



The Role of Motivation and Teachers' Performance in Private Secondary Schools in Masheruka Town Council Sheema North, Sheema District

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ABSTRACT

The study was about motivational practices and teachers' performance in private secondary schools in Isingiro District, Uganda. The study was aimed at; assessing the influence of adequate fringe benefits on teachers' performance in private secondary schools, establishing the influence of administrative support on teachers' performance in private secondary schools and examining the influence of physical work environment on teachers' performance in private secondary schools. A cross-sectional and a descriptive survey design were adopted. The target population included school administrators like, Board of governors, PTA heads, head teachers, teachers and students from selected private secondary schools in Isingiro district. Six private secondary schools were selected a sample size of 214 was obtained using simple random and purposive sampling techniques. Questionnaire and interview guide were used as data collection instruments. Data analysis was in form of descriptive statistics in addition to use of Pearson correlation coefficient to determine the relationship between motivational practices and teachers' performance. From the study findings, it was learnt that there was no statistically significant relationship between fringe benefits and teachers' performance in private secondary schools in Isingiro district while descriptive results also indicated poor level of fringe benefits. The study further established a statistically significant relationship between administrative support and teachers' performance in private secondary schools. It was revealed that physical work environment statistically had an influence on teachers' performance in private secondary schools in Isingiro district. In most private secondary schools, fringe benefits were not given a priority as one way of motivating teachers in their work. Administrative support was being provided to teachers in their respective secondary schools as it is recognized as key in promoting success. It is evident that this factor is being respected and promoted in most of the private secondary schools. There is need to sensitize teachers about the relevance of attending meetings and other school functions as part of providing solutions to their teaching challenges in their respective schools. There is need for the school management committee to handle teachers' welfare issues.

Keywords: Motivation, Teachers' Performance, Private Secondary Schools, Administrative Support, Work Environment

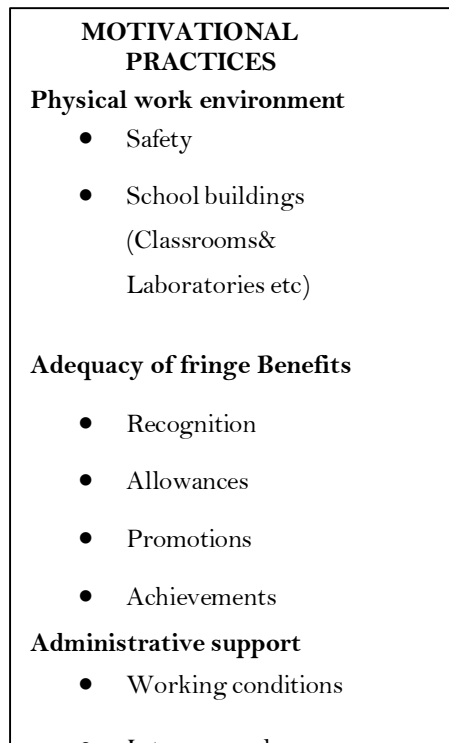
INTRODUCTION

In Africa, teachers' performance is vital through teaching skills to students, provide institutional materials, train future leaders among others [1]. From Kenyan, [2] asserts that school head teachers ought to recognize and develop strategies for the motivating teachers and students' involvement in decision making and some aspects of school management. This is so because if this is not done his/ her ideas and decisions

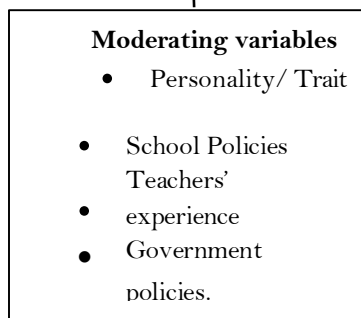
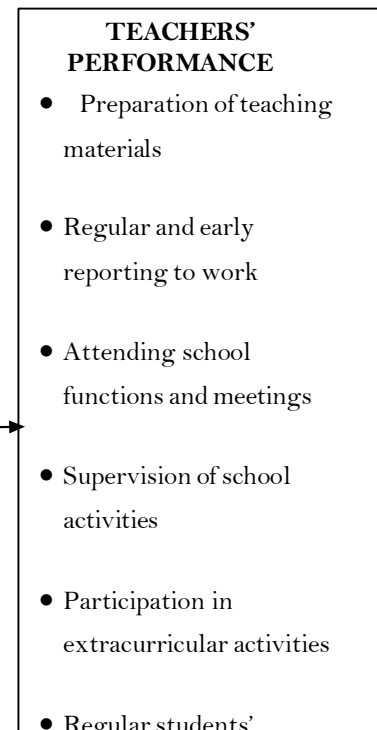
were likely not to be implemented properly, leading poor teachers' performance. [3], asserted that as time elapses, teachers became less interested in attaching great value to maximum performance. He also examines some of the factors affecting teachers' performance in-service training programs in secondary schools in Uganda. Motivation practices may have significant effects on teachers' performance of secondary school in the Lango sub-region, Uganda [4]. Regardless of later studies on teachers' performance in different parts of Uganda, teachers' performance is still poor in private secondary schools in Isingiro district [5]. Therefore, this research study will aim at covering this gap through motivational practices. Motivational practices which are the independent variable, according to this study is defined in terms of fringe benefits, administrative support and physical work environment. Fringe benefits are benefits which are non-wage payment given to the secondary teachers by the school management. These may appear as pensions, praises, recognition, life and health insurance, transport allowance, leave, company cars. In this particular study fringe benefits are to be measured in terms of allowances, recognition and promotions [6, 7]. Besides, fringe benefits allowances are additional payments paid to the workers above the basic pay. English (1999), Longman dictionary of contemporary allowance defines fringe benefit as an amount of money or something paid to the worker, regularly for special reasons. [8], stated that fringe benefits are additional payments beyond the basic pays like pay raise, overtime pay and payment by results, bonuses and profit oriented pay. It refers to the involvement of principals and other school leaders in supporting teachers' tasks and helping them in improvement of their teaching skills. Teachers' performance is very important since teachers become effective through proper preparation of teaching materials, promote active teaching and learning processes, monitoring of school activities, maintain the blink space, are always punctual, carry out evaluation and assessment, and professional development [9, 10, 11, 12]. Despite the potential approaches availed by the school managers like building structures, recruiting qualified teachers, adequate supervision, paying salaries in time among others in order to improve on teachers' performance, teachers still perform poorly as reported by the District Education Officer Isingiro district, this was reported in the district development plan for five years of Isingiro district, where teachers' performance was mentioned among other challenges facing different departments in the district [13]. According to [14], there has been deteriorating standards of professional conduct in form of poor preparation of teaching materials especially lesson notes, lack of continuous student assessment, general poor professional performance including misbehavior in and outside teaching work. The report further revealed that teacher absenteeism was gradually rising, time on task was low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher-centered practices [14]. If poor performance of teachers is not solved, it will result into poor academic performance of students, increase school dropout, wastage of school resources and parents' complaints, [15]. Although several researchers in Uganda like [16, 127] have conducted research on poor teachers' performance like absenteeism, poor students' academic performance, teacher-student relationship, but they have not looked at motivational practices as one of the factors that could influence teachers' performance. Therefore, the purpose of the study was to establish the relationship between motivational practices and teachers' performance in private secondary schools in Isingiro district.

Conceptual Framework

Independent Variables



Dependent Variables



Source: [18] Motivation and Performance.

Figure 1: Conceptual framework on motivational practices and teachers' performance

The conceptual framework in Figure 1.0 shows the relationships that exist between the dependent variable (teachers' performance), the independent variables (motivational practices), and moderating variables. Three constructs, namely fringe benefits, administrative support, and physical work environment, make up the independent variable. Teachers' performance is conceptualized as preparation of teaching materials, regular and early reporting to work, attending school functions and meetings, supervision of school activities, and participation in extracurricular activities. The moderating variable is broken down into personality traits, government policy, and teachers' experience.

METHODOLOGY

Research Design

According to [19], a research design is a plan showing how problems under investigation are solved. A cross-sectional and descriptive survey design was adopted.

The descriptive research design was used in this study because it allowed the researcher to describe the traits of the selected phenomenon, and it involves the collection of data without manipulation of variables [20].

Whereas cross-sectional research design aims at collecting data at a cheaper cost and a certain point and generalizes the results of the study's target population [21]. These research designs helped the researcher to collect and analyze data as it exists in the field without altering it [22, 23].

Target Population

The target population is the specific components in terms of all items or people that the study will be based on and to which the findings of the research are to be generalized [24, 25]. The target population for this study was 263 participants, who included school administrators, 16 Board of Governors, 25 PTA heads, 08 head teachers, 93 teachers, and 121 students from selected private secondary schools in the Isingiro district. Six private secondary schools were selected.

Sample Size

According to [26], a sample is a small population of the target population chosen systematically from the study area. According to [27], a sample of 90% of the target population is sufficient to represent the whole population. Sampling refers to the research procedures that are used to select a given number of subjects out of a target population. Sample size determination in the table below was done using the [28] sample size determination table: see Appendix VII.

Table 1: Study Population and Sample Size Framework of the Participants

No	Category of Respondents	Population Size	Sample Size	Sampling Technique
2	Board of Governors	16	14	Purposive sampling
3	PTA heads	25	24	Purposive sampling
4	Headteachers	08	08	Purposive sampling
5	Teachers	93	76	Simple random sampling
6	Students	121	92	Simple random sampling
Total		295	214	

Source: [28]

Eligibility Criteria

Inclusion Criteria

This study only catered to school administrators, boards of governors, teachers, and students who are mentally stable and above the age of 18 and who consented to participate in this study.

Exclusion Criteria

This study excluded supporting staff members like school bursars, matrons, cooks, security guards, students at the ordinary level who did not consent to participate, and those members who were below the age of 18 years.

Sampling Techniques

Purposive sampling methods were used to select the targeted respondents, who were school administrators and Board of Governors from the selected schools. Purposive sampling is where respondents are chosen by first considering their technical knowledge in a particular field. These respondents were chosen for typical and useful cases that were selected, which saved time in the process of collecting data and enabled all selected respondents to provide the needed data during the study. On the other hand, simple random sampling was used to select teachers and students from the targeted schools. Simple random sampling is where respondents are selected irrespective of any social background or experience to get equal chances of participation in the study.

Data Sources

The researcher used both primary and secondary data sources. In primary sources of data, the researcher got first-hand information by asking the respondents during data collection by use of a questionnaire and interview guide while secondary data sources included information already researched on like magazines, newspapers, and textbooks concerning the needed data. The researcher also used the observation method to discover the opinions, feelings, and views of the respondents in the area of the study to acquire real data needed for the study.

Research Instruments

Primary data was collected from Board of governors, PTA heads, head teachers, teachers and students in “A” level, using structured questionnaire consisting of both open and close ended set of questions, interview guides and observational check lists, while secondary data was collected from other related sources like on journals, textbooks, etc.

Questionnaire

The researcher used self-administered questionnaires. A questionnaire can be defined as an instrument that collects data over a large area/sample [29]. A pre-tested questionnaire with both open and close-ended questions was designed and administered to the selected respondents. Those who were able to read and write were allowed to fill their responses in the questionnaire themselves, while those who were not able to read and write were helped by the researcher himself to explain and interpret the questionnaire. The researcher also used an interview guide for some key respondents, like school administrators, to collect valid data from the right source. This was divided into five sections, which included the biodata section, the reliability of adequate fringe benefits, administrative support, and the physical work environment on teachers’ performance by examining their constructs.

Validity of the Research Instruments

According to [24], the instrument’s validity is much concerned with establishing whether the research tools can measure what they are developed to measure. It becomes accurate and meaningful based on the research results. The researcher consulted thoroughly with his supervisors and research experts to ensure that the questionnaire measured what they were to measure and that the observation checklist was valid.

The instruments were then administered and used very carefully to avoid collecting invalid information. The Content Validity Index (CVI) was computed to determine the validity of the research instruments using a formula;

$$CVI = \frac{\text{Total number of items rated as valid}}{\text{Total number of items on the instrument}}$$

If the construct validity index (CVI) is 0.7, instruments were accepted & used [16].

Reliability of the Research Instruments

Reliability refers to the extent to which the constructs are free from errors and yield consistent results [31]. If the results of a study can be reproduced under a similar methodology, then the research instrument used in the study is considered to be reliable [32].

To ensure the reliability of the research instruments that were to be used in this study, Cronbach’s Alpha coefficient value, which has an index of 0.7, was applied.

The following formula was applied to calculate this index with the help of SPSS. $a = \frac{K}{K-1} (1 - \sum SD^2 / \sum SD^2)$

Where a = Reliability, $\sum SD^2$ = sum of the variance of individual items in the questionnaire, $\sum SD^2$ = variance of the entire questionnaire,

K = number of items in the questionnaire. If it was found to be 0.7, it was accepted that the research instrument was reliable & correct to be used [16].

Data Collection Procedure

The researcher got an introductory letter from the school of PGD & R, introducing him to areas where the study was to be carried out. On location, the researcher asked for permission to carry out the study and presented the introductory letter if a need arose and other identifications like ID. Prior arrangements were made with School Heads when each school before the study took place. The researcher also took time to explain the purpose of the research as well as how to answer the questionnaire with the respondents for any clarification needed, research instruments were administered. Data was recorded with the help of pens, rulers, and paper, while for interviews, a recorder was employed for safe custody and revision during data presentation.

Data Analysis

The data collected from the board of governors, PTA heads, head teachers, teachers, and students as the respondents was organized and processed, analyzed. The data collected was edited, coded, and entered into the computer. Statistical Package for Social Sciences (SPSS) version 21.0 was used to generate summary information of frequency tables, means, and graphs so as not to neglect any desired information. The quantitative data was analyzed and tabulated using descriptive statistical tools. Descriptive data was analyzed using means and standard deviations at different levels. Frequencies and percentages were also used to present data on background variables in the form of frequency tables. To test or achieve the research question (I-III), Pearson's Linear correlation coefficient method (PLCC) was used.

Ethical Considerations

Participants were not to be coerced or deceived, the researcher was not in a position to force respondents to participate since their duty was to assist. They were requested to participate, a clear explanation was given about the benefits and negative consequences, and after all that, a choice was made whether to participate or not in this research study [30].

Limitations of the Study.

The following threats affected this research study.

Some respondents were dishonest and may have given the wrong data. Some did not want other people to know about their challenges. Accessing high-profile respondents like the Board of Governors and PTA heads was not easy since they were not always at school. Lack of enough resources. The researcher is a low earner and has limited means of financing the research study; this may delay the process of research to some extent. However, a budget was made to fix all the expenditures that may affect the study.

Delimitations of the Study.

Measures to minimize threats to the validity of the findings identified during the proposal phase. Testing and attrition were minimized during the data collection by supplying more questionnaires. Pretest questionnaires were given to check on the reliability of the data. Respondents were requested to be objective in answering the questionnaires. Thorough explanations and arrangements were made as to why this study was vital to the entire community to avoid personal biases. Discreet data was collected to avoid dishonesty of some respondents. The research budget and work plan were made to solve the challenge of resources and time.

RESULTS

Presentation of the Background Information

The questionnaires were administered to 176 respondents comprised of 92 students, 76 teachers, and 8 head teachers. The researcher, among the demographic information, sought to investigate age, gender, marital status, teaching experience, time spent in the school, and academic qualifications by the respondent and how they influenced motivational practices towards teachers' performance in private secondary schools in Isingiro district.

Gender of Respondents

The respondents were requested to indicate their gender to determine how they were differently influenced by motivational practices, and the results are shown below in Figure 2.

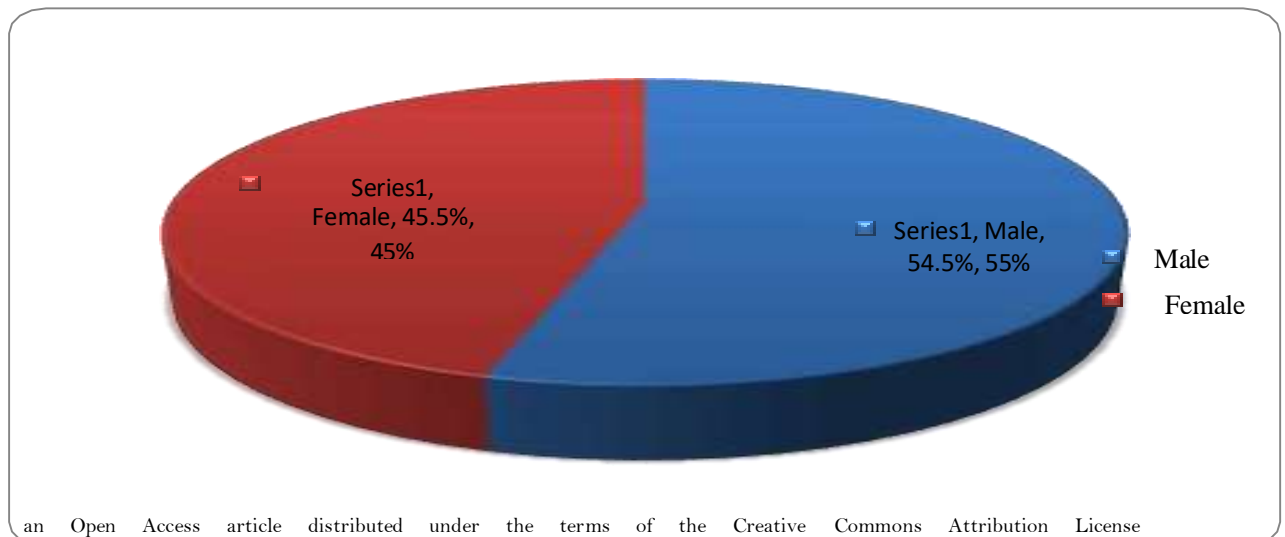


Figure 2: Showing gender distribution of respondents.
Source: Primary Data, 2022

Results from Figure 2 showed that the majority of the respondents, 96 (54.5%), were males, while their female counterparts constituted 80 (45.5%). The biggest number of respondents was male by gender meaning that more male respondents were engaged in the study. This could literarily imply that most males were more eager to take part in the study to share their views on motivational practices affecting teachers' performance, having experienced some of the practices that take place within their respective schools. Nevertheless, both males and females were always sensitized and oriented about issues affecting the performance of teachers, while some had been witnessed at school, a factor that led to the understanding of how the practices had impacted differently on male and female teachers' performance in their private secondary schools.

Age of Respondents

The respondents were requested to indicate their age to establish how this influenced their experience on issues of motivational practices and teachers' performance, and the results are shown below in the emerging Figure 3.

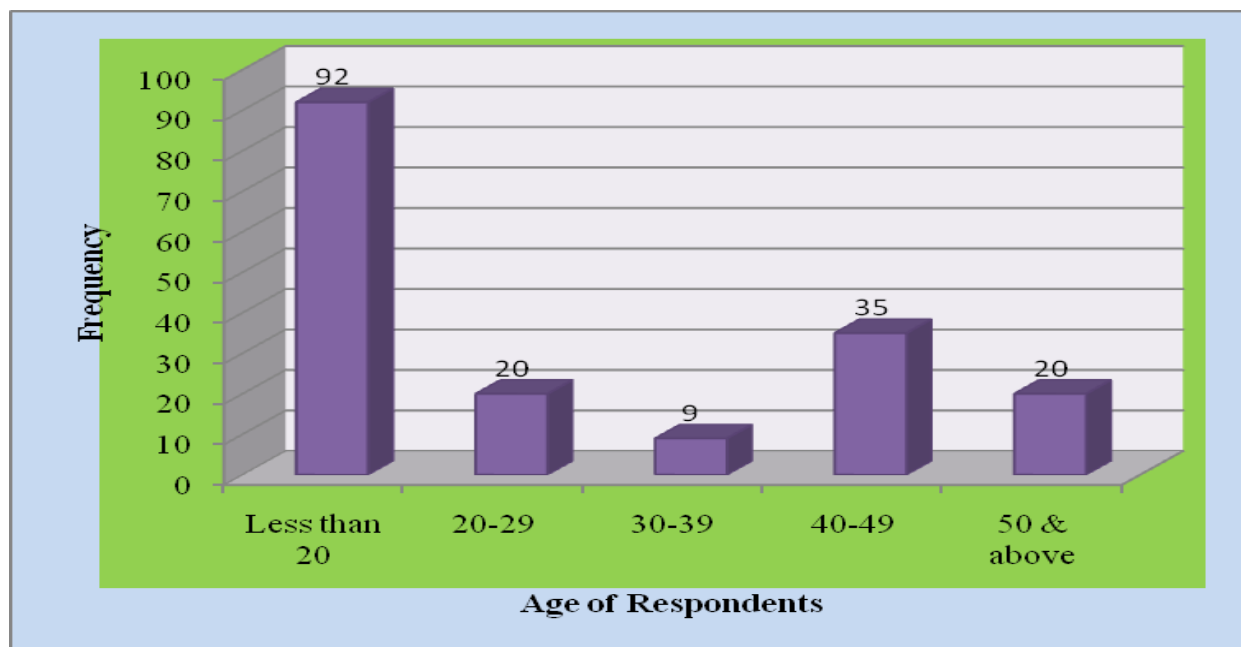


Figure 3: Age distribution of Respondents
Source: Primary Data, 2022

Figure 3 above clearly shows that the majority of the respondents, 92 (52.3%), were aged less than 20. These were entirely students who had participated in the study to explain their views on the relationship between motivational practices and teachers' performance. More than 35 (19.9%) of the respondents were aged 40-49 years, followed by 20 (11.4%) aged 20-29 years, more than 20 (11.4%) aged 50 years and above, and lastly 9 (5.1%) that were aged 30-39 years. This indicated that most of the respondents were relatively younger and hence expected to have unique views on what motivates teachers to perform better in their teaching profession compared to the older ones' views. Hence, they were in a position to identify some of the age-specific motivational practices and how they had impacted teachers' performance.

Marital Status of Respondents

The study further presented the marital status of respondents as this had an influence on the teachers' needs and how they could be motivated to improve their performance in their respective secondary schools.

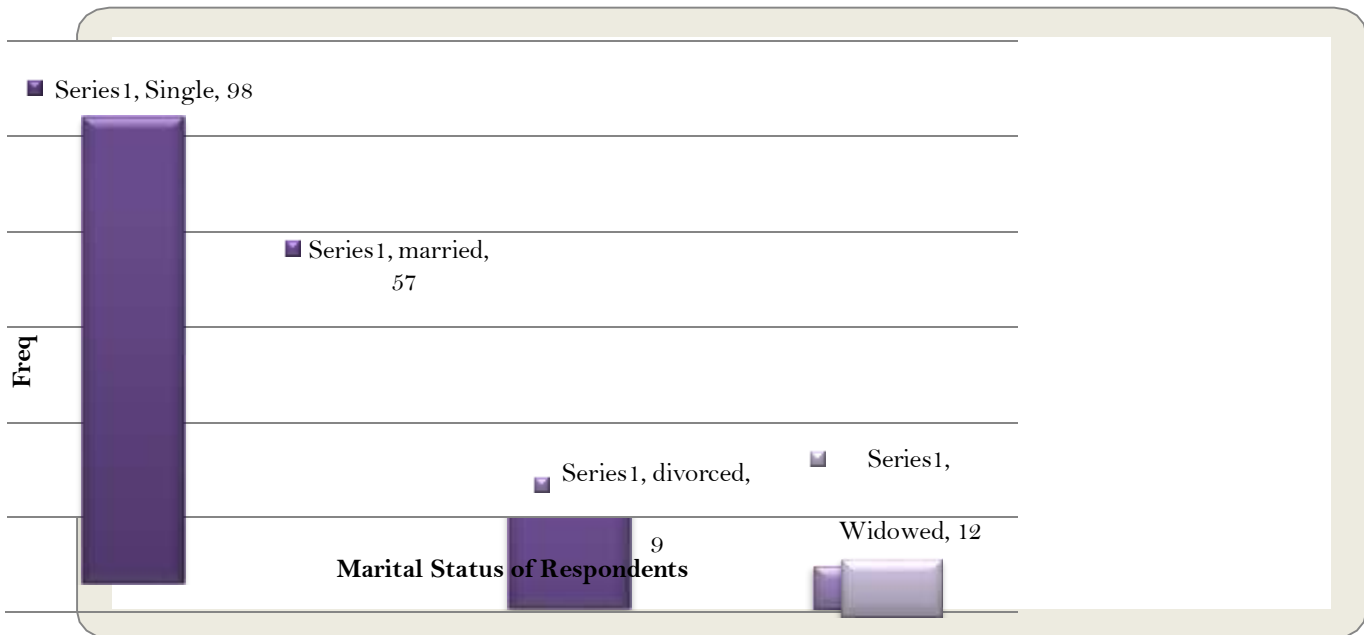


Figure 4: Marital Status of Respondents

Source: Primary Data, 2022

As indicated in Figure 4 above, the majority of the respondents, constituting 98 (55.7%), were still single, followed by 57 (32.4%) who were married, 12 (6.8%) who were widowed, and lastly, 9 (5.1%) who were divorced/separated. The findings indicated that the majority of the respondents were still single and were able to show how motivational practices had, in terms of fringe benefits, administrative support, and physical work environment had impacted on teachers' performance. Their views were compared with the married, widowed, and divorced to ascertain what motivates teachers in their different marital status to perform better in their teaching work in private secondary schools.

Time Spent in the Teaching Profession

The respondents were asked to mention the time spent by teachers in their teaching profession, and differing views were generated, as indicated in Table 1.

Table 1: Time Spent in Teaching

Time spent in teaching	Frequency	Percent
0-4 years	23	13.1
5-9 years	29	16.5
10-14 years	23	13.1
15-19 years	68	38.6
20 years and above	33	18.8
Total	176	100.0

Source: Primary Data, 2022

According to Table 1, respondents constituting 68 (38.6%) revealed that teachers had spent between 15-19 years in teaching. These were followed by 33 (18.8%) respondents that put the teaching time to 20 years and above and 29 (16.5%) who revealed a teaching experience of 5-9 years. More 23 (13.1%) pointed out the teaching time of 10-14 years while the same 23 (13.1%) pointed out the teaching time of 0-4 years. The findings indicated that majority of the teachers had a long teaching experience having spent 15 years and above in their teaching profession. This further meant that that had experienced a lot of issues regarding motivation practices and the changing trends in teachers' motivation and how these had affected their performance.

Time Spent Serving in The Respective Private Secondary Schools

The respondents also gave their varied responses regarding how long the teachers had served in their respective private secondary schools and their views were presented in figure 4.

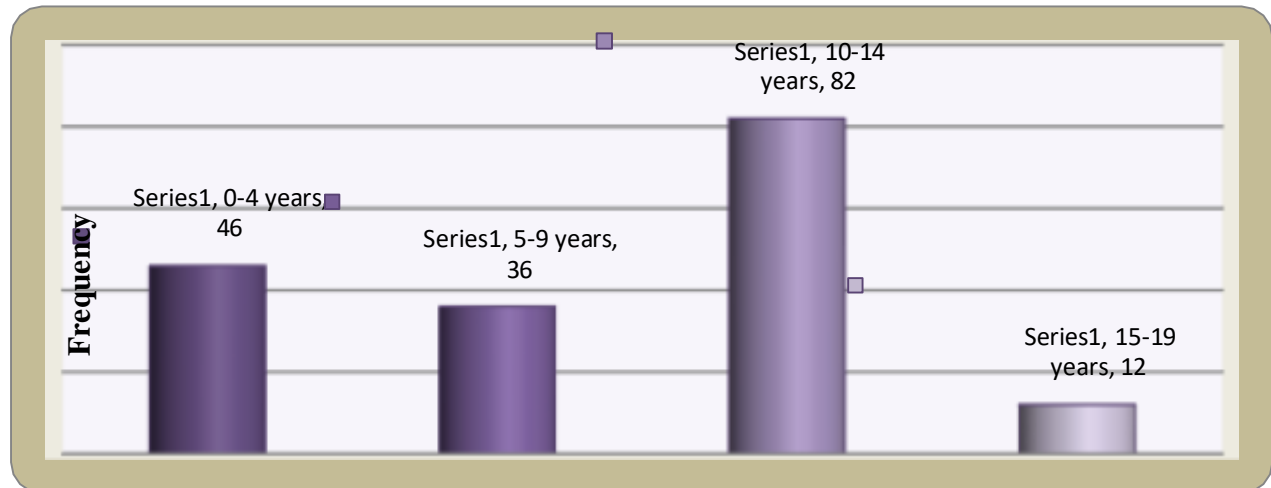


Figure 4: Time spent serving in the respective private secondary schools

Source: Primary Data, 2022

The findings regarding time spent serving in the respective private secondary schools were generated in figure 4 whereby 82 (46.6%) of the respondents put the time at 10-14 years, followed by 46 (26.1%) that revealed a time period of 0-4 years and 36 (20.5%) who revealed a period of 5-9 years. The least 12 (6.8%) of the respondents pointed out a teaching period of 15- 19 years as having been spent in teaching in their respective secondary schools. The findings therefore indicated that majority of the teachers had spent between 10-14 years in their respective private secondary schools, a factor that meant adequate knowledge on motivational practices affecting teachers' performance in terms of fringe benefits, administrative support and physical work environment compared to those that had spent less time.

Academic Qualifications of Respondents

The academic qualifications of respondents were also determined and these included secondary, diploma and degree as indicated in figure 5.

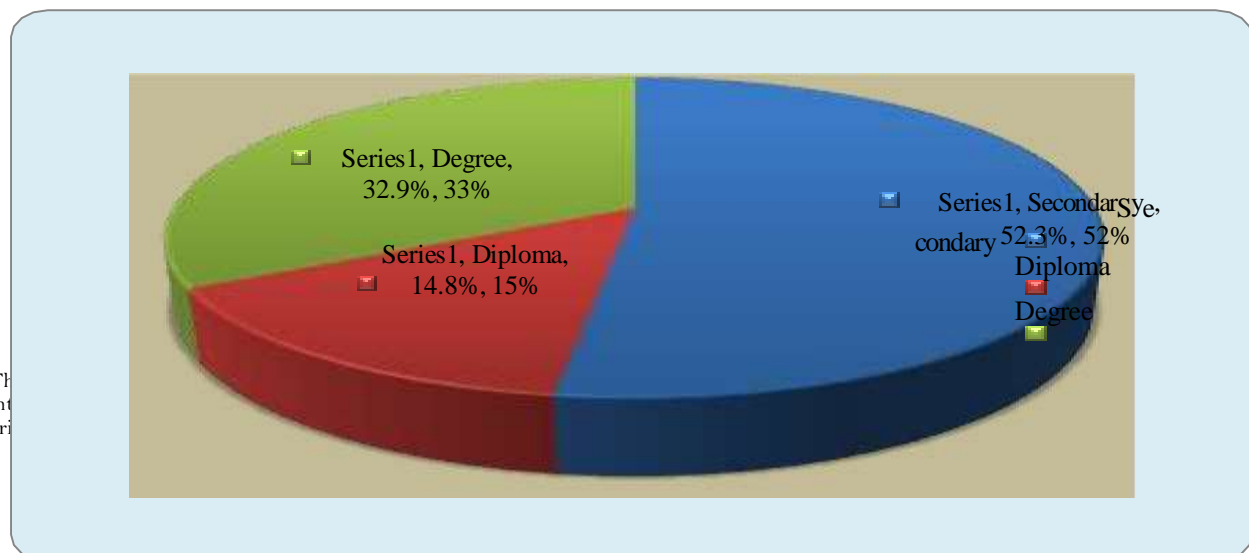


Figure 5: Academic qualifications of respondents
Source: Primary Data, 2022

According to the findings and as presented in figure 5, respondents constituting 92 (52.3%) had attained secondary level qualifications, followed by 58 (32.9%) of the respondents that had attained degree and the remaining 26 (14.8%) who had attained diploma education. Majority of the respondents were students who were still pursuing secondary education while majority of the staff had attained degree qualifications. This meant that different qualifications meant different exposure to issues of motivational practices and teachers' performance which helped in determining the extent to which the current motivational practices had affected teachers' performance in private secondary schools.

Professional Qualification

The respondents further expressed their views regarding Professional qualification of respondents. The findings indicated that 92 (52.3%) of the respondents were students, followed by 76 (43.2%) of respondents that were teachers as the remaining 8 (4.5%) of the respondents were head teachers. The findings revealed that apart from students who were majority, others were teachers by profession, a factor that enabled them to point out the underlying motivational practices affecting teachers' performance.

The influence of adequate fringe benefits on teachers' performance in private secondary schools in Isingiro district

One of the study objectives was to investigate the influence of adequate fringe benefits on teachers' performance in private secondary schools in Isingiro district. The respondents were subjected to a number of related statements to generate their responses on the theme using the 4-point likert scale measure.

Table 2: Descriptive statistics on the influence of adequate fringe benefits on teachers' performance in private secondary schools in Isingiro district

Statements	Percentage responses				Mean	Std Dev
	SA	A	D	SD		
At our schoolteachers are given recognition	66 (37.5%)	52 (29.5%)	23 (13.1%)	35 (19.9%)	2.83	1.133
Promotions are regularly done	16 (9.1%)	34 (19.3%)	105 (59.7%)	21 (11.9%)	2.26	.784
Teachers are always given teaching	0	34	105 (59.7%)	37	1.98	.637

allowances		(19.3%))	(21%)		
Teachers are always given transport allowances	9 (5.1%)	21 (11.9%)	67 (38.1%))	79 (44.9%))	1.77	.637
Teachers are always rewarded for their academic achievements through prizes	11 (6.2%)	6 (3.4%)	93 (52.8%))	66 (37.5%))	1.78	.784
The teachers are given medical allowances at school	9 (5.1%)	17 (9.7%)	69 (39.2%))	81 (46%)	1.74	.835
Teachers who come from far are provided with housing facilities in our school	15 (8.5%)	32 (18.2%)	60 (34.1%))	69 (39.2%))	1.96	.958
Some teachers are offered scholarships for further studies in our school	0	6 (3.4%)	153 (86.9%))	17 (9.7%)	1.94	.357
Free meals are provided to teachers in our school	31 (17.6%))	78 (44.3%)	54 (30.7%))	13 (7.4%)	2.72	.839

Key: SA=Strongly Agree A= Agree D=Disagree SD=Strongly Disagree

Source: Primary Data, 2022

As presented in table 2, the respondents were asked to react to the statement that at our school teachers are given recognition. In response, 67% of the respondents were in agreement with the statement, while 33% of the respondents disagreed with the statement. The mean response of 2.83 indicated agreement while on the other hand standard deviation of 1.133 indicated divergence of views. This indicated that majority were in agreement that at school teachers are given recognition, a factor that motivated them to teach.

The other statement was that promotions are regularly done. On the agreement side, 28.4% of the respondents agreed with the statement while other 71.6% of the respondents were in disagreement. The mean response of 2.26 indicated disagreement although standard deviation of 0.784 indicated non divergence of views. This indicated that to a large extent, promotions were not regularly done in private secondary schools for teachers. This implied teachers in such schools were demotivated due to serving in one position for long hence affecting negatively their performance. The other statement was that teachers are always given teaching allowances. The responses were that only 19.3% of the respondents agreed with the statement while 80.7% of the respondents disagreed. There was a mean response of 1.98 and standard deviation of 0.637. The findings indicated that to the majority respondents, teachers were not always given teaching allowances in their respective private secondary schools. This implied that such teachers were likely to be demotivated since depended only on the salary which was not adequate to meet their basic needs hence reducing their performance in the long run.

Relatedly, the interview results indicated that teachers were not highly motivated to teach effectively. majority of the interview results indicated that teachers were properly motivated by giving them their salaries while the least of the school managers revealed that the teachers were being given staff allowances and job security.

The respondents were further asked to explain whether teachers are always given transport allowances. In

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response, 17% of the respondents agreed with the statement as 83% of the respondents disagreed with the statement. The mean response of 1.77 and standard deviation of 0.637 were obtained. The findings indicated that majority did not approve of the fact that teachers are always given transport allowances. This implied that teachers especially those residing far away had to walk long distances to and from school which sometimes caused delays in starting the lessons hence affecting their overall performance in class. Respondents were also asked to react to the statement that teachers are always rewarded for their academic achievements through prizes. In response, 9.6% of the respondents agreed with the statement while the least 90.3% of the respondents disagreed with the statement. This indicated that to majority, teachers are not always rewarded for their academic achievements through prizes within their private secondary schools. This implied that teachers were likely to be demoralized by lack of incentives towards working hard for students' academic success as good performers were left unrewarded. This consequently translated into poor performance. In agreement with the findings, interview responses indicated that teacher's performance had been declining due to lack of motivation citing issues as failure to morale boost them, delayed payment of their salaries in addition to failure to recognize their efforts that bring good academic results. The other statement stated that the teachers are given medical allowances at school. In response, 14.8% of the respondents agreed with the statement while 85.2% of the respondents disagreed with the statement. The findings indicated that to majority, the teachers are not given medical allowances at school. This implied lack of medical allowance left teachers uncertain on where to seek for medical treatment in case of sickness, a factor that negatively affected teachers' performance. Respondents further reacted to the statement that teachers who come from far are provided with housing facilities in our school. The responses were that 26.7% of the respondents agreed with the statement, as 73.3% of the respondents disagreed. This indicated that majority were in disagreement that teachers who come from far are provided with housing facilities in our school. This implied that very few of the private secondary schools were providing housing allowances to teachers who come from far and this affected teachers' performance for the majority that were not provided with housing allowances. The respondents were also asked to explain whether some teachers are offered scholarships for further studies in our school. In response, 3.4% of the respondents were in agreement while 96.6% of the respondents disagreed with the statement. The mean response of 1.94 indicated less agreement although a standard deviation of 0.357 indicated non divergence of views. This indicated that majority of the teachers were not offered scholarships for further studies in their respective secondary schools. Lack of incentives in form of scholarships meant no added knowledge and skills on their career which discouraged the affected teachers hence leading to poor performance.

On whether Free meals are provided to teachers in our school the respondents came up with differing views whereby 61.9% of them agreed as 39.1% disagreed. The mean response of 2.72 indicated agreement with a standard deviation of 0.839 indicating non divergence of views. The findings indicated that majority of the teachers were given free meals in their respective secondary schools. This consequently reduced on their expenditure and increased their savings hence motivating them to some extent to teach committedly to improve their performance.

Correlation Between Fringe Benefits and Teachers' Performance in Private Secondary Schools

A Pearson correlation method was run and the results got were used to find whether a relationship existed between fringe benefits and teachers' performance in private secondary schools.

Table 3: Showing a correlation between fringe benefits and teachers' performance in private secondary schools

Correlations			
		Fringe benefits	Teachers performance
Fringe benefits	Pearson Correlation	1	.015**
	Sig. (2-tailed)		.843
	N	176	176
Teachers performance	Pearson Correlation	.015**	1
	Sig. (2-tailed)	.843	
	N	176	176
**. Correlation is significant at the 0.05 level (2-tailed).			

Source: SPSS

Table 3 above, shows correlations results between fringe benefits and teachers' performance in private secondary schools. Findings reveal the Pearson correlation ($r = .015^{**}$), sig value $p < 0.05$, at 95% confidence

level (.843), sample size (n=176). Fringe benefits thus designated no statistically significant correlation with teachers' performance in private secondary schools. This implied that use of fringe benefits in secondary schools had an insignificant influence on teachers' performance. This was partly attributed to the fact that the current fringe benefits were not regularly given, were very inadequate and irrelevant to teachers hence causing no effect on their teaching performance.

The Influence of Administrative Support on Teachers' Performance in Private Secondary Schools in Isingiro a District.

The second study objective was to establish the influence of influence of administrative support on teachers' performance in private secondary schools in Isingiro district. The respondents were asked to rate the various parameters on the influence of administrative support on teachers' performance in private secondary schools in Isingiro district. The results got are shown in table 4.

Table 4: Influence of administrative support on teachers' performance in private secondary schools in Isingiro district.

Statements	Percentage responses				Mean	Std Dev
	SA	A	D	SD		
At our school counseling services are free	14 (8%)	97 (55.1%)	46 (26.1%)	19 (10.8%)	2.60	.786
Teachers at our school practice good interpersonal relationships	12 (6.8%)	131 (74.4%)	26 (14.8%)	7 (4%)	2.84	.593
The school management offers staff development support to teachers	6 (3.4%)	51 (29%)	98 (55.7%)	21 (11.9%)	2.24	.700
The school vision is communicated to teachers by top management	54 (30.7%)	78 (44.3%)	31 (17.6%)	13 (7.4%)	2.98	.884
The teachers are always supported in their teaching in our school	6 (3.4%)	86 (48.9%)	39 (22.2%)	45 (25.6%)	2.30	.891
The school management committee handles teachers' welfare issues	12 (6.8%)	52 (29.5%)	80 (45.5%)	32 (18.2%)	2.25	.831

Key: SA=Strongly Agree A = Agree D =Disagree SD=Strongly Disagree

Source: Primary Data, 2022

The respondents were asked whether at our school counseling services are free. In response, 63.1% of the respondents were in agreement with the statement, while 36.9% of the respondents disagreed. The mean response of 2.60 was obtained indicating high agreement and standard deviation of 0.786 indicated non divergence of views. This indicated that majority were in support of the fact that in their schools counseling services are free. This implied that teachers' diverse psychosocial problems were handled by some professionals a factor that positively affected their performance in their secondary schools. The other statement stated that teachers at our school practice good interpersonal relationships. In response, 81.2% of the respondents agreed with the statement, as 18.8% of the respondents disagreed. There was a mean response of 2.84 and standard deviation of 0.593 all of which indicated agreement with the statement. This indicated that generally there was agreement that teachers at our school practice good interpersonal

relationships. The implication was that teachers were freely interacting with each other which helped them to deal with their pedagogical and non-pedagogical problems and in turn positively influenced their performance. The interview guide responses also supported the findings by indicating that once interpersonal relationship was good, unity and teamwork would be created among teachers and if not, the reverse would be true.

Furthermore, a statement was posed as whether the school management offers staff development support to teachers. The findings established that 75% of the respondents agreed, while 25% of the respondents disagreed with the statement. These were supported by a mean response of 2.24 and standard deviation of 0.700. The findings indicated that by and large, the school management offers staff development support to teachers. This implied that the school management in private schools has tried to work hard to ensure staff development for their teachers. Another statement was about the view that the school vision is communicated to teachers by top management. The responses were that 75% of the respondents were in agreement with the statement, while 25% of the respondents were in disagreement. This showed that to a large extent, the school vision is communicated to teachers by top management. The implication was that teachers were guided by the school vision in their respective private secondary schools hence being focused in doing their work, a factor that ensured improved teachers' performance. On the statement that the teachers are always supported in their teaching in our school, 52.3% of the respondents were in agreement while 47.7% of the respondents disagreed with the respondents. This was supported by a mean response of 2.30 and standard deviation of 0.891. This indicated that to a large extent, it was agreed that the teachers are always supported in their teaching in their schools. The implication was that teachers in private secondary schools were often supported in their teaching to ensure improved performance. Moreover, private secondary schools valued students' performance highly as a source of marketing their schools, hence willing to support teachers in their teaching. Another statement was that the school management committee handles teachers' welfare issues. In response, 36.3% of the respondents were in agreement while 63.7% of the respondents disagreed. The findings indicated that to a large extent, respondents were in disagreement that the school management committee handles teachers' welfare issues. This confirmed the fact that in most private secondary schools, no attention was put on teachers' welfare by the school management committee. This implied that teachers in such secondary schools had unresolved welfare issues some of which demoralized them from teaching effectively hence negatively affecting their performance. Moreover, the interview results supported the fact that parents should be involved in teachers' welfare at school to support school administration and for cordial relationship with teachers.

Correlation between Administrative support and teachers' performance in Private Secondary Schools in Isingiro district.

A Pearson correlation method was run and the results got were used to find whether a relationship existed between administrative support and teachers' performance in Private Secondary Schools in Isingiro district.

Table 5: Showing a correlation between administrative support and teachers' performance in Private Secondary Schools in Isingiro district.

Correlations			
		Administrative support	Teachers performance
Administrative support	Pearson Correlation	1	.168*
	Sig. (2-tailed)		.025
	N	176	176
Teachers' performance	Pearson Correlation	.168*	1
	Sig. (2-tailed)	.025	
	N	176	176
*. Correlation is significant at the 0.05 level (2-tailed).			

Source: SPSS

Table 5 above, shows correlation results between administrative support and teachers' performance. Findings reveal the Pearson correlation ($r = .168^*$), sig value $p < 0.05$, at 95% confidence level (.025), sample size ($n=176$). Administrative support indicated a positive and statistically significant correlation with teachers' performance. This implied that administrative support influenced teachers' performance in Private Secondary Schools in Isingiro district. This indicated that administrative support positively but less

significantly affects teachers' performance. This was reflected in increased facilitation of teaching staff with learning aids to perform towards set targets and management of funds properly, all of which are positive indicators of teachers' performance.

The influence of the physical work environment on teachers' performance in private secondary schools in Isingiro district

The third study objective was to examine the influence of the physical work environment on teachers' performance in private secondary schools in Isingiro district. The respondents were asked to rate the various parameters on the influence of the physical work environment on teachers' performance in private secondary schools in Isingiro district. The results are shown in Table 6.

Table 6: Influence of physical work environment on teachers' performance in private secondary schools in Isingiro district

Statements	Percentage responses				Mean	Std Dev
	SA	A	D	SD		
Accommodation is offered at our school	51 (29%)	58 (33%)	43 (24.4%)	24 (13.6%)	2.77	1.02
Safety is granted at our school	37 (21%)	60 (34.1%)	36 (20.5%)	43 (24.4%)	2.52	1.08
There are adequate ICT services at our school	8 (4.5%)	15 (8.5%)	92 (52.3%)	61 (34.7%)	1.83	.767
There are adequate classrooms at our school	20 (11.4%)	60 (34.1%)	61 (34.7%)	35 (19.9%)	2.37	.929
There are adequate laboratory services at our school	4 (2.3%)	18 (10.2%)	75 (42.6%)	79 (44.9%)	1.69	.745
There are separate teachers' sanitation facilities that are adequate and in good condition	38 (21.6%)	90 (51.1%)	43 (24.4%)	5 (2.8%)	2.91	.755
The teachers work in a sound pollution-free environment	46 (26.1%)	81 (46%)	43 (24.4%)	6 (3.4%)	2.95	.801
There is a provision for recreational facilities	38 (21.6%)	96 (54.5%)	26 (14.8%)	16 (9.1%)	2.89	.848
There are adequate utilities like Electricity and water at school	13 (7.4%)	46 (26.1%)	76 (43.2%)	41 (23.3%)	2.18	.874

Key: SA=Strongly Agree A= Agree D=Disagree SD=Strongly Disagree

Source: Primary Data, 2022

The respondents were initially asked whether Accommodation is offered at our school. In response, 62% of the respondents were in agreement, while 38% of the respondents disagreed with the statement. This was supported by a mean response of 2.77, although a standard deviation of 1.02 indicated a divergence of views. This indicated that, to a large extent, accommodation is offered at our school. This implied that accommodation for teachers was an added incentive to encourage hard work towards teaching, which led to better performance of such teachers. Furthermore, respondents were asked to comment on the statement that safety is granted at our school. In response, 55.1% of the respondents agreed with the statement, while 44.9% of the respondents disagreed with the statement. There was a mean response of 2.52 and a standard deviation

of 1.08 were obtained. This indicated that to a slight large extent, safety is granted at school. This implied that teachers were, in most cases, secure while performing their teaching duties in their respective secondary schools, a factor that meant improved teacher' performance. The statement that there are adequate ICT services at our school. Accordingly, 13% of the respondents agreed with the statement, while 87% of the respondents disagreed with the statement. A mean response of 1.83 indicated less agreement, although a standard deviation of 0.767 indicated non divergence of views. This indicated that, to a large extent, there was disagreement that there are adequate ICT services at our school. The implication was that ICT services were always inadequate, which hindered teachers' ability to teach effectively.

The interview results on factors affecting teachers' performance also revealed failure to upgrade their performance with current modern technological trends as one of the factors demotivating teachers

The respondents were asked whether there are adequate classrooms at our school. In response, 45% of the respondents agreed with the statement, while 55% of the respondents disagreed with the statement. A mean response of 2.37 and a standard deviation of 0.929 were obtained. This indicated that to a large extent, there are inadequate classrooms at our school. This implied that in most private secondary schools, classrooms were inadequate, which affected the teacher-to-student ratio and consequently reduced teachers' performance. Another statement was that there are adequate laboratory services at our school. The findings had 12.5% of the respondents agreeing with the statement, while the remaining 87.5% of the respondents disagreed with the statement. There was a mean response of 1.69 that indicated less agreement, although the standard deviation of 0.745 indicated non divergence of views. The findings showed that, to a large extent, there were inadequate laboratory services at our school. This implied that most private secondary schools had no adequate laboratory services at school for science practical's and this was more likely to affect teachers' performance in science subjects, which translated into poor academic achievement. This was supported by interview results that pointed out the need for more practical lessons and demonstrations using laboratory equipment to motivate teachers in their teaching efforts. This implied that most private secondary schools were still relying on theoretical science teaching due to a lack of most laboratory equipment. The respondents were asked whether there are separate teachers' sanitation facilities that are adequate and in good condition. In response, 72.7% of the respondents agreed with the statement, while 27.3% of the respondents disagreed. The mean response of 2.91 and standard deviation of 0.755 supported the agreement side. The findings indicated that, to a large extent, there are separate teachers' sanitation facilities that are adequate and in good condition. The findings implied that teachers in such private secondary schools had privacy in using these facilities and cleanliness, which made the school environment a better place to live and work in. Respondents reacted to the statement on whether the teachers work in a sound pollution-free environment. In response, 72.1% agreed with the statement, while 27.9% of the respondents disagreed with the statement. There was a mean response of 2.18 and a standard deviation of 0.874, which indicated agreement. This indicated that, to a large extent, the teachers work in a sound pollution-free environment. The implication was that such a good environment was likely to be tolerated amidst other challenges by the teachers, hence, remaining committed to their teaching job. On whether there is provision for recreational facilities, different responses were generated, whereby 76.1% of the respondents agreed with the statement while 23.9% of the respondents disagreed. The mean response of 2.89 and standard deviation of 0.848 were obtained. This indicated that, to a large extent, there was agreement that there is a provision for recreational facilities. Recreation facilities such as indoor games, basketball and volleyball made teachers relaxed and able to refresh their minds to teach better.

The respondents were also able to react to the statement that there are adequate utilities like electricity and water at school. In response, 33.5% of the respondents agreed, while 66.5% of the respondents disagreed with the statement. The mean response of 2.18 and standard deviation of 0.874 were obtained. This indicated that, to a large extent, there was disagreement that there are adequate utilities like electricity and water at school. This implied that utilities such as electricity and water were hardly accessed by the teachers while at school, which also discouraged them from committing their efforts towards teaching. Moreover, the interview responses pointed to the fact that there was still a problem of inadequate infrastructure to facilitate teachers while performing their duties at school. This ranged from furniture to teacher's offices, decent sanitation facilities among others which seemed to demotivate teachers once they were not available or in good condition. The interview results further mentioned how working conditions influence teachers' performance. They revealed that the provision of job security created trust, encouraged hard work, and enabled career attainment of which improved teachers' performance. Others revealed that poor feeding at school usually led to poor motivation, hence low performance in teaching. Furthermore, it was revealed that good working conditions in the form of spacious classrooms, the presence of teaching aids, good interpersonal relationships, and recognition helped teachers to have peace of mind hence, better delivery in class.

Correlation between Physical Work Environment and Teachers' Performance in Private Secondary

Schools in Isingiro District

A Pearson correlation method was used to run, and the results were used to find whether a relationship existed between physical work environment and teachers' performance.

Table 7: Showing a correlation between physical work environment and teachers' performance in Isingiro district

Correlations			
		Teachers performance	Physical work environment
Teachers performance	Pearson Correlation	1	.213**
	Sig. (2-tailed)		.005
	N	176	176
Physical work environment	Pearson Correlation	.213**	1
	Sig. (2-tailed)	.005	
	N	176	176
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 7 above shows correlation results between physical work environment and teachers' performance. Findings reveal the Pearson correlation ($r = .213^{**}$), sig value $p < 0.01$, at 95% confidence level (.005), and sample size ($n=176$). Physical work environment designated a positive and statistically less significant correlation with teachers' performance in private secondary schools. This implied that a more physical work environment positively impacts teachers' performance in private secondary schools in Isingiro district. The given value of Pearson coefficient .213 meant that there was a weak positive relationship between physical work environment and teachers' performance in private secondary schools.

Teachers' Performance

The study also established teachers' performance in private secondary schools in Isingiro district. The respondents were asked to rate the various parameters on the influence of the physical work environment.

Table 8: Descriptive statements on teachers' performance in private secondary schools in Isingiro district

Statements	Percentage responses				Mean	Std Dev
	SA	A	D	SD		
Preparation of teaching materials is done regularly at our school	10 (5.7%)	106 (60.2%)	55 (31.2%)	5 (2.8%)	2.69	.622
Teachers regularly report early at work	5 (2.8%)	127 (72.2%)	38 (21.6%)	6 (3.4%)	2.74	.563
Teachers always attend school functions and meetings	15 (8.5%)	67 (38.1%)	80 (45.5%)	14 (8%)	2.47	.763
Supervision of school activities is regularly done by the teachers	12 (6.8%)	57 (32.4%)	97 (55.1%)	10 (5.7%)	2.40	.702

Teachers normally participate in extracurricular activities	5 (2.8%)	42 (23.9%)	95 (54%)	34 (19.3%)	2.10	.734
Regular assessment is done to students	55 (31.2%)	92 (52.3%)	24 (13.6%)	5 (2.8%)	3.11	.743
Schemes of work are done by teachers before the beginning of a new term	25 (14.2%)	69 (39.2%)	63 (35.8%)	19 (10.8%)	2.57	.866
Teachers are always available to handle students' academic queries	34 (19.3%)	69 (39.2%)	49 (27.8%)	24 (13.6%)	2.64	.945
Lesson plan is adhered to by teachers while teaching	20 (11.4%)	59 (33.5%)	87 (49.4%)	10 (5.7%)	2.51	.771

Key: SA=Strongly Agree A= Agree D=Disagree SD=Strongly Disagree

A statement was posed whether the Preparation of teaching materials is done regularly at our school. The majority of responses, at 65.9%, were in agreement, while 34.1% were in disagreement. This meant that, to a large extent, the Preparation of teaching materials is done regularly at school by teachers. It was also noted that Teachers regularly report early at work; this was clarified through the majority response rate of 75% in agreement against 25% in disagreement. There was a mean response of 2.74 and a standard deviation of 0.563. This meant that teachers regularly report early at work in most private secondary schools. It was disagreed to by 53.5% that teachers always attend school functions and meetings, while 46.5% were in disagreement. This meant that teachers did not always attend school functions and meetings. Hence, they were not motivated enough to attend such functions but were away from school doing their personal business. Furthermore, it was disagreed to by 60.8% disagreed that Supervision of school activities is regularly done by the teachers, while 39.2% agreed. This meant that to a large extent, Supervision of school activities was not regularly done by the teachers. On extracurricular activities, a statement was posed whether teachers normally participate in extracurricular activities. The majority response of 73.3% was in disagreement, while the remaining 26.75% agreed with the statement. This implied that in most private secondary schools, teachers did not normally participate in extracurricular activities. It was further noted that regular assessment is done to students as clarified through majority response of 83.5% that agreed, while 16.5% disagreed with a mean response of 3.11 and standard deviation of 0.743. This showed that most teachers in private secondary schools were committed to doing regular assessments of students.

The majority response of 53.4% were in agreement that schemes of work are done by teachers before the beginning of a new term, while 46.6% of the respondents were in disagreement. The mean response of 2.57 and standard deviation of 0.866 were obtained. More than 58.5% were in agreement, while 41.5% were in disagreement with the statement that teachers are always available to handle students' academic queries. The mean response of 2.64 and standard deviation of 0.945 were obtained. This indicated that, to a large extent, teachers are always available to handle students' academic queries. On whether the lesson plan is adhered to by teachers while teaching, 44.9% of the respondents agreed, while 55.1% disagreed with the statement. This implied that the lesson plan is not adhered to by teachers while teaching, a factor that has led to poor performance of teachers.

DISCUSSION

Influence of Adequate Fringe Benefits on Teachers' Performance in Private Secondary Schools in Isingiro District

The study objective sought to investigate the influence of adequate fringe benefits on teachers' performance in private secondary schools in Isingiro district. The study established that there was no statistically significant relationship between fringe benefits and teachers' performance in private secondary schools in Isingiro district ($p > 0.05$). The descriptive statistics also indicated that to a large extent, fringe benefits were found to be poor as reflected in failure to do promotions, failure to give teaching, transport and medical allowances. The above is in agreement with [33, 34] that different Scholars consent that low promotion, lack of opportunities, advancement, and recognition of teachers have caused general difficulties in the teaching

profession in different parts of Kenya; some secondary and primary school teachers were partly unsatisfied. Observations were made and found out that lack of respect, poor facilitation, and lack of appreciation of administration make some teachers lose hope in their schools' administration work. Furthermore, few of the private secondary schools endeavoured to provide teachers with housing facilities, especially for teachers who come from far. To a smaller extent, some teachers are offered scholarships for further studies in their schools. This is in agreement with [35], who noted that in 1994, the Uganda Teachers Association (UTA) advanced the matter of small pay in a manner that brilliantly exposed the teachers' underprivileged situation. When it comes to fringe benefits, secondary teachers have to go without company cars, subsidized medical facilities, mileage allowances, house loan schemes, and other allowances that improve the lot of other professions and the private section [35]. From the descriptive statistics, it was established that as part of fringe benefits, schoolteachers were given recognition in their respective schools, and free meals were being provided to the teachers. Teachers' recognition is reflected in many ways, like thanks, giving gifts, increment in salary, promotions at school, and giving allowances to teachers [36, 37]. This study finds support from the two-factor theory of motivation. According to [38], he mentioned two levels of motivators for different workers. He identified the two levels as 'hygiene' and 'motivation'. To him, each level provides different purposes for a teacher in this case (worker). Apart from making money, teachers have got reasons for working as per expectations, therefore school administrators take concern to create a smooth teaching environment, if teachers are to achieve their objectives that would lead schools to achieve their set goals.

Influence of administrative support on teachers' performance in private secondary schools in Isingiro district

The study objective sought to establish the influence of administrative support on teachers' performance in private secondary schools in Isingiro district. The study established that there was a statistically significant relationship between administrative support and teachers' performance in private secondary schools in Isingiro district with a Pearson correlation of 0.168 and $p < 0.05$. According to [39], effective administrative support plays important roles in school leadership, students' discipline, academic work, guidance and counselling practices and four dimensions, which is a vision of building school, development of goals and priorities, motivating staff and development of a collaborative school culture. Furthermore, [40] revealed that administrative support plays fundamental roles in schools' survival, like leading to good academic performance of students, effectiveness and efficiency of teachers in schools, and once it becomes inactive, the reverse becomes true. In this argument, [41] also realized that some teachers have left the teaching profession due to lack of administrative support as they seek assistance from them but all in vain. The descriptive findings revealed that counseling services were being provided freely in their respective private secondary schools. Furthermore, the majority of the teachers in their respective secondary schools practiced good interpersonal relationships, which has also stimulated their performance towards better student grades. The school vision was being communicated to teachers by top management in most private secondary schools in addition to the teachers being always supported in their teaching in our school. On interpersonal relationships [42], established that interpersonal skills play a vital role to both managers and teachers through building trust at workplaces, and cooperation of teachers among other members in the school, this arouses team work, accountableness, which enough staff members in executing school activities. Effective communication in schools creates teamwork, while ineffective communication may result in wastage of resources.

Influence of physical work environment on teachers' performance in private secondary schools in Isingiro district

The study objective sought to examine the influence of the physical work environment on teachers' performance in private secondary schools in Isingiro district. Through the relational statistics (Pearson Correlation Coefficient of .213** at 0.05 significant level), it was revealed that the physical work environment statistically had an influence on teachers' performance in private secondary schools in Isingiro district. In agreement with the above findings, [43] found out that in instances of the underdevelopment of school facilities, there were high incidences of teacher attrition attributed to dissatisfaction. This was a great factor that demoralized teachers and caused them to leave the service in pursuit of better employment opportunities. The study found out that the advent of new ministries and related public and private bodies had seen many teachers leave the profession, and a closer enquiry showed that the majority of them taught in rural schools that were ill equipped, thus the co- correlation between lack of facilities and dissatisfaction leading to poor performance. The descriptive statistics it was established that accommodation was being provided freely in the school and their safety was being granted while performing their teaching duties. Contrary to the above findings, [44] reveals that some teachers leave schools due to lack of physical work environment which includes of school facilities like the libraries, enough classrooms, laboratories, computer facilities, safety facilities in schools, accommodation like houses, teaching aids like text books, chalk

boards, pens and any other item which always make the process of teaching-learning easier and possible. The findings further revealed that there are separate teachers' sanitation facilities that are adequate and in good condition. [13], noted that in London, for successful teaching and learning processes to take place in schools, physical environments such as clean, quiet, safe, comfortable buildings must be in place, healthy and motivated but be armed to execute their roles. Some schools have buildings that are not properly maintained, which have the potential to inhibit teachers' and students' success due to several deficiencies in the facility.

It was also established that the teachers work in a sound pollution-free environment, and there was an attempt to provide for recreational facilities for teachers' relaxation. Relatedly, [45] noted that some of the schools have facilities of poor quality, which affects students' attitudes in schools. Teachers' self-esteem, schools' security, students' comfort, and also pro-social behaviors can be a result of the physical environment in schools, which in turn affects the learning, teaching, and achievement. Such information indicates that there is a close relationship between the physical work environment, students' academic work, and teachers' performance.

CONCLUSION

The study findings pointed to the fact that in most private secondary schools, fringe benefits were not given a priority as one way of motivating teachers in their work. It is no wonder that the current fringe benefits in these schools have not translated into teachers' performance in their respective private secondary schools. It is only in very few of the private secondary schools whereby efforts to provide teachers with housing facilities, especially for teachers who come from far offering scholarships for further studies in their schools that fringe benefits have impacted positively on teachers' performance. Nonetheless, fringe benefits remain an important aspect to consider while trying to motivate teachers to perform better as long as they are well thought out and delivered to the right people at the right time. The study reveals that administrative support is being provided to teachers in their respective secondary schools as it is recognized as key in promoting success. It is worth noting that administrative support positively impacts teachers' performance in private secondary schools in Isingiro district. Administrative support has mainly been reflected in free counseling services at school, encouraging teachers in their respective schools to practice good interpersonal relationships and supporting the teachers in their teaching. On the issue of physical work environment, it is evident that this factor is being respected and promoted in most of the private secondary schools. The physical work environment is mainly being promoted through offering accommodation and safety for teachers, the presence of separate teachers' sanitation facilities that are adequate and in good condition, teachers working in a sound pollution-free environment, and there is provision of recreational facilities. Provision of ideal physical work environment for teachers positively and intrinsically influences teachers' performance in private secondary schools.

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