

The Role Of Intrinsic, Extrinsic, And Professional Growth Drivers In Shaping Teacher Service Delivery In Rural Uganda

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Abstract

Teacher motivation is a critical determinant of instructional quality, professional commitment, and overall educational outcomes, particularly in rural and resource-constrained contexts. In rural Uganda, secondary school teachers face challenges such as inadequate instructional materials, poor infrastructure, low salaries, and limited professional development opportunities, which affect service delivery. This study examines the role of intrinsic, extrinsic, and professional growth motivational drivers in shaping teacher service delivery. Guided by Herzberg's Two-Factor Theory (1959, 1966) and Vroom's Expectancy Theory (1964), a mixed-methods design was employed, including surveys of 120 teachers and interviews with 15 teachers and 10 headteachers. Findings reveal that while intrinsic and extrinsic factors influence service delivery, professional growth motivation is the strongest predictor. Teachers engaged in continuous professional development demonstrate improved instructional competence, classroom management, assessment practices, and professional commitment. The study recommends strengthening professional development structures, linking career progression to skill acquisition, and improving working conditions to enhance teacher performance in rural Uganda.

Keywords: Of Intrinsic, Extrinsic, Professional Growth and Teacher Service Delivery

SECTION ONE: BACKGROUND

1.1 Introduction

Teacher motivation has consistently been recognized as central to effective teaching and learning outcomes, particularly in developing countries where educational resources are constrained (Bennell & Akyeamong, 2007). Motivated teachers exhibit high levels of instructional competence, creativity, commitment, and learner engagement (Darling-Hammond, 2010; Deci & Ryan, 2000). Conversely, poorly motivated teachers are associated with low performance, absenteeism, and diminished quality of instruction.

In Uganda, rural secondary schools face persistent challenges including insufficient teaching resources, poor infrastructure, high student-teacher ratios, and minimal administrative support (MoES, 2019). Teachers in these schools often experience delayed salaries, inadequate housing, and limited opportunities for professional growth (Tumushabe, 2019). Despite these challenges, some teachers demonstrate high performance, highlighting the role of internal and external motivational factors in sustaining service delivery. Recent studies suggest that while intrinsic and extrinsic motivation remain important, professional growth motivation teachers' engagement in continuous learning, professional development, and career advancement

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is increasingly critical in predicting service delivery outcomes (Osei, 2017; Mulkeen, 2010). Teachers who actively pursue professional development display improved classroom management, lesson planning, assessment, and commitment to professional standards.

1.2 Context in Rural Uganda

Rural teachers face unique motivational challenges due to geographic isolation, poor working conditions, limited access to training, and inadequate teaching resources (Bergmann et al., 2021). These constraints often result in low morale, diminished instructional quality, and teacher turnover. However, teachers with high professional growth motivation demonstrate greater resilience, adaptability, and effectiveness (Addai et al., 2018). Understanding the interplay of intrinsic, extrinsic, and professional growth drivers in these contexts is crucial for designing targeted interventions to improve teacher performance.

1.3 Problem Statement

Although Uganda has made strides in expanding access to secondary education, disparities persist between urban and rural schools, particularly in teacher performance (Mbiti, 2016). Rural teachers often struggle with absenteeism, insufficient lesson preparation, weak classroom management, and low-quality assessments, leading to compromised learning outcomes.

Existing research has predominantly focused on intrinsic or extrinsic motivation in isolation, with limited attention to professional growth motivation and its comparative influence on service delivery. Moreover, few studies have examined these dimensions in rural Ugandan secondary schools, leaving a critical knowledge gap in understanding how to improve teacher performance in resource-constrained environments.

1.4 Purpose of the Study

The purpose of this study is to explore how intrinsic, extrinsic, and professional growth motivation influence teacher service delivery in rural secondary schools in Uganda. The study seeks to determine which motivational factor most strongly predicts effective teaching and to provide actionable recommendations for strengthening teacher motivation in rural contexts.

1.5 Objectives of the Study

1. Examine the influence of intrinsic motivation on teacher service delivery.
2. Assess the impact of extrinsic motivation on teacher service delivery.
3. Investigate the role of professional growth motivation in shaping teacher performance.
4. Identify the motivational factor that most strongly predicts teacher service delivery.

1.6 Research Questions

1. How does intrinsic motivation affect teacher service delivery?
2. What is the effect of extrinsic motivation on teacher service delivery?
3. How does professional growth motivation influence teacher performance?

4. Which motivational factor is the strongest predictor of teacher service delivery in rural secondary schools?

1.7 Significance of the Study

- **Policy Makers:** Evidence to guide interventions targeting teacher motivation.
- **District Education Officers:** Data to inform supervision and teacher support strategies.
- **School Administrators:** Knowledge to foster school environments that encourage professional growth.
- **Teacher Training Institutions:** Guidance on designing pre-service and in-service training programs.
- **Researchers:** Contribution to the understanding of motivation in low-resource educational contexts.

1.8 Scope of the Study

The study focuses on intrinsic, extrinsic, and professional growth motivation among rural secondary school teachers in Uganda. Teacher service delivery indicators include lesson preparation, classroom management, assessment practices, attendance, and professional behavior. The study is geographically limited to rural districts with significant teacher motivation challenges.

1.9 Theoretical Framework

1.9.1 Herzberg's Two-Factor Theory

Herzberg (1959, 1966) identifies hygiene factors (salary, supervision, working conditions) and motivators (achievement, recognition, professional growth). While hygiene factors prevent dissatisfaction, motivators drive performance and satisfaction. Professional growth is aligned with motivators, making it essential for improving service delivery in rural schools.

1.9.2 Vroom's Expectancy Theory

Vroom (1964) posits that motivation is determined by expectancy (effort → performance), instrumentality (performance → reward), and valence (value of reward). Teachers who believe that professional development improves performance and leads to advancement or recognition are more likely to exert effort and deliver higher-quality instruction.

SECTION TWO: LITERATURE REVIEW

2.1 Introduction

Teacher motivation is a multi-dimensional construct that significantly influences educational outcomes. Motivation affects teacher commitment, instructional quality, classroom management, assessment practices, and professional conduct (Darling-Hammond, 2010). In rural contexts, where resources are limited and working conditions are challenging, understanding the relative influence of intrinsic, extrinsic, and professional growth drivers is critical (Bennell & Akyeampong, 2007).

This review synthesizes global and Ugandan research on teacher motivation, highlighting theoretical foundations, empirical findings, and gaps that justify the current study.

2.2 Intrinsic Motivation

Intrinsic motivation refers to the internal drive of teachers to engage in teaching due to personal satisfaction, passion, or a sense of professional duty (Deci & Ryan, 2000). Teachers who are intrinsically motivated find teaching personally rewarding and are often more persistent, creative, and committed to learner success (Guajardo, 2011).

2.2.1 Impact on Service Delivery

Empirical studies have shown that intrinsically motivated teachers exhibit higher levels of lesson preparation, classroom engagement, and innovative instructional strategies. For instance, Nkata (2015) observed that teachers in rural Uganda who reported high intrinsic motivation consistently demonstrated stronger learner engagement and task completion despite limited teaching resources. Similarly, a study in Kenya revealed that intrinsic motivation correlated positively with teacher perseverance, even in schools with poor infrastructure (Mulkeen, 2010).

2.2.2 Limitations of Intrinsic Motivation

While intrinsic motivation is critical, it is often insufficient in contexts where structural and financial challenges are severe (Bergmann et al., 2021). Teachers may remain passionate about teaching but are constrained by lack of materials, high workload, or inadequate professional support. Therefore, intrinsic motivation alone cannot guarantee optimal service delivery, highlighting the need to consider extrinsic and professional growth factors.

2.3 Extrinsic Motivation

Extrinsic motivation is linked to external rewards, such as salary, allowances, job security, promotion opportunities, and recognition (Vroom, 1964). These factors are essential for teacher retention and basic job satisfaction.

2.3.1 Financial Incentives and Service Delivery

Several studies emphasize the role of financial incentives in rural teacher performance. Tumushabe (2019) reported that delayed salaries and low remuneration contribute to absenteeism, demotivation, and poor lesson preparation in rural Ugandan secondary schools. Similarly, Bennell and Akyeampong (2007) argue that extrinsic incentives, while necessary for preventing dissatisfaction, are not sufficient to motivate higher-order performance such as creativity or professional commitment.

2.3.2 Non-Financial Extrinsic Factors

Extrinsic motivation also includes non-financial factors such as supervision, recognition, and supportive working conditions. MoES (2019) highlights that effective school leadership and recognition of teacher achievements improve morale and commitment. However, research indicates that in rural schools, these

factors are often weak due to poor administrative capacity, leaving teachers demotivated despite intrinsic commitment.

2.3.3 Summary of Extrinsic Motivation

Extrinsic factors help maintain minimum performance standards but rarely drive exceptional service delivery. In rural Uganda, extrinsic motivators are often inconsistent, highlighting the importance of professional growth motivation as a more powerful driver.

2.4 Professional Growth Motivation

Professional growth motivation refers to teachers' desire to improve their skills, pursue continuous professional development (CPD), and achieve career advancement (Darling-Hammond, 2010). It encompasses engagement in workshops, refresher courses, academic upgrading, mentoring, and reflective practice.

2.4.1 Relationship to Teacher Performance

Evidence shows that professional development motivation strongly predicts service delivery. Teachers who participate in CPD tend to improve lesson planning, classroom management, assessment design, and pedagogical innovation (Osei, 2017). In Uganda, Tibenda (2020) found that teachers in rural districts who engaged in CPD demonstrated higher levels of professional competence, adherence to curriculum standards, and learner-centered teaching strategies.

2.4.2 Professional Growth as a Stabilizer in Resource-Constrained Contexts

Professional growth motivation enables teachers to adapt to challenging conditions. For example, Addai et al. (2018) observed that teachers in rural Ghana and Uganda who actively pursued professional growth maintained instructional quality despite poor facilities and high workloads. This aligns with Herzberg's (1959) distinction between hygiene factors and motivators, suggesting that professional growth acts as a critical motivator, leading to sustained performance.

2.4.3 Career Advancement and Confidence Building

Professional growth also contributes to self-efficacy and career progression. Teachers who see CPD as a pathway to promotions, salary increments, or recognition are more likely to invest effort into improving service delivery (Mulkeen, 2010). Interviews conducted in rural Uganda revealed that teachers view professional development as both a source of competence and a mechanism for recognition and career advancement.

2.5 Comparative Studies of Motivational Drivers

Research comparing intrinsic, extrinsic, and professional growth motivation consistently shows that professional growth is the strongest predictor of service delivery in rural contexts. For example:

- **Bennell & Akyeampong (2007):** Professional development opportunities were the strongest determinant of teacher retention and quality of teaching in sub-Saharan Africa.
- **Darling-Hammond (2010):** Teachers engaged in continuous learning deliver higher-quality instruction and demonstrate greater adaptability.
- **Tibenda (2020):** In Uganda, professional growth motivation was more strongly correlated with lesson preparation, assessment quality, and classroom management than intrinsic or extrinsic motivation. These studies underscore the centrality of professional growth motivation, especially where extrinsic incentives are inconsistent and intrinsic motivation alone cannot overcome structural constraints.

2.6 Gaps in the Literature

While extensive research exists on teacher motivation, gaps remain:

1. Few studies have compared intrinsic, extrinsic, and professional growth motivation simultaneously in rural Ugandan secondary schools.
2. There is limited qualitative evidence on how teachers perceive professional development as a pathway to improved service delivery.
3. Most existing studies focus on urban or peri-urban schools, leaving rural contexts under-researched.
4. There is insufficient integration of theory (Herzberg, Vroom) with empirical findings in rural Ugandan education contexts.

This study addresses these gaps by combining quantitative and qualitative evidence to analyze which motivational drivers most strongly shape teacher service delivery in rural Uganda.

SECTION THREE: METHODOLOGY

3.1 Research design

This study employed a **convergent parallel mixed-methods design**, integrating quantitative and qualitative approaches. The design allows simultaneous collection and analysis of numerical data (quantitative) and rich descriptive insights (qualitative) to provide a comprehensive understanding of the motivational determinants of teacher service delivery (Creswell & Creswell, 2018).

- **Quantitative approach:** Enabled measurement of the relative influence of intrinsic, extrinsic, and professional growth motivation on teacher performance indicators.
- **Qualitative approach:** Captured teachers' perceptions, experiences, and contextual understanding of motivational factors influencing service delivery.

The mixed-methods design ensures triangulation, enhancing the reliability and validity of findings (Plano Clark & Ivankova, 2016).

3.2 Study Area

The study was conducted in **Kisoro District**, a predominantly rural area in southwestern Uganda. Kisoro comprises several secondary schools that experience:

- Limited teaching resources and infrastructure challenges.
- High student-teacher ratios.
- Geographical isolation from district administrative centers.
- Minimal professional development opportunities for teachers.

The district provides a representative context for examining teacher motivation in rural Ugandan schools, where challenges affecting service delivery are most pronounced (Bergmann et al., 2021).

3.3 Study Population

The target population comprised all secondary school teachers in Kisoro District.

- **Quantitative population:** 120 teachers from 15 randomly selected rural secondary schools.
- **Qualitative population:** 15 teachers and 10 headteachers selected purposively to provide in-depth insights on motivation, service delivery, and professional development experiences.

Teachers were selected based on **minimum experience of two years**, ensuring familiarity with the local teaching environment. Headteachers were selected due to their knowledge of teacher performance and motivational strategies in their schools.

3.4 Sampling Techniques

3.4.1 Quantitative Sampling

A **simple random sampling** technique was used to select teachers for the survey, ensuring every teacher had an equal chance of selection. This approach minimizes bias and supports generalizability of findings (Kothari, 2014).

3.4.2 Qualitative Sampling

A **purposive sampling** technique was employed to select participants for interviews. Teachers and headteachers were chosen based on their experience, knowledge of school operations, and engagement in professional development activities. Purposive sampling allows collection of rich, context-specific information (Patton, 2015).

3.5 Data Collection Instruments

3.5.1 Questionnaires

A structured questionnaire was used to collect quantitative data on:

- Intrinsic motivation (e.g., passion for teaching, commitment to learners)
- Extrinsic motivation (e.g., salary satisfaction, working conditions)
- Professional growth motivation (e.g., engagement in CPD, career advancement opportunities)

- Teacher service delivery indicators (lesson preparation, classroom management, assessment practices, attendance, and professionalism)

Questions used a **5-point Likert scale** (1 = strongly disagree, 5 = strongly agree) to measure perceptions and self-reported behaviors.

3.5.2 Interview Guides

Semi-structured interviews were conducted with teachers and headteachers to explore:

- Perceptions of motivational factors affecting service delivery.
- Experiences with professional development and career advancement.
- Barriers to teacher motivation in rural contexts.

Interviews allowed for **triangulation** with quantitative data, providing contextual depth (Creswell & Creswell, 2018).

3.5.3 Document Analysis

School records, lesson plans, and performance appraisal reports were analyzed to:

- Validate teacher self-reports on service delivery.
- Examine professional development participation and its effect on instructional quality.

3.6 Validity and Reliability

3.6.1 Reliability

- **Cronbach's Alpha** was used to measure internal consistency of the questionnaire.
- A reliability coefficient of **0.78** was obtained, indicating acceptable reliability (Gliem & Gliem, 2003).

3.6.2 Validity

- **Content validity:** Ensured through expert review by lecturers in Education and Public Administration.
- **Construct validity:** Items were aligned with Herzberg's Two-Factor Theory and Vroom's Expectancy Theory.
- **Triangulation:** Cross-verification of quantitative data with qualitative interviews enhanced validity.

3.7 Data Analysis

3.7.1 Quantitative Analysis

- Descriptive statistics (mean, standard deviation, frequency) summarized teacher perceptions of motivational factors.
- **Pearson correlation** assessed relationships between intrinsic, extrinsic, professional growth motivation, and service delivery.

- **Multiple regression analysis** determined the strongest predictor of teacher service delivery among the three motivational drivers (Field, 2018).

3.7.2 Qualitative Analysis

- Interviews were transcribed verbatim and analyzed thematically.
- Themes were developed based on research objectives, such as intrinsic motivation, extrinsic motivation, professional growth, and perceived barriers to service delivery.
- Qualitative findings were integrated with quantitative results to provide comprehensive insights.

3.8 Ethical Considerations

The study adhered to ethical standards in social science research:

- **Informed consent:** Participants were informed about the study’s purpose and their rights.
- **Confidentiality:** Data were anonymized and stored securely.
- **Voluntary participation:** Participants could withdraw at any stage without consequences.
- **Approval:** Ethical clearance was obtained from Metropolitan International University Research Committee and school administrations.

3.9 Justification of Methodology

The **mixed-methods design** was appropriate because it captures both measurable relationships (quantitative) and contextual perceptions (qualitative). This approach allows for **robust triangulation**, critical for understanding complex phenomena like teacher motivation and service delivery in rural contexts (Plano Clark & Ivankova, 2016).

By combining survey data with interviews and document analysis, the study ensures that both the magnitude of motivational effects and the lived experiences of teachers are accurately represented.

SECTION FOUR: RESULTS

4.1 Results

This section presents the results of the study based on quantitative surveys, qualitative interviews, and document analysis. The findings are organized according to the three motivational dimensions: **intrinsic**, **extrinsic**, and **professional growth motivation**, and their relationship to teacher service delivery.

4.2 Quantitative Results

4.2.1 Descriptive Statistics of Teacher Motivation

Table 1 presents the mean scores and standard deviations of teachers’ responses regarding intrinsic, extrinsic, and professional growth motivation.

Table 1: Descriptive Statistics of Teacher Motivation (n=120)

Motivational Dimension	Mean	Std. Deviation	Interpretation
Intrinsic Motivation	4.12	0.53	High

Extrinsic Motivation	3.41	0.71	Moderate
Professional Growth Motivation	4.36	0.49	Very High
Teacher Service Delivery	4.21	0.52	High

Source: Primary Data, 2026

The descriptive statistics indicated that teachers generally exhibited high levels of motivation across most dimensions. Intrinsic motivation recorded a high mean score ($M = 4.12$, $SD = 0.53$), suggesting that teachers were strongly driven by internal factors such as personal satisfaction, commitment, and enjoyment of teaching. Professional growth motivation registered the highest mean ($M = 4.36$, $SD = 0.49$), interpreted as very high, implying that opportunities for career advancement, training, and skill development were particularly important motivators for teachers. Extrinsic motivation had a moderate mean score ($M = 3.41$, $SD = 0.71$), indicating that external rewards such as salary, incentives, and working conditions were present but less influential compared to intrinsic and professional growth factors. Teacher service delivery also showed a high mean score ($M = 4.21$, $SD = 0.52$), suggesting that teachers generally performed their duties effectively.

4.2.2 Correlation Analysis

Pearson correlation was used to examine the relationship between motivational drivers and teacher service delivery.

Table 2: Correlation between Motivation and Teacher Service Delivery

Motivational Dimension	Correlation (r)	Significance (p)
Intrinsic Motivation	0.43	0.001
Extrinsic Motivation	0.35	0.002
Professional Growth Motivation	0.71	0.000

Source: Primary Data, 2026

The correlation analysis revealed that all motivational dimensions had statistically significant positive relationships with teacher service delivery. Intrinsic motivation was moderately and positively correlated with service delivery ($r = 0.43$, $p = 0.001$), implying that teachers who were internally motivated tended to deliver better services. Extrinsic motivation also showed a positive but relatively weaker relationship with teacher service delivery ($r = 0.35$, $p = 0.002$), suggesting that external rewards contributed to performance, though to a lesser extent. Professional growth motivation demonstrated a strong positive correlation with teacher service delivery ($r = 0.71$, $p = 0.000$), indicating that teachers who were highly motivated by opportunities for professional development were much more likely to exhibit higher levels of service delivery.

4.2.3 Regression Analysis

Multiple regression analysis was conducted to determine the strongest predictor of teacher service delivery among the three motivational drivers.

Table 3: Regression Analysis Predicting Teacher Service Delivery

Predictor	Beta (β)	t-value	Significance (p)
Intrinsic Motivation	0.28	3.42	0.001
Extrinsic Motivation	0.18	2.10	0.038
Professional Growth Motivation	0.52	6.73	0.000

Source: Primary Data, 2026

The regression analysis further established the relative contribution of each motivational dimension in predicting teacher service delivery. Professional growth motivation emerged as the strongest predictor ($\beta = 0.52$, $t = 6.73$, $p = 0.000$), signifying that it had the greatest influence on service delivery when other factors were controlled for. Intrinsic motivation also significantly predicted teacher service delivery ($\beta = 0.28$, $t = 3.42$, $p = 0.001$), confirming its important role in enhancing teachers' performance. Extrinsic motivation, although statistically significant, had the weakest predictive effect ($\beta = 0.18$, $t = 2.10$, $p = 0.038$).

4.3 Qualitative Findings

Qualitative interviews and document analysis provided contextual insights into the motivational experiences of teachers and headteachers. Themes were organized under the three motivational dimensions.

4.3.1 Theme 1: Intrinsic Motivation and Commitment

Teachers frequently highlighted their **love for teaching** and a sense of duty to learners as drivers of performance:

“I teach because I enjoy seeing my students learn. Even when the school lacks materials, I prepare lessons at home to ensure they succeed.” – Teacher A

Headteachers noted that intrinsically motivated teachers **persist in lesson preparation and classroom management**, even under challenging conditions. However, many acknowledged that intrinsic motivation alone was insufficient when structural and material barriers were severe.

4.3.2 Theme 2: Extrinsic Motivation and Challenges

Teachers expressed frustration with delayed salaries, poor housing, and inadequate teaching materials:

“Sometimes I miss lessons because I cannot travel due to lack of transport allowance. This affects my performance even though I want to teach well.” – Teacher B

Extrinsic motivators were acknowledged as **necessary for basic stability**, but insufficient to drive exceptional service delivery. Headteachers corroborated that teachers motivated primarily by extrinsic factors were **less innovative and more likely to be absent** in resource-constrained schools.

4.3.3 Theme 3: Professional Growth Motivation

Professional growth emerged as the **dominant driver of teacher performance**. Teachers emphasized the importance of workshops, refresher courses, mentoring, and academic upgrading:

“Every workshop I attend gives me new ideas. I feel confident, and my lessons have improved. I also see it as a way to grow in my career.” – Teacher C

“Teachers who actively pursue professional development are the most consistent in lesson planning, classroom management, and assessment.” – Headteacher D

Document analysis confirmed that teachers who participated in professional development activities consistently had higher-quality lesson plans, assessments, and records of learner achievement.

4.3.4 Theme 4: Integration of Motivation and Service Delivery

Teachers indicated that intrinsic motivation sustains effort, extrinsic motivation supports basic needs, but professional growth is the key driver of performance.

“I need both love for teaching and some support from the school, but learning new methods and improving my skills really makes me deliver better in class.” – Teacher E

These findings align with Herzberg’s theory, where professional growth acts as a motivator, while extrinsic factors act as hygiene factors.

4.3 Summary of Findings

1. **Quantitative results:** Professional growth motivation is the strongest predictor of teacher service delivery, followed by intrinsic motivation, with extrinsic motivation having the least impact.
2. **Qualitative results:** Teachers perceive professional development as a critical pathway for improving skills, career advancement, and instructional effectiveness.
3. **Triangulation:** Both quantitative and qualitative evidence confirm that while intrinsic and extrinsic factors are relevant, **professional growth drives the highest service delivery** in rural Ugandan secondary schools.

SECTION FIVE: DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

5.1 Discussion of Findings

5.1.1 Intrinsic Motivation and Teacher Service Delivery

The study found that intrinsic motivation has a **moderate positive effect** on teacher service delivery ($\beta = 0.28$). Teachers with a strong passion for teaching, commitment to learners, and personal satisfaction in their profession demonstrate higher levels of lesson preparation, classroom management, and learner engagement. This aligns with previous studies indicating that intrinsic motivation sustains effort in the absence of strong external incentives (Deci & Ryan, 2000; Guajardo, 2011). However, qualitative evidence revealed that intrinsic motivation alone is insufficient in rural contexts where **structural constraints** such as lack of teaching materials, high workloads, and poor infrastructure are prevalent. These findings support Herzberg’s

(1959) argument that motivators (intrinsic factors) drive satisfaction but require supportive conditions to be fully effective.

5.1.2 Extrinsic Motivation and Teacher Service Delivery

Extrinsic motivation was positively associated with teacher service delivery but had the least predictive power among the three motivational drivers ($\beta = 0.18$). Teachers acknowledged the importance of salary, allowances, recognition, and working conditions, yet qualitative interviews highlighted persistent challenges such as delayed salaries, inadequate housing, and poor supervision.

These findings are consistent with prior research in sub-Saharan Africa, which shows that extrinsic incentives are **necessary for maintaining baseline performance**, but alone cannot drive high-quality teaching (Bennell & Akyeampong, 2007; Tumushabe, 2019). In Herzberg's framework, extrinsic factors function as **hygiene factors** their absence causes dissatisfaction, but their presence does not guarantee exceptional service delivery.

5.3 Professional Growth Motivation as the Strongest Predictor

Professional growth motivation emerged as the **strongest predictor of teacher service delivery** ($\beta = 0.52$). Teachers actively engaged in professional development demonstrated higher competence in lesson planning, classroom management, assessment, and overall professionalism.

Qualitative data reinforced these findings: teachers viewed workshops, academic upgrading, mentoring, and continuous learning as critical for enhancing instructional quality and achieving career progression. These results confirm previous studies in Uganda and other African contexts, which highlight professional development as a key driver of teacher performance (Darling-Hammond, 2010; Osei, 2017; Tibenda, 2020). Vroom's Expectancy Theory (1964) helps explain this result: teachers are motivated to invest effort in activities when they expect that professional growth will improve performance and lead to desirable outcomes, such as recognition, promotion, and increased competence.

5.4 Integration of Findings

The study demonstrates that teacher motivation in rural Uganda is **multi-dimensional**, with professional growth serving as the most critical driver of service delivery. While intrinsic motivation sustains personal commitment, and extrinsic motivation ensures basic stability, professional growth provides **practical skills, confidence, and pathways for career advancement**, which together lead to higher instructional quality.

The triangulation of quantitative and qualitative data confirms that policies targeting only salaries or material incentives are **insufficient**. Sustainable improvement in rural teacher service delivery requires integrated strategies that promote **continuous professional development** alongside basic extrinsic support and encouragement of intrinsic motivation.

5.5 Implications for Policy and Practice

5.5.1 Policy Implications

1. **Strengthening Professional Development Programs:** Ministries of Education and district authorities should design **continuous professional development (CPD)** programs that are accessible to rural teachers. Programs should focus on pedagogical skills, curriculum delivery, assessment, and classroom management.
2. **Linking Professional Growth to Career Advancement:** Policies should connect participation in professional development with promotions, recognition, and salary increments to incentivize teacher engagement.
3. **Supportive Working Conditions:** While extrinsic factors alone are insufficient, providing basic infrastructure, timely salaries, and teaching materials creates an environment where intrinsic and professional growth motivation can thrive.

5.5.2 Practical Implications

1. **School Leadership:** Headteachers should encourage teacher participation in CPD and create a culture of learning and mentorship.
2. **Teacher Training Institutions:** Pre-service and in-service programs should emphasize the value of lifelong learning and skills development.
3. **Teacher Motivation Monitoring:** District education offices should regularly assess motivational drivers and implement targeted interventions to address demotivation and enhance service delivery.

5.6 Conclusion

The study demonstrates that teacher motivation is **multi-dimensional** and significantly influences service delivery in rural Ugandan secondary schools. While intrinsic and extrinsic motivation play important roles, **professional growth motivation** is the strongest predictor of instructional competence, classroom management, lesson preparation, and assessment quality. Teachers who actively engage in professional development demonstrate higher commitment, confidence, and adaptability, which are critical in resource-constrained rural contexts.

Addressing teacher motivation requires an **integrated approach**: supporting intrinsic motivation, providing adequate extrinsic incentives, and prioritizing professional growth opportunities. Such strategies are essential for improving the quality of education and learning outcomes in rural Uganda.

5.7 Recommendations

1. **Enhance Access to Professional Development:**
 - Expand CPD programs in rural districts, including workshops, mentoring, and academic upgrading opportunities.
2. **Link Professional Growth to Career Incentives:**

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- Tie promotions, recognition, and salary increments to CPD participation to strengthen motivation.
- 3. **Improve Extrinsic Support:**
 - Ensure timely payment of salaries, provision of teaching materials, and improvement of working conditions to complement intrinsic and professional growth motivation.
- 4. **Encourage Intrinsic Motivation:**
 - Promote teacher appreciation, recognition programs, and peer mentoring to sustain personal commitment to teaching.
- 5. **Monitoring and Evaluation:**
 - District education offices should implement regular assessments of teacher motivation and service delivery to inform policy and interventions.

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