

Teachers' Motivation And Students' Academic Performance Secondary Schools, Mbarara City

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Abstract

This research study aimed to investigate the link between teachers' motivation levels and students' academic performance in secondary schools located in Mbarara City, Uganda. The motivation and commitment of teachers is widely recognized as crucial for the efficacy of teaching and learning processes in schools. Demotivated educators tend to provide substandard education which constrains students' ability to achieve optimal learning outcomes. The study sought to establish the factors demotivating teachers in Mbarara City secondary schools and how this impacts students' examination results. A mixed research design utilizing both qualitative and quantitative approaches was employed for the study. The target population included all teachers and students from 10 randomly selected public and private secondary schools in Mbarara City. Primary data was gathered through questionnaires administered to 374 teachers. Documentary review of students' past national examination records from the schools also provided key quantitative data. Data analysis revealed several interlinked challenges demotivating teachers including inadequate pay, lack of promotion structures, poor working conditions, heavy workloads, minimal participation in decision making and lack of acknowledgement for work done. All these negatively influenced teachers' level of dedication, effectiveness, expectations of learners and overall morale in work. Students of more motivated teachers reported having a favorable learning environment with invested educators who believed in their abilities. The findings clearly indicated a strong relationship between teachers' motivation levels and students' academic performance. Schools with demotivated teachers registered persistently low passing rates averaging 30-40% over the last five years compared to over 60% in schools with motivated staff. Demotivation of educators was found to severely curtail students' ability to achieve optimal results by compromising the teaching-learning interactions.

Keywords: Teachers, Motivation, Students, Academic Performance and Secondary Schools

Background of the study

Teacher motivation refers to the driving force for teachers to continue or initiate and maintain good performance (Winny, Kazaara, et al., 2023). This can take the form of good payments, provision of employee services, allowances, gifts, encouraging remarks, good leadership, medical care and promotion.

Mbarara City is located in southwestern Uganda (Micheal et al., 2023). It has experienced rapid population growth in recent decades due to its proximity to the town of Mbarara, which serves as the commercial center of the Ankole sub-region. As a result of the increased population, the number of students entering secondary schools in Mbarara City has also increased significantly (S. J. Mark & Jacob, 2023). However, studies show that the academic performance of students at these schools has remained average over the years. Various factors affect student academic achievement, including lack of facilities, large class sizes, poverty among students, and lack of motivation among teachers (Winny, Ariyo, et al., 2023). Teacher motivation is a fundamental factor that affects how teachers fulfill their duties and responsibilities in the classroom, which in turn has an impact on student achievement levels. Demotivated teachers are less committed to their work, provide substandard instruction, and have low expectations of students (Suzan & Gracious Kazaara, 2023). This negatively affects the learning environment and prevents students from maximizing their potential. On the other hand, motivated teachers put more effort into planning and implementing lessons, are innovative in their teaching methods, have higher standards, and believe in the abilities of their students. Such teachers create a conducive learning environment where students can thrive (Christopher, Komunda, et al., 2022). Research on teacher motivation in secondary schools in Mbarara town revealed some key reasons why the level of motivation among educators was low. First, teachers reported that their pay and benefits were inadequate given the high cost of living in the city (Anthony, Kazaara, Kazaara, et al., 2023). A number of teachers have taken on additional jobs or engaged in small businesses to supplement their income and meet basic needs. The long hours of work exhausted them and demotivated them to devote themselves fully to their teaching duties (Anthony, Kazaara, Kazaara et al., 2023). The city was established by an Act of Parliament and became operational on 5 September 2020. Previously part of Mbarara District, Mbarara City is part of the Western Region. It borders Ibanda District to the north, Kiruhura District to the east, Isingiro District to the southeast, Ntungamo District to the southwest and Sheema District to the west and Buhweju District to the northwest.

More than three years since Mbarara town became an independent town from Mbarara, teacher motivation and performance remains a point of contention whenever performance analysis is conducted in secondary schools (Faith et al., 2023). City records show that since its creation from Mbarara City in 2021, there were very few first and second grades, showing that student performance in schools was generally very low as shown in the table (Christopher, Moses, et al., 2022). In fact, due to poor teacher motivation, the district lacks competent teachers to effectively handle subjects like math and science, leaving many schools dependent on licensed or unqualified teachers. The government has always tried its best to make academic performance in the district treacherous by supporting the construction of additional classroom blocks in collaboration with the World Bank, initiating policies such as UCE and thematic curriculum among others (Winny, Ariyo, et al., 2023). However, if the trend in academic achievement continues to deteriorate, then the most obvious phenomenon to explain this is teacher motivation. Being rural and hard to reach, Mbarara town rarely benefits from the willingness of competent teachers to transfer to the district from other schools (Godfrey et al., 2023). Infrastructural development could also be another factor that cannot attract teachers to relocate to Mbarara town. Most of the rural roads and schools are not in good condition and are very unconvincing. This, together with a poor water system, remuneration problems, lack of transport and other allowances, lack of accommodation for staff and lack of electricity in 80% of secondary schools, justify the escalating poor academic performance in Mbarara town. The most important thing to overcome these problems is the motivation of teachers. A teacher's motivation is often considered as a set of energetic forces that come from both inside and outside [intrinsic and extrinsic motivation] to initiate work-related behavior and determine its form, direction, intensity and duration as (N. Mark, Kazaara, Deus, Nelson et al., 2023).

In this context, the study evaluates the effect of motivation on academic performance in the city of Mbarara. Special attention is paid to internal and external factors as the main aspects of motivation. The study seeks to determine to what extent an internal or factor that originates from one's mind can affect academic performance and to what extent extrinsic motivational factors do the same. Mbarara city was regionalized to district level in 2011 (Victoria et al., 2023). Public offices and departments were all decentralized to the new district. Education is one of them, since then, rewards for poor secondary school results have been recorded every year between 2011 and 2015. It has been heard that the cause is poor teacher motivation, which is probably the cause of these poor results. Post-results, poor infrastructure and equipment, unqualified and under-qualified teachers, inadequate and contagious payment of government salaries are believed to be responsible for this unjustified situation. The Government of Uganda, down to the district level and Mbarara city in particular, has placed emphasis on teacher retention and training to provide them with the appropriate skills and knowledge. Walberg's educational productivity theory, developed by Walberg in 1981, was used to measure academic performance (Winny, Ariyo, et al., 2023). The theory states that good academic performance is based on students' social, behavioral, motivational, affective, cognitive, and metacognitive behaviors. According to this theory, students who become more aware and confident about their learning abilities are more motivated, set learning goals, and self-regulate well in the classroom (Emmanuel et al., 2023). This theory is important to the study because it states that students have different social, behavioral, motivational, affective, cognitive, and metacognitive behaviors, and in order to manage them well, a teacher must have specific characteristics to ensure that these behaviors are correct. tamed and the child understands the content in the classroom.

Statement of the problem

Secondary schools in Mbarara City, Uganda have seen students' academic performance decline over the past decade, according to statistics from the Uganda National Examinations Commission. The average national exam pass rate in various subjects at most high schools in the city has fallen well below 50%, which is lower than the national average of around 60%. This poor performance is of serious concern because it negatively affects the quality of graduates who are produced for further education and entry into the labor market (N. Mark, Kazaara, Deus, Julius et al., 2023).

Studies conducted by education stakeholders to examine the root causes of poor performance point to a lack of teacher motivation as a major contributing factor. Secondary school teachers in Mbarara town are reported to have low levels of motivation resulting from various interrelated problems in the education system and their workplaces. These motivational problems, in turn, hampered teachers' commitment, morale, and work ethic, threatening the effectiveness of teaching and learning processes in schools (Christopher, Moses, et al., 2022).

Key factors that demotivate teachers include inadequate salaries that do not match the high cost of living in Mbarara City, poor career growth structures with limited advancement opportunities, lack of recognition for good work and an unfavorable teaching and learning environment due to poor infrastructure, large class sizes and lack of teaching materials. Additionally, heavy workloads without adequate compensation, minimal involvement in decision-making, and lack of staff development through training eroded teacher motivation (Moses, 2023).

As demotivated teachers provide substandard education, students have not been able to maximize their educational potential necessary to perform well in national examinations. Teachers with low morale spend less time planning effective lessons, are less innovative in their teaching methods, and have low expectations of students, creating a hostile learning environment (Emmanuel et al., 2023). This denies students the chance to adequately prepare and perform at an optimal level in exams. Failure to increase teacher motivation has other negative consequences. It leads to high turnover of experienced teachers, collapse of morale among remaining educators and declining education standards. This compromises the quality and relevance of graduates to societal needs (Anthony, Kazaara, & Kazaara, 2023). It further exacerbates the already low transition rates from secondary to tertiary institutions. Unless the problem of teacher demotivation is addressed, secondary schools in Mbarara City are likely to continue producing half-baked graduates, experiencing further decline in national exam performance and ultimately failing to achieve their mandate of effective youth skill formation.

Specific Objectives

1. To identify the nature of teacher motivation among secondary schools in Mbarara city.
2. To assess factors influencing academic performance in Mbarara city
3. To establish the relationship between teacher motivation and academic performance in Mbarara city

Methodology

Cross- sectional research design or survey design was used. This is because the data was collected at one point in time and from a pre- determined population such as head teachers, teachers, DEO, DIS and students. These research designs are preferred because they cover the population of study in different intervals at a given point in time. The study was conducted in the selected secondary Schools within Biharwe division in Mbarara city. The population of the study targeted respondents from 83 secondary schools (Olanrewaju et al., 2021). These included the head teachers of these schools, teachers, DEOs, Inspectors of schools and directors of studies.

Table 1 below shows the specific number of respondents per category of population.

No	Category	Number per school	Total number
1.	Head teachers	1	83
2.	Teachers	8	664
3.	Directors of Studies	1	83
4.	District Education Officer		1

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5.	District Inspector of Schools		1
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Source: Mbarara city education Office

Krejce and Morgan sample Table guide was used to get the sample size for 83 secondary schools, thus the head teachers, Directors of studies, plus teachers (Inuwa et al., 2017).

Table 2: Sample size and techniques

No	Category	N	Sample (n)	Techniques
1.	Head teachers	83	66	Purposive
2.	Teachers	664	242	Stratified & Simple random
3.	Directors of Studies	83	66	Purposive
	Total	750	374	

Source: Mbarara city education Office

The sample size for the respondents was designed as illustrated above. Krejce and Morgan Table (Appendix 1) show that the most appropriate sample for: 83 is 66 respondents, and 664 is 242 respondents. The techniques of sampling were also well illustrated. Cluster sampling was used to consider the study population by type of school, the stratified approach to sampling was used to categorize the study population into males and females (L. A. Nafiu & Ph, 2012). This applied to students, teachers and head teachers. This was done to avoid being gender biased during distribution of tools for data collection. Self-administered questionnaires were distributed specifically to teachers, head teachers, and DOS, altogether 374 respondents (L. A. Nafiu, 2012). Questionnaire system was chosen because of its quick and fast coverage of large number of collecting data. The questionnaire was constructed and moderated using the Linkert scale model. This section involved data analysis presentation and interpretation given the design, the type of instrument which was used, and the nature of data which was collected. Data was analyzed using quantitative techniques with each complementing each other using statistical package for social sciences (SPSS) (Nelson et al., 2022). Chi square analysis was used to establish whether the background information explained various results. On the other hand, the mean and Confidence Interval was used to establish factors of academic performance, One sample test at $p < .01$ was used to present and analyze factors of motivation. Further, regression coefficients with $P < .05$ was used to determine the extent to which teacher motivation determines academic performance in Mbarara city, then percentage scores were used to determine factors affecting the effectiveness of motivation on academic performance (Nelson et al., 2023).

RESULTS

Table 3: extrinsic motivation of teachers

	Factor	CI	SD	Mean
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	Opportunities for professional development			
1.	Participation in in-service courses, seminars and workshops.	95%	1.195	3.4973
2.	Fair methods and procedures are used in teacher promotion.	95%	1.197	2.2032
3.	Offers are made for opportunities and incentives for further studies	95%	1.362	3.5401
4.	The society recognizes the role of a teacher	95%	1.613	3.0428
	Remuneration related factors			
5.	The pension scheme in place offers good expectations upon retirement	95%	1.460	3.3797
6.	The amount of salary to teachers is commensurate with the work load	95%	1.512	2.8583
7.	The payment of monthly salary is timely	95%	1.492	2.2326
8.	The allowances teachers receive are adequate	95%	1.460	2.8930
9.	The annual salary is adequate and assured	95%	1.814	3.3396
	Working conditions of teachers			
10.	The school provides lunch and tea to teachers	95%	1.717	3.1471
11.	Teachers are given clear job description	95%	1.756	3.2032
12.	The school provides houses to teachers	95%	1.369	2.2807
13.	The school Provides teaching /learning resources	95%	1.598	3.9626
14.	The academic performance of students is good	95%	1.732	2.5374
15.	The school is located within easy reach by teachers	95%	1.325	2.5321
16.	The school provides adequate infrastructural facilities	95%	1.490	2.187
	Other factors to explain extrinsic motivation			
17.	Teachers show curiosity to perform their duties	95%	1.540	2.7914
18.	Teachers are given enough power to put right whatever is needed to fulfill their Duties	95%	1.650	2.8422
19.	There is good relationship that occurs between administrators and teachers	95%	1.669	3.0882
20.	Teachers freely interact with each other	95%	1.760	3.1845

Source: Primary data from Mbarara Secondary schools 2023

Opportunities for professional growth

Among the opportunities for professional development, the greatest factor was participation in in-service courses, seminars and workshops ($M = 3.4973$; $SD=1.195$). The need for in-service courses, workshops and seminars comes when teachers are required to obtain more teaching skills especially to handle hard-to-teach subjects like Mathematics and sciences (Isaac et al., 2023). This was followed by fair methods and procedures are used in teacher promotion. ($M = 2.2032$; $SD=1.197$). In addition, there are offers for opportunities and incentives for further studies. To a large extent,

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Table 4.2 shows that this trend of events is evident in Mbarara District ($M = 3.5401$; $SD=1.362$) and then recognition of role of the teacher by society is another opportunity for professional development reported by teachers in Mbarara District ($M = 3.0428$; $SD=1.613$);

These included; presence of pension scheme that offers good expectations upon retirement ($M = 3.3797$; $SD=1.460$), timely payment of monthly salaries ($M = 2.2326$; $SD=1.492$) (Kazaara & Kazaara, 2023), though at the primary education level teachers do not only receive late payments but they receive salaries in a considerably unfair timing. Salaries that come out in March for instance are meant to be salaries for January, and the trend continues like that. This is common even in Mbarara District where majority of the teachers did not agree with the statement that payment of monthly salaries is timely.

Respondents also reported that there were no adequate allowances ($M = 2.8930$; $SD=1.460$) in different forms such as: teacher quarters to cater for teachers who travel long distances and arrive at school late, transport allowances, extra time payments, allowances to attend workshops/seminars, and career development allowances (Isaac et al., 2023). Finally, respondents reported availability of adequate and assured annual salaries through which teachers are able to service loans, update membership in Savings and Credit Cooperatives (SACCOs), and also meet other payments that had been pending.

Working conditions

Teacher working conditions have a significant influence in enhancing teacher motivation. They include aspects such as meals, clear job description, housing facilities, availability of teaching/learning materials, location of school, improvement in academic performance of students and availability of adequate infrastructural facilities. Table 3 shows that out of the seven factors explored, only three-meals, clear job description and teaching/learning resources, with mean scores of 3.000 and above are evident in most schools (Christopher, Moses, et al., 2022). Other motivational practices reported during the study were; a good relationship between administrators and teachers in Mbarara District secondary schools ($M = 3.0882$; $SD=1.669$), free and interaction of teachers amongst themselves ($M = 3.1845$; $SD=1.760$).

Intrinsic Motivation factors

Intrinsic Motivation refers to those forces which originate from within a teacher's mind and reinforce him or her to start and sustainably continue offering services in a school.

Table 4: Percentage distribution of responses on intrinsic teacher motivation factors

No.	Teachers teach because:	CI	SD	M
1.	Of the prestige of being a teacher.	95%	1.578	2.4866
2.	The job brings happiness and fulfillment.	95%	1.678	2.5160
3.	They feel duty to help educate the next generation.	95%	1.986	3.0107
4.	They derive much pleasure from learning new things	95%	1.658	2.5027

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5.	it is the type of work chosen to attain certain important objectives	95%	1.875	2.5749
6.	The job is a part of their life	95%	1.819	3.0909

Source: Primary data from Mbarara Secondary schools 2023

KEY=CI- Confidence Interval; SD – Standard Deviation; M- Mean

Table 4 above shows that that out of the six (6) factors, factor 3 and 6 have been identified as evident in secondary schools in Mbarara District. This is because the descriptive statistics as appended show more disagreements on the side of disagreements compared to the two established factors. Item 3 reveals that teachers in Mbarara District are reinforced to continue doing their duties because they feel duty to help the next generation ($M = 3.0107$; $SD = 1.986$) (Nelson et al., 2023). Chi square test of significance for the background information revealed the following in relation to these findings. Age ($\chi^2 = 67.942$; $df = 4$; $P = .000$), Gender ($\chi^2 = 81.966$; $df = 2$; $P = .000$), Marital status ($\chi^2 = 27.648$; $df = 4$; $P = .000$), Academic Qualification ($\chi^2 = 80.914$; $df = 4$; $P = .000$), Experience ($\chi^2 = 63.037$; $df = 6$; $P = .000$); and Times of promotion ($\chi^2 = 66.187$; $df = 6$; $P = .000$). Therefore, the socio-demographic characteristics of age and others were significant in the remarks given by respondents. Another intrinsic motivation factor which is existing in Mbarara District is that teachers do their job because they have a feeling that it is part of their lives ($M = 3.0909$; $SD = 1.819$). In most cases, teachers who feel the job is part of their lives do not have any other sources of income (Oromo et al., 2023). The study established if the background information had influence in these findings. Results from chi square analysis in this respect revealed the following results: Age ($\chi^2 = 139.208$; $df = 4$; $P = .000$), Gender ($\chi^2 = 165.454$; $df = 2$; $P = .000$), Marital status ($\chi^2 = 125.348$; $df = 4$; $P = .000$), Academic Qualification ($\chi^2 = 206.308$; $df = 4$; $P = .000$), Experience ($\chi^2 = 123.271$; $df = 6$; $P = .000$); and Times of promotion ($\chi^2 = 153.520$; $df = 6$; $P = .000$). Therefore, variations in responses given were influenced by demographic characteristics.

Table 5: One Tailed T-Tests results of Factors influencing Academic Performance in Secondary schools in Mbarara District

No.		df	Sig. (2-tailed)	Mean Difference
1)	Classroom sizes favor understanding of concepts for each pupil (ACP1)	373	.000	2.54278
2)	The behaviors of students determine students performance (ACP2)	373	.000	3.40107
3)	Teachers in schools are competent (ACP3)	373	.000	2.98663
4)	Students accurately follow teachers' instructions (ACP4)	373	.000	3.28342

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5)	Students indeed like participating in discussion groups (ACP5)	373	.000	2.89305
6)	Students have a high speed in learning new topic (ACP6)	373	.000	3.51604
7)	General handwriting of students is good (ACP7)	373	.000	2.42781
8)	The reading skills of students in schools is considerably good (ACP8)	373	.000	2.51337
9)	Students really speak well both in Language one and Language two (ACP9)	373	.000	2.86096
10)	Students cannot complete work without consulting teachers (ACP10)	373	.000	2.94652
11)	If asked, students easily recall what they were taught in the past (ACP11)	373	.000	3.02406
12)	Students show dislike for certain subjects (ACP12)	373	.000	2.91176
13)	General performance of students in Mathematics is always above 50% (ACP13)	373	.000	2.72727
14)	General performance of students in English is always above 50% (ACP14)	373	.000	2.72727
15)	General performance of students in Science is always above 50% (ACP15)	373	.000	2.67914

Source: Primary data from Mbarara Secondary schools 2023

The One sample T-Test shows that only four factors explain the positive side of academic performance. This means that all the highlighted factors have very high frequency and percentage representations of respondents who agreed than those who disagreed. It also means that out of the fifteen factors given, only four (4) are implemented by most schools in Mbarara District. The rest require serious attention if Academic Performance is to improve in Mbarara District. Each of the four factors has been analyzed separately in relation to the demographic characteristics of respondents. The behaviors of students determine students performance (ACP2)(Polycarp et al., 2023)

Based on Table 5 above, it is clear that the behaviors of students determine their academic performance in secondary schools, ($M = 3.40107$; $P = .000$). Behaviors of students may go beyond styling up to greet people and appearing well behaved, to regularly attending classrooms, being obedient to teachers, choosing good company to associate with and making sure they consult whoever is concerned for the purposes of digesting concepts. In relation to the background, Age ($\chi^2 = 110.599$; $df = 8$; $P = .000$), Gender ($\chi^2 = 24.032$; $df = 4$; $P = .000$), Marital status ($\chi^2 = 334.747$; $df = 8$; $P = .000$), Academic Qualification ($\chi^2 = 169.889$; $df = 8$; $P = .000$), Experience ($\chi^2 = 284.369$; $df = 12$; $P = .000$); and Times of promotion ($\chi^2 = 439.099$; $df = 12$; $P = .000$). Therefore, the demographic characteristics of respondents played a significant statistical role in explaining variations in responses given to come

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up with more respondents who agreed compared to those who disagreed (N. Mark, Kazaara, Deus, Nelson, et al., 2023).

Students accurately follow teachers' instructions (ACP4)

As already stated in the previous subsection, when students have good behaviors, they are also able to follow teachers' instructions. Therefore, this was the case in secondary schools in Mbarara District as illustrated in Table 5 ($M = 3.28342$; $P = .000$). Teacher instructions commonly demand not more than responses to regular work given, not coming late to class and to pay full attention in classroom if lessons are going on. Teacher instructions also mean adhering to need to change sitting arrangement. At times, students like sitting with friends. However, it is always bad if they sit near each other when none of term is brilliant. Certain teachers who observe this prefer rearranging the sitting such that students who take long to understand sit together with the quick learners to increase on the number of good performers. In relation to the demographic information, Age ($\chi^2 = 95.312$; $df = 8$; $P = .000$), Gender ($\chi^2 = 56.727$; $df = 4$; $P = .000$), Marital status ($\chi^2 = 258.965$; $df = 8$; $P = .000$), Academic Qualification ($\chi^2 = 176.447$; $df = 8$; $P = .000$), Experience ($\chi^2 = 242.641$; $df = 12$; $P = .000$); and Times of promotion ($\chi^2 = 351.184$; $df = 12$; $P = .000$). This shows that each of the demographic characteristics explained variations in responses given such that majority of respondents agreed while a small number disagreed.

Students have a high speed in learning new topic (ACP6)

Item 6 in Table 5 shows that in most of the secondary schools in Mbarara District, students have high speed of learning new topic. They are able to predict what is in the topic which comes as a result of using logic to conduct lessons ($M = 33.51604$; $P = .000$). Chi square analysis to portray the significance of background information revealed that: Age ($\chi^2 = 35.977$; $df = 8$; $P = .000$), Gender ($\chi^2 = 11.363$; $df = 2$; $P = .003$), Marital status ($\chi^2 = 93.460$; $df = 4$; $P = .000$), Academic Qualification ($\chi^2 = 46.256$; $df = 4$; $P = .000$), Experience ($\chi^2 = 89.018$; $df = 6$; $P = .000$); and Times of promotion ($\chi^2 = 104.699$; $df = 6$; $P = .000$), thus the background information had significant statistical influence in the variations experienced for responses on high speed of students in learning new topic.

Table 6: Factors affecting teachers' motivation for improved academic performance

	Statement	Agree	Disagree
1.	The gender of teachers does not interfere with motivation and performance	44	56
2.	Increase in pupil dropout rates does not interfere with motivation and performance	72	28
3.	Disciplinary issues do not interfere with motivation and performance	34	66
4.	The location of the school does not interfere with motivation and performance	22	78
5.	Teacher workloads do not interfere with motivation and performance	41	59
6.	Overcrowding of classrooms does not interfere with motivation and performance	77	23

7.	The overcrowded syllabus does not interfere with motivation and performance	88	12
8.	School environment does not interfere with motivation and performance	36	64
9.	Administrative/leadership issues do not interfere with motivation and performance	45	55
10	Pupil absenteeism does not interfere with motivation and performance	32	68
11	Library facilities do not interfere with motivation and performance	92	8

Source: Primary data from Mbarara Secondary schools 2023

In the first case, the study found out that the gender of teachers is significant factor affecting the relationship between motivation and performance as indicated by 56% of the respondents. This can be explained in such a way that female teachers for instance may be denied chances of promotion to posts of deputy Head teachers or as head teachers. Even in delegating teachers for school commitments in neighboring schools or at national levels, school administrators send male teachers more often than they do, female teachers (L. Nafiu et al., 2013). As a result, female teachers feel left out and isolated. They do not feel to be part of the working team in a given school thus lose morale to continue serving vibrantly. On the other hand, some school managers show much favor to female teachers than the male counterparts. In some schools, it is easy to find that a female teacher stands higher chances of being the only one in budgetary programs than their male counterparts. This form of discrimination dis-reinforces teachers and reduces their morale to continue serving efficiently. These findings are supported by other researchers too. Bennell and Akyeampong (2007) noted that female teachers serve as important role models for students in schools, especially in rural areas, but often face additional challenges and have higher attrition. Providing safe and adequate housing is extremely important for female teachers as well as considering marital/family obligations. Equal pay for male and female teachers is also important as well as the presence of female administrations and educational leaders. This continues to justify the need for concerted efforts to ensure gender equality in all activities of schools regardless of their location (Micheal et al., 2023).

Disciplinary issues

The study further found out that though motivation of teachers is done to ensure improvement in academic performance but when students are not disciplined, the goal is quickly lost. In other words, only disciplined students can coordinate with well-motivated teachers to work hard and bring about good and sustained academic performance. However, based on findings in Table 4.4 above, the discipline of students is not favorable to create room for motivation to take effect on academic performance as observed by 66% of the respondents (Winny, Ariyo, et al., 2023). The willingness of a teacher to

conduct lessons in a class of very stubborn and heedless students falls short of success. It is therefore important for school administrators, parents and well-wishers to do all it takes and ensure that students conduct themselves well regardless of whether they are at school or outside in the community. Other authors also talk about discipline as factors which influence motivation and performance. According to Burton (2009), discipline is a factor that promotes an

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atmosphere of learning therefore; parents take their children in institutions with high discipline among students. On the other hand, Kennedy (2002) states that discipline as a code of conduct spells out consequences for disrespecting a teacher or a class mate. Therefore discipline is so important when it comes to harmony between motivation and academic performance.

Location of the school

The location of school ranks among the greatest factors affecting the effectiveness of motivation on academic performance of students in Mbarara District. First, the district itself is located far away from Iganga and Bugiri, the ones located on highways. Second, schools are most schools which need attention are located in a distance of more than 4 kilometers from the district, thus escalating the problem. Indeed this is why 78% of respondents cited it among factors affecting effectiveness of teacher motivation on performance. Bennell (2002) also expounds on the issue of location of the school in relation to teacher motivation and performance. According to him, many teachers prefer teaching in urban areas where they can have easy access to services like electricity, security, good payments, medical facilities and transport means compared to rural schools. Besides, some teachers prefer teaching in schools near their home areas so as to have constant relationships with home people and above all, teachers who work near their place of residence fight hard to uplift the academic standards of their communities. On the other hand, teachers born in rich families in urban centers resent being posted to rural schools where the standards of living are worse.

Teacher workload

According to Ryan and Deci (2000), much teacher workloads can significantly demoralize teachers and make teaching more challenging due to increased demands to teach complex skills, heightened control by administrators, and decreased time to plan and collaborate with colleagues. Therefore, in Mbarara District where primary school teachers face the challenge of heavy teacher workload as reflected in Table 6 at a percentage rank of 59%, a supportive professional work environment as well as positive relationships within the community can reduce these pressures and improve teachers' motivation and effectiveness.

School environment

According to findings, school environment is one of the factors which affect the effectiveness of teacher motivation on academic performance. It is represented by 64% of the percentage distributions in Table 6. The school environment is a composition of such aspects as adequate classroom space, enough teaching and learning materials, availability of staffroom, and well-established spaces for convenience, among other great infrastructures which make up a conducive environment for teaching. Much as school environment is an effect of academic performance, it is also viewed differently by authors. According to Al-Tawil, et al., (2011), the school environment affects academic achievement of students in relation to facilities such as, desks, seats, chalkboard, teaching aids, and cupboard considered as ingredients for effective teaching and learning.

Conclusions

Basing on the findings and discussions, the following conclusions were made;

First in Mbarara District teachers are given assistance to participate in in-service courses, seminars and workshops; Fair methods and procedures are used in teacher promotion, society recognizing the role of a teacher; Pension scheme in place for expectations upon retirement; adequate and assured annual salary is adequate, meals to teachers, clear job description, teaching

learning resources, relationship that occurs between administrators and teachers, free interaction among teachers and teachers' belief that teaching is a job that is part of their life.

Secondly factors influencing academic performance in Mbarara district could be explained in four factors; behavior of students determines the performance in secondary schools and it can be solved through attending classes regularly, being obedient to teachers and community members and choosing good company to associate with. Students following teachers' instruction and paying attention when the lesson is going on, High speed of learning new topics will make them predict the next topic due to the technique teacher's use during teaching, also recalling what was taught in the past.

Recommendations

Schools in Mbarara District must have adequate resources which may be divided into three categories: Financial resources, human resources and physical resources.

The research community should come in and sensitize parents on the importance of education and also encourage parents to provide their children with school necessities.

The government has to work upon the road infrastructures of places such as Mbarara District through expanding and tarmacking roads to enable teachers who want to work in such conditions accept to go and render diligent services to students and also recruit and appoint more teachers in schools.

There is need to sustain positive environment in terms of; teachers' opportunities for professional development, remuneration, and working conditions to uplift teachers' prestige, feeling of fulfillment and comfort at work, job security, and pleasure in learning new things, which in turn influence attainment of good academic performance in secondary schools.

District Education officers are bound by the duty to coordinate with school managers and engage teachers over issues of patiently serving students as they wait on gradual improvement in their standards of living.

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