quality and status of its teachers. Nations that fail to prioritize education and its workforce risk undermining their progress and prosperity.

The Federal Republic of Nigeria's National Policy on Education (2004) reinforces this idea, stating that teacher education is a priority in educational planning because the quality of education is directly linked to the quality of teachers. Education drives societal transformation, equipping individuals with knowledge and skills that fuel technological

advancements, communication, and global interaction. Thus, the ultimate aim of education is to ensure learning and character development that contribute to national progress.

Motivation is a fundamental factor in achieving organizational goals, including those in the education sector. According to Locke and Latham [4], satisfied employees tend to be more productive, and this principle applies equally to teachers. Teachers require periodic motivation, which can take various forms, such as salary increments, job security, promotions, and supportive working environments [5]. These incentives renew teachers' energy and commitment to delivering quality education, even in challenging circumstances.

Teachers are at the heart of educational improvement strategies. Verspoor [2] identified three key parameters for measuring teacher performance: student examination results, absenteeism rates, and turnover. The presence or absence of these indicators reflects the effectiveness of teachers in fulfilling their

roles. Teachers also act as agents of change, facilitating learning and contributing significantly to knowledge transmission and skill development [6,7]. Akor [8] argued that education is a nation's foundation for socio-political and economic viability. A nation aspiring to achieve technological and economic advancement must prioritize the education of its citizens and adequately motivate the educators who impart knowledge and build character. Globally, teacher motivation is a critical concern as it directly impacts student achievement. Studies emphasize that motivated teachers are more effective, leading to improved academic outcomes, lower absenteeism, and better utilization of resources

[9,10]. Effective school administration further enhances teacher performance by fostering collaboration, setting clear expectations, and rewarding accomplishments.

Given the essential role of teachers, this study investigates the relationship between teacher motivation and academic performance in selected private secondary schools in Bushenyi-Ishaka Municipality, Bushenyi District. It aims to explore how motivation influences teacher effectiveness and, consequently, student outcomes. The findings are expected to contribute to strategies for improving teacher satisfaction and enhancing educational quality in the region.

METHODOLOGY

Study area

The study was carried out in selected private secondary schools in Bushenyi-Ishaka municipality, Bushenyi district

Research design

The research employed the descriptive research design to obtain information concerning the current studies on the effect teachers' motivation and academic performance of students in selected private secondary schools in Bushenyi-Ishaka municipality, Bushenyi district. This design was very useful in this study.

Target Population

A target population is the aggregate of all the cases that conform to some designated set of specification. The target population will comprise 74 respondents comprising of 20 teachers, 17 parents, 32 students and 3 head teachers, district education officers.

Sample size

The study sampled 68 respondents comprising of 19 teachers, 3 head teachers, 15 parents, 29 students and 2 district education officers.

Table 1a: The population sample was as follows;

Respondents	Target population	Sample size	Percentage
Teachers	20	19	Purposive sampling
Head teachers	3	3	Purposive sampling
Parents	17	15	Purposive sampling
Students	32	29	Simple random sampling
Education officers	2	2	Purposive sampling
Total	74	68	100

This was got by using purposive sampling technique and Simple random sampling.

Sampling techniques and procedures

The study adopted random sampling while selecting the respondents which helped in getting the sample size without biasness [11]. The researcher also used purposive sampling technique to choose specific respondents basing on their familiarity with the subject and their ability to give information readily since the study requires specific information.

Simple Random Sampling

This technique was employed to select respondents from teachers. This is because they have many members, all of whom have equal chances of participating in the study. This was premised on the fact that the simple random technique enables respondents to have equal chance of participating in the study and giving reliable data [11] emphasized.

Purposive sampling

The purposive sampling was employed to select key informants from Teachers, Head teachers and

Education officers since these were expected to be more knowledgeable about the effect teachers motivation and academic performance of students. The purposive sampling enabled the study to choose participants of the study's interest based on their knowledge and expertise.

Data Collection Methods

In this study, data was collected using questionnaire methods and interviews methods

Survey questionnaire method

The researcher used the questionnaire method to obtain information from a number of respondents. It is less expensive for data collection. The questionnaire was structured based on five-point Likert scale. The questionnaire was both open and close ended questions in order to generate quick information. Questionnaire method was preferred because it was flexible and time saving. Immediate information was obtained from the respondents and

this enabled the researcher to get required information within the time frame.

Interview method

An interview guide is a set of oral questions which are administered to respondents through face-to-face interaction Kothari [12]. The researcher used interviews on respondents who will not have time to fill or read questionnaires. This helped the researcher to get or to generate firsthand information by fixing an appointment with the respondents to meet them face to face.

Data collection instruments

The instruments that were used in data collection will be self-administered questionnaires, and the structured interview guide.

Self-administered questionnaire

A questionnaire as the self-report instrument used for gathering information about variables of interest to an investigation. The researcher will construct self-administered questionnaire which was used as data collection instruments of getting information from students' and teachers. This instrument was appropriate because both learners and teachers could easily read, and write. The instrument will consist of statements that required the respondents to pick a response from a 5 likert scale to give their opinions responses included; (1. Strongly Disagree 2. Disagree 3. Un decided 4. Agree 5. Strongly agree) were used to ease the respondent's effort in filing the questionnaire and minimize subjectivity.

Interview Guide

Interviews are a conversation with a purpose and therefore data is collected easily. Interview guides were used to enable the interviewer to remain focused on the needed deeper information during probing time. Face to face, interviews helped the researcher obtain accurate and well-directed information from head teachers and education officers since they are work place supervisors of teachers.

Interview method

An interview guide is a set of oral questions which are administered to respondents through face to face interaction Kothari [12]. The researcher used interviews on respondents who did not have time to fill or read questionnaires. This helped the researcher to get or to generate firsthand information by fixing an appointment.

Data collection procedure

Upon obtaining an introductory letter from the head of department of education at Kampala International University faculty of education the researcher contacted the different respondents to understand their time tables and thereafter make arrangements of meeting them to deliver the questionnaires at their places of convenience. The researcher personally delivered questionnaires to ensure maximum monitoring and response.

Data quality control

It refers to the process of controlling the usage of data for an application or a process. This process is performed both before and after a data quality assurance, which consists of discovery of data inconsistency and correction.

Data processing

Data processing is the manipulation of data by a computer. It includes the conversion of raw data to machine-readable form, flow of data through the CPU and memory to output devices, and formatting or transformation of output. Any use of computers to perform defined operations on data can be included under data processing. Data collected was carefully edited, sorted, and coded to eliminate the errors that are done during the data collection.

Data analysis

Data analysis is a process of inspecting, cleansing, transforming, and modeling data with the goal of discovering useful information, informing conclusions, and supporting decision-making, [12]. After data processing, the research is subjected to descriptive analysis to create meaning of what was collected from the field and find out the relationship that support original or new hypothesis by using Microsoft word and excel programs. Information is presented in form of percentages, frequencies and tables.

Validity and reliability of instruments

This section will identify how the instruments were tested for ascertain its validity and reliability.

Reliability of instruments

Mugenda and Mugenda [13] define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. It is verified by the consistency of the observation of an outcome. Reliability is increased by including many similar items on a measure, by testing a diverse sample of individuals and by using uniform testing procedures. Reliability is also concerned with the question of whether the results of a study are repeatable. The term is commonly used in relation to the question of whether the measures that are devised for concepts in business are consistent. One factor that might affect the reliability of the study is the respondents' lack of knowledge. It is further suggested that if a respondent at the moment is tired or stressed, or have attitudes toward the questionnaire/interview it can impact negatively on the reliability.

Validity of instruments

Validity as the truth or accuracy of the research. It is the extent to which the data collection instrument measures as well as the appropriateness of the measures coming to accurate conclusions. Validity tests are conducted for content, criterion and construct validity to test how well the instrument is representative, captures relationships between the

variables as well as measure the concepts [14]. To enhance the instrument's validity, the researcher sought expert opinion by consulting the study's supervisor in respect to content validity.

Ethical consideration

The researcher did not include names of respondents in order to protect individual and their identities and also created confidence among the participants to give right information needed from them. The researcher also acknowledged the all the authors used in the study as quoted in the text and references. The study findings were generalized to ensure privacy and

avoid incriminating any participants. The researcher secured an informed consent from participants by seeking the permission through signing a consent form. During data collection participants were informed of their rights to know the purpose, nature and procedures of the study, to ask questions, their rights to know potential benefits of the study of this study. At the same time participants and the researcher had to append their signatures agreeing to the conditions of research where a participant was free to withdraw from the study any time.

RESULTS

Respondents Gender

Gender mainstreaming is an important aspect in the process of collecting the data from the field. It is better to understand the roles played by each sex

when carrying out this study. Today development has integrated both male and female to achieve their objectives.

Table 1b: Respondents' sex category

Gender of Respondents	Frequency	Percentage (%)
Male	32	47
Female	36	53
Total	68	100

According to the table above, the majority of the respondents were female making 53% while the rest were female 47%. This implies that females were

mostly involved in study since were more willing to participate in the study than male.

Table 2: Respondents age category

Age	Frequency	Percentage (%)
Below 25 years	34	50
26-35 years	7	10
36 -44 years	11	16
45 years and above	18	26
Total	68	100

According to the table above, the majority of the respondents were in the age bracket below 25 years 50(34%). The minority were between 36 -44 years 11(16%).

Table 3: The relationship between motivation of teachers and academic performance in selected private secondary schools of Bushenyi-Ishaka municipality, Bushenyi district, district as given by all the respondents

Responses	Frequencies	Percentage
Teachers work hard for their efforts to be seen and respected	48	71
It increases teachers' morale	47	69
Performance will be assured in expectation of feedback	55	81
The relationship between the employer and the employee provides a co-operate culture	54	79
Enhancing commitment and performance	51	75
Working hard in expectation of job promotion	52	76
Teachers will work hard to avoid punishment.	53	78
Intangible rewards (praise and recognition) encouraged the teachers to repeat the behavior which earned them the reward.	58	85

From the table above, the relationship between motivation of teachers and academic performance in selected private secondary schools of Bushenyi-Ishaka municipality, Bushenyi district, as given by teachers include; teachers work hard for their efforts to be seen and respected given by 71%, it increases teachers morale given by 69%, performance will be assured in expectation of feedback given by 81% enhancing commitment and performance given by

79%, the relationship between the employer and the employee provides a co-operate culture given by 79%, intangible rewards (praise and recognition) encouraged the teachers to repeat the behavior which earned them the reward given by 85%, teachers will work hard to avoid punishment given by 78% and working hard in expectation of job promotion given by 76%.

Table 4: The factors that affect the teachers' motivation in schools in private secondary schools in Bushenyi-Ishaka municipality, Bushenyi district

Responses	Frequencies	Percentage
Good accommodation	55	81
Proper feeding of teachers	42	62
Provision of scholastic materials	40	59
Provision of sick leaves to sick teachers	55	81
Listening to their issues of teachers by the supervisors	54	79
Proper hygiene like good toilets	46	68
Security at school	46	68
Job security	53	51
Refresher training	34	81
Comfortable furniture	45	62
Buying newspapers for school	51	59

According to the table above, the factors that affect the teachers' motivation in schools in private secondary schools in Bushenyi-Ishaka municipality, Bushenyi district include; good accommodation given by 55(81%), proper feeding of teachers given by 42(62%), provision of scholastic materials given by 40(59%), provision of sick leaves to sick teachers

given by 55(81%), listening to their issues of teachers by the supervisors given by 54(79%), proper hygiene like good toilets given by 46(68%), security at school given by 46(68%), job security given by 53(51%), refresher training given by 34(81%), comfortable furniture given by 45(62%) and buying newspapers for school given by 51(59%).

Table 5: The factors that affect academic performance in selected private secondary schools in Bushenyi-Ishaka municipality, Bushenyi district, as given by all the respondents.

Response	Frequency	Percentage
Number of pupils in class	40	59
Absenteeism among teachers and pupils	45	66
Supervision and monitoring of teachers	55	81
Interest among pupils	46	68
Discipline among pupils	47	69
Income of the parents	40	59
Syllabus not finished	35	51
Attrition of teachers	45	44
Teaching methods	44	43

From the table above, the factors that affect academic performance in selected private secondary schools in Bushenyi-Ishaka municipality, Bushenyi district, as given by all the respondents include Number of pupils in class given by 40(59%), absenteeism among teachers and pupils given by 45(66%), supervision

and monitoring of teachers given by 55(81%), interest among pupils given by 46(68%), discipline among pupils given by 47(69%), income of the parents given by 40(59%), syllabus not finished given by 35(51%), Attrition of teachers given by 45(44%) and teaching methods given by 44(43%).

DISCUSSION

Motivation plays a crucial role in shaping both teacher performance and student academic outcomes. In the context of private secondary schools in Bushenyi-Ishaka Municipality, Bushenyi District, the relationship between teacher motivation and academic performance is particularly evident. The findings of our study highlight a range of factors that influence teacher motivation, which, in turn, affects their work ethic and overall academic performance. Teachers in these schools reported that when their efforts are acknowledged and respected, they are more likely to work hard. Specifically, 71% of the respondents agreed that recognition and respect for their efforts motivated them to put in greater effort. Additionally, 69% of the respondents noted that their morale improved with increased motivation, leading to higher productivity and a greater commitment to teaching. Moreover, 81% of respondents stated that academic performance is more likely to improve when they receive feedback on their work, emphasizing the significance of constructive evaluation in boosting performance. This agrees with the report of other researchers. [15,16].

The study also found that a positive and cooperative relationship between employers and employees contributed to a better working environment. 79% of respondents reported that such a relationship fosters a culture of cooperation, enhancing both individual and institutional performance. Intangible rewards, such as praise and recognition, were found to be highly motivating. A substantial 85% of respondents indicated that they were encouraged to repeat the behaviors that earned them such rewards. Furthermore, 78% of respondents admitted that the avoidance of punishment also motivated them to

work harder, while 76% said they worked harder in expectation of job promotions. These factors underscore the importance of both intrinsic and extrinsic motivators in enhancing teacher commitment and performance. Zhenjing et al., alludes much to this in their earlier report [17].

This relationship between teacher motivation and academic performance is supported by the work of Ofoegbu [18], who observed that teacher motivation is closely linked to their attitude toward work. According to Ofoegbu, a motivated teacher is more likely to engage in effective pedagogical practices, which positively impacts student performance. Teachers' teaching activities can either enhance or undermine student achievement, depending on how well their practices align with classroom dynamics and the school environment. Therefore, improving the working conditions for teachers is not only crucial for their motivation but also for the academic success of their students. In the same study, several factors influencing teacher motivation were identified. These factors were found to vary from tangible aspects such as good accommodation and proper feeding to more systemic factors like job security and the provision of refresher training. According to the study, 81% of respondents reported that good accommodation and proper feeding positively affected their motivation. Similarly, 79% highlighted the importance of supervisors taking time to listen to their concerns. Teachers also emphasized the role of proper hygiene and security in creating a conducive working environment [19], with 68% of respondents agreeing that these factors were important for maintaining motivation. Job security was another critical factor, with 51% of respondents acknowledging its impact on their motivation.

Additionally, 81% of teachers identified refresher training as a key motivator, while 62% indicated that comfortable furniture and the provision of newspapers for the school contributed to a better working environment. These findings suggest that when teachers feel supported both physically and emotionally, they are more likely to be motivated to deliver high-quality instruction, thereby enhancing student academic performance. The study also revealed several factors that affect academic performance in these private secondary schools. A range of internal and external factors were identified, including large class sizes, absenteeism among both teachers and students, and inadequate supervision. The study found that 59% of respondents believed that large class sizes negatively affected academic performance, while 66% pointed to absenteeism as a contributing factor. Poor supervision and monitoring of teachers were highlighted by 81% of respondents as a significant challenge. Students' interest in their studies was also identified as a crucial factor, with 68% of teachers agreeing that a lack of interest among students can hinder academic performance. Furthermore, 69% of respondents noted that indiscipline among students negatively impacted their academic success.

The study underscores the strong connection between teacher motivation and academic performance in private secondary schools in Bushenyi-Ishaka Municipality. Motivated teachers are more likely to put in the effort needed to improve their students' academic outcomes. Factors such as recognition, feedback, job security, and a cooperative relationship with employers all contribute to greater teacher motivation, which in turn enhances academic performance. The study also highlights the importance of creating a conducive working environment, addressing issues such as accommodation, proper feeding, and job security, as well as providing continuous professional development opportunities. On the other hand, factors such as large class sizes, absenteeism, poor supervision, student indiscipline, and inadequate teaching methods hinder academic performance. To improve educational outcomes, it is essential to address these challenges while continuing to support and motivate teachers. By creating a more conducive

Other factors that were found to affect academic performance include the income levels of parents, the incompleteness of the syllabus, teacher attrition, and the use of ineffective teaching methods. 59% of respondents cited low parental income as a barrier to students' academic success, while 51% reported that incomplete syllabus coverage impacted students' learning outcomes. Teacher attrition, with 44% of respondents acknowledging its effect, was another factor contributing to poor academic performance. Finally, 43% of respondents indicated that poor teaching methods contributed to students' lack of success. These findings align with the broader literature on educational performance. For example, Sack [20] observed that students often require individualized attention to overcome learning difficulties. However, when teachers are unable to provide this support in the classroom, students may seek private tutoring, which is often costly. Although online tutoring has emerged as a more affordable alternative, it is still not accessible to all students, particularly those from low-income families. These challenges further underscore the need for improvements in the overall educational environment to ensure that all students receive the support they need to succeed.

CONCLUSION

environment for both teachers and students, the schools in Bushenyi-Ishaka Municipality can foster an atmosphere of success, ultimately benefiting the academic achievement of all students.

Recommendation

The following recommendations have been made on the major findings of the study, they include: In schools there should be good toilets, subsidized meals, comfortable furniture, television sets and newspapers. Teachers should have psychological environment with supportive members of staff and cooperative students. The working environment for the teachers should be comfortable and satisfying if results are to be realized. There is a need to always appreciate the teachers for the good work done through giving them rewards. There is a need to identify the needs and drives that people have and how these are prioritized. The staff should be motivated by being given greater responsibility and being held accountable for their work.

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