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Original Article

### Relationship between Head Teacher's Motivation Strategies and Teacher's Performance in Secondary Schools in Serere District

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Performance.

Globally, teacher performance is a significant challenge for education, necessitating effective strategies to combat low morale and ensure adequate school performance (Gitonga, 2012). This study investigated the relationship between headteacher motivation strategies and Teacher Performance in secondary schools in the Serere district. Head teachers in Serere District are faced challenges such as lack of supervision, low assessment, absenteeism and non-participation in school activities, leading to a 50% decline in performance. Research was needed to understand the relationship between motivation strategies and teachers' performance. With a sample size of 246 respondents, including head teachers and teachers, a cross-sectional correlation survey methodology was employed. The Spearman Rank Order Correlation Coefficient was utilized to analyze the data that were collected through surveys. The results showed a favorable relationship between head teachers' motivation and secondary school teachers' performance in the Serere district, suggesting that accommodations, salary increases, and capacity building encourage teachers to work hard. The research findings indicated a positive association between the motivational strategies employed by head teachers and the performance of teachers in secondary schools within the Serere District. The study suggested that additional policies should be introduced to bolster and sustain the existing framework of head teachers' motivational strategies. It further recommended revisiting and refining policies related to their implementation to foster continuous improvement in teachers' performance. Additionally, the study proposed the exploration of further research avenues to delve into motivation strategies and teachers' job satisfaction in secondary schools specifically within the Serere District.

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**INTRODUCTION**

Globally, addressing the challenge of teachers' performance has become a significant issue in the field of education. Today's education administrators must excel in implementing effective strategies to combat the issue of low morale among teachers, hindering their ability to fulfill their duties in schools (Gitonga, 2012). As Gitonga (2012) notes, teachers often exhibit low engagement in supervision, assessment, and teaching, with some expressing a high intent to leave their positions and a general lack of participation in various school activities (Gitonga, 2012). This prompts a curiosity about the impact of head teachers' motivational strategies on achieving optimal teacher performance, a subject that this study aims to explore.

The roots of the concept of head teachers' motivational strategies can be traced back to ancient Greek philosophers such as Socrates, Plato, and Aristotle. Plato, for instance, advocated for a hierarchy that included dietary components, emotional aspects, and rational thinking (Wango, 2010). Aristotle, spanning over two decades, further emphasized the significance of a spiritual hierarchy.

Nevertheless, Aristotle implemented reforms that deviated from his original convictions. Aristotle posited that the dietary and emotional elements were pertinent to the body and integral to the motivation concept. These elements could prime sensory functions, encompassing growth, physical comfort (nutrition), and emotional experiences like pain and pleasure. The amalgamation of these two components formed the foundation of irrational motivational forces.

The rational aspect, encompassing intellectual concepts and certain voluntary attributes, constitutes the logical section of the soul. In the

ancient Greek perspective, there were three components—body's desires, pleasures, and pains (senses and efforts of will and spirit)—arranged hierarchically, serving as the initial theoretical rationale for motivational activities. Moving forward to the late 19th century, a wave of educational reform cascaded through various education systems, including those in the USA, England, and Australia. This movement, now recognized as the Global Educational Reform Movement (GERM), gained prominence and was actively advocated by international quasi- and non-governmental organizations, as well as private enterprises (Sahlberg, 2016; 2017).

Motivational strategies employed by head teachers and the performance of teachers are interconnected factors influencing overall Teacher Performance (Edmans, 2012). Teacher performance, characterized by a high standard, fulfillment of basic learning needs, and enhancement of learners' lives, is crucial in delivering efficient education and engaging all stakeholders (Orodho, 2013).

In the United States of America (USA), local school boards (LSBs) oversee secondary schools and report to the state, serving as state agents responsible for various tasks such as revenue generation, school maintenance, resource acquisition, program organization, staff employment, student admission, and behavior control (Gitau et al., 2010). These boards play a pivotal role in providing guidance and supervision to professionals for the day-to-day management of schools. Challenges faced by many districts in North Carolina State result in difficult-to-fill positions in schools or classrooms, where an unequal distribution of effective teachers often occurs, with a higher concentration in high-performing schools rather than those with greater needs. In Indonesia, there is a policy focus on

reforming the education sector, particularly emphasizing teachers. Policymakers are establishing connections between performance and rewards as a strategic approach to enhance the quality, motivation, and accountability of teachers (Verger et al., 2013). Indonesia, Verger et al. (2013) reported that home to one of the largest teacher populations globally (three million teachers), grapples with challenges such as high absenteeism and a deficiency in meeting the minimum qualifications set by the Ministry of National Education (MONE).

In contrast, Uganda has a historical trajectory in education management. Since the late 19th century when Western education was introduced by missionaries, the government has consistently taken steps to strengthen school management. This involves providing training in education administration and management at teacher education institutions and universities, as outlined by MOES in 1989 and 1995. The intention behind this initiative is to equip school leaders with motivational strategies for effective teacher performance (Ssekamwa, 1999).

The concept of performance in education encompasses adherence to a structured operational framework but also serves as a form of resistance. Notably, a significant aspect of performance studies has always been its peripheral nature. This is evident in the historical placement of theatre districts in medieval European cities outside the confines of civil and religious boundaries. Authorities, including governments, royalty, and influential individuals, have often attempted to prohibit theaters and plays due to perceived risks of spreading and fueling rebellion, as highlighted in Odai (2000).

Plato (1974: 435) favoured banning dramatists and performers in *The Republic* for just such reasons. 'Performance privileges threshold-crossing, shape-shifting and boundary-violating figures, such as shamans, tricksters and jokers, who value the carnivalesque over the monumental' (Conquergood 1995: 137-138). The concept of performance enables an assessment of how individuals act and react in the world. It is a

means of understanding how people situate themselves in the world, for themselves and others.

Performance studies provide an opportunity to examine how people act and react in society. This is also made possible by a related area of study, which is termed 'performativity.' Butler's (1997: 8) work is especially significant for this area of study as she defines succinctly the concept of 'performativity' as a study of the discourse used in identity formation and law-making.

Butler (1993) has emphasised the ability of words and language to exploit, resist and assist individuals. The notion that words have an effect on our material, mental or physical condition may appear outlandish to some, but we often speak of how the words of others, for example, 'hurt him' or 'helped her.' This is especially so when we refer to 'written laws.' Here, words are given significance in our society as they define what is what is not allowed. 'The law' is attributed with particular qualities, becoming an authoritative statement. This authority is derived from the power possessed by those distributing the law and its repeated appearance in society.

The words used to express ourselves in this manner are also meant by which we enact ourselves. This refers to the work of Austen (1962), who defined how stating objects should be considered in some circumstances to be akin to constituting those objects: what we say is what we do and who we are. Austen (1962) famously used, 'I name this ship', or, 'I now pronounce you man and wife', as examples of authoritative statements and how words perform events.

Consideration of performativity, therefore, involves investigating how words are used to describe and define. This is of the utmost importance in considering the past, as, in effect, the words and the structure of our interpretations of the past assist in the 'performance' of the past to the public. These words create the past in a particular way for public consumption. Stating, 'this happened in the past', 'she did this', 'or he was that', in relation to historical contexts, are highly

contentious. This is certainly so when the use of the past and history is considered in contemporary struggles for identity and representation. The words that we use exclude and include, they form and shape, and they are a means of performance for ourselves and for others. They state who we are and what we believe.

Conceptually, according to Nabukenya (2010), a Teacher's Performance is the ability to operate effectively, deliver services within an expected timespan and achieve goals. Therefore, it is a measure of how well a person does a job with speed and effectiveness according to an organisation's set standards or how badly it is done (Hornby, 2010).

According to Eton et al. (2019), Teacher's Performance refers to how well teachers work by providing good learning processes that enable learners to develop their capabilities to the full, be effective in delegated duties, and always act professionally.

Teachers' performance in this study was considered regular and early reporting at school, participation in extra-curricular activities, supervision of school activities, adequate teaching preparation (schemes of work, lesson plans), marking and general punctuality, among others. In this study, teachers' performance is considered to mean performance in the classroom, participation, time management and planning, and organisation that teachers do in schools.

According to Edmans (2012), the achievement of quality teachers' performance rests on the shoulders of head teachers, who need to apply appropriate motivation strategies to produce the desired teachers; productivity. Given that teachers are one of the important resources that help bring about rapid social and economic development in any given nation, the role of the Head teacher's motivation strategies on the Teacher's Performance cannot be downplayed. Head teachers' motivation strategies inspire teachers to work individually or in groups in ways such as to produce the best results. It gives teachers the will

to act and the willingness to exert high effort towards school goals (Orodho et al., 2013).

According to Salifu and Agbenyega (2013), teacher performance in Asia and Sub-Saharan Africa can be boosted by better incentives, improved conditions of service, attractive career structures, and increased teacher and school accountability. The teaching profession in Ghana is not often seen as rewarding by new-generation graduates (Salifu and Agbenyega, 2013). The Ghanaian government motivates secondary school teachers to make them enjoy their work and develop appropriate dispositions to deliver quality professional practice for quality education. The school Headteacher is the secretary to the BoM in charge of implementing its resolutions and policies. Some of the functions of the BoM include providing proper and adequate physical facilities for the institution, encouraging a culture of dialogue and participatory governance at the institution and administering and managing the institution's resources (Salifu and Agbenyega (2013).

In Uganda, the Ministry of Education and Sports has put in place the following motivation strategies in secondary schools: controls secondary and other levels of education, trains, registers, constructs schools and teacher's houses, supplies all required teachers, prescribes a national curriculum, and provides textbooks, administers, and inspects all schools in the country. The secondary school system, since independence, has continued to expand through service providers such as the government and the private sector, who have been encouraged to open schools. The government has recommended using distance education and opening learning centres (MoE&S, 1992).

Despite the above motivation factors, there have been deteriorating standards of professional conduct, including serious misbehaviour (in and outside the school environment), poor preparation of teaching materials, especially lesson notes, lack of continuous student assessment and generally poor professional performance. Teacher absenteeism is unacceptably high and rising, time

on task is low and falling, and teaching practices are characterised by limited effort with heavy reliance on traditional teacher-centred practices of part-time teaching. (District Education Officer, 2018).

Ideally, one may wonder whether the head teacher's motivation strategies have any impact on the Teacher's Performance in the Serere District.

### **Statement of the Problem**

Despite the current motivation strategies by head teachers in secondary schools in Serere District, there have been rampant reported cases of teachers' lack of supervision, low assessment, absenteeism, and non-participation in entire school activities (DEO, 2018). In this case, it is assumed that there will be a general decline in school performance by about 50%; the escalating poor teachers' performances worries the entire region if left to continue prevailing (UWEZO, 2011). This vice needs to be curbed. Therefore, there is need to research Head teachers' motivation Strategies and Teachers's Performance in secondary schools in Serere District.

### **Scope of the Study**

The study sought to investigate the relationship between Head Teacher's Motivation Strategies and Teacher's Performance in Secondary Schools in Serere District. Serere District is located in the Eastern part of Uganda, bordered by the following Districts: Soroti on the East, Ngora on the East, Kaberemaido on the North, and Bwuyende on the West. Serere District comprises eight sub-counties: Serere, Atira, Kyere, Kateta, Kadungulu, Bugondo, Pingire, and Labwor. All these sub-counties have secondary schools. The study covered a period from 2015 -2019. Because there has been poor academic performance reflected in Teacher's Performance. The study was limited to a period from January 2019 to October 2019.

### **Significance of the Study**

It was anticipated that the study would be of great value to the stakeholders as follows: The results may help the researcher to gain knowledge, skills

and experiences that will assist in future management research. The study findings may inform head teachers on how to use motivation strategies to improve Teacher's Performance in secondary schools in Serere District. To researchers, it may form a basis for further research on Head Teacher's Motivation Strategies and Teacher's Performance. The study findings may inform the Ministry of Education and Sports on the motivation strategies that offer a competitive advantage in secondary schools.

## **LITERATURE REVIEW**

### **Theoretical Review**

In performance theory, Victor Turner (1988) and Richard Schechner (1988) delved into the examination of the performative aspects of societies globally. They explored how events, rituals, and even everyday activities adhered to a code of performance. Through ethnographic studies across diverse societies and contexts, these scholars underscored the fundamental role of performances in human comprehension. In Western capitalist societies, the significance of performance became evident through examinations of the highly ritualized proceedings in courtrooms and the elaborate displays of courtship among American college students.

According to performance theory, everyone engages in performance within their respective societies. Whether manifested through clothing choices, conversations, or dietary preferences, these actions serve as a form of performance, functioning as a signaling system to both ourselves and others, conveying our position within the social group (Goffman 1969).

Scholars like Butler (1993) and Derrida (1990) have also drawn attention to how performances actively reinforce and communicate our identities within society. Goffman (1969) further emphasizes that when individuals play a role, they implicitly urge their observers to genuinely consider the portrayed impression. Observers are tasked with believing that the observed character genuinely possesses the attributes presented, that the undertaken task will yield the implied

consequences, and, in general, that things are as they appear to be (Goffman 1969: 17).

### Empirical Review

#### *Relationship between Head Teachers' Motivation Strategies and Teacher's Performance in Secondary Schools*

Afful-Broni (2012) conducted research investigating the correlation between motivation and the job performance of University of Mines and Technology, Tarkwa staff, with a focus on extracting leadership lessons. The sample comprised 200 respondents, including 40 senior members, 60 senior staff, and 100 junior staff, selected through purposive and simple random sampling methods. The study addressed four research questions and utilized a self-developed four-point Likert structured questionnaire as the primary data collection instrument. Descriptive and inferential statistics were employed for data analysis. The findings revealed a positive association between motivation and organizational performance. The study identified low monthly salaries and a general lack of motivation as significant factors diminishing morale for achieving high performance at the University.

In a separate study, Ali et al. (2016) explored the motivational strategies employed by head teachers and their impact on school performance. The research established a noteworthy relationship between these two variables.

Susan et al. (2012) investigated the correlation between motivation, strategies, job satisfaction, and organizational performance among head teachers involved in palm oil projects in the Kalangala district of Uganda. Employing a quantitative research design, the study utilized survey methods and questionnaires to collect data. Factor analysis, correlation, and regression analysis were applied for data analysis. The results demonstrated a positive association between Employee Motivation and Job Satisfaction, as well as a positive link between Job Satisfaction and Organizational Performance. Both Employee Motivation and Job Satisfaction

exhibited positive correlations with Organizational Performance. The findings suggest that effective employee motivation, achieved through practices like fair promotions and justifiable salary differences, contributes to enhanced organizational performance (Bedford et al., 2016).

Furthermore, the same research examined the impact of reward and recognition, satisfaction with supervision, and the nature of the work itself on job satisfaction. It also explored the relationship between job satisfaction, work motivation, and organizational performance based on responses collected from employees in public educational institutions in the Rawalpindi area. Using a questionnaire as the research instrument, 379 employees at various hierarchical levels were surveyed, yielding 294 usable responses, which were subsequently analyzed through SPSS 15.0.

In Rashid et al.'s (2013) study titled "Impact of Performance Appraisal Motivation on Employee's Outputs in the Banking Sector of Pakistan," the primary aim was to investigate the correlation between work performance, performance appraisal, and motivation within the banking sector of Sahiwal, Pakistan. The findings revealed an overall positive association between work performance and the performance appraisal and motivation of Sahiwal's banking sector employees. This research significantly contributed to understanding how performance appraisal influences employee motivation. However, it had a limitation as it focused solely on the banking sector and did not explore how performance appraisal contributes to employee retention.

According to Ashafag et al. (2013), the performance of teachers is influenced by social and economic conditions, such as low salary, insufficient facilities, societal status of teachers, mental health, morale, work-related stress, relationships with colleagues and head teachers, and the overall working environment. The study emphasized that poor social and economic conditions in the school's location can decrease teachers' motivation levels. Therefore, it is crucial

for head teachers to implement motivation strategies to enhance the performance of female teachers.

Mustafa and Othman (2010) investigated high school teachers' perceptions regarding the impact of motivation on their job performance. They discovered a positive relationship between motivation and teachers' work performance, indicating that higher motivation levels lead to improved job performance. Providing high levels of motivation to teachers can result in increased job performance. The study highlighted the organizational benefits of motivation, including optimal utilization of human resources, voluntary employee engagement, job satisfaction, timely goal achievement, increased efficiency, and cost reduction.

Akhtar et al. (2010) conducted a study to examine the connection between various factors (financial rewards, personal traits, high salary plans, job design, and supervision) and employee motivation in Pakistan. The research findings indicated a positive influence of all these variables on employee motivation. The study concluded that financial rewards, personal traits, high salary plans, job design, and supervision all contribute positively to enhancing employee motivation.

Richelle and Erik's (2019) research evidence demonstrated a positive correlation between head teachers' motivation strategies and teachers' performance. Specifically, providing accommodation and offering salary increments were identified as factors leading to high levels of performance among teachers in schools.

Maphoso and Dikeledi (2014) emphasized that motivation strategies, particularly those related to accommodation and salary increases, play a crucial role in positively influencing teachers' performance. Their analysis of experiences across regions suggested that integrating various aspects could amplify the impact on enhancing teachers' performance. In Kenya, the performance of teachers is predominantly linked to motivation strategies, as highlighted by CEMASTE (2012).

Kingful (2015) in a study, examined the relationship between motivation strategies and teachers' Performance in Ghana and indicated a significantly positive relationship between the two variables and recommended that schools adopt the provision of accommodation to improve teachers' performance.

Long et al. (2012) found that 53% of surveyed institutions acknowledged a connection between head teachers' motivational approaches and teachers' performance. Nevertheless, it was emphasized that the application of these strategies should be adapted to suit specific contexts. In a related study, Afful-Broni (2012) investigated the correlation between head teachers' motivation strategies and teachers' performance, revealing a significant positive relationship between these variables at a high level of significance.

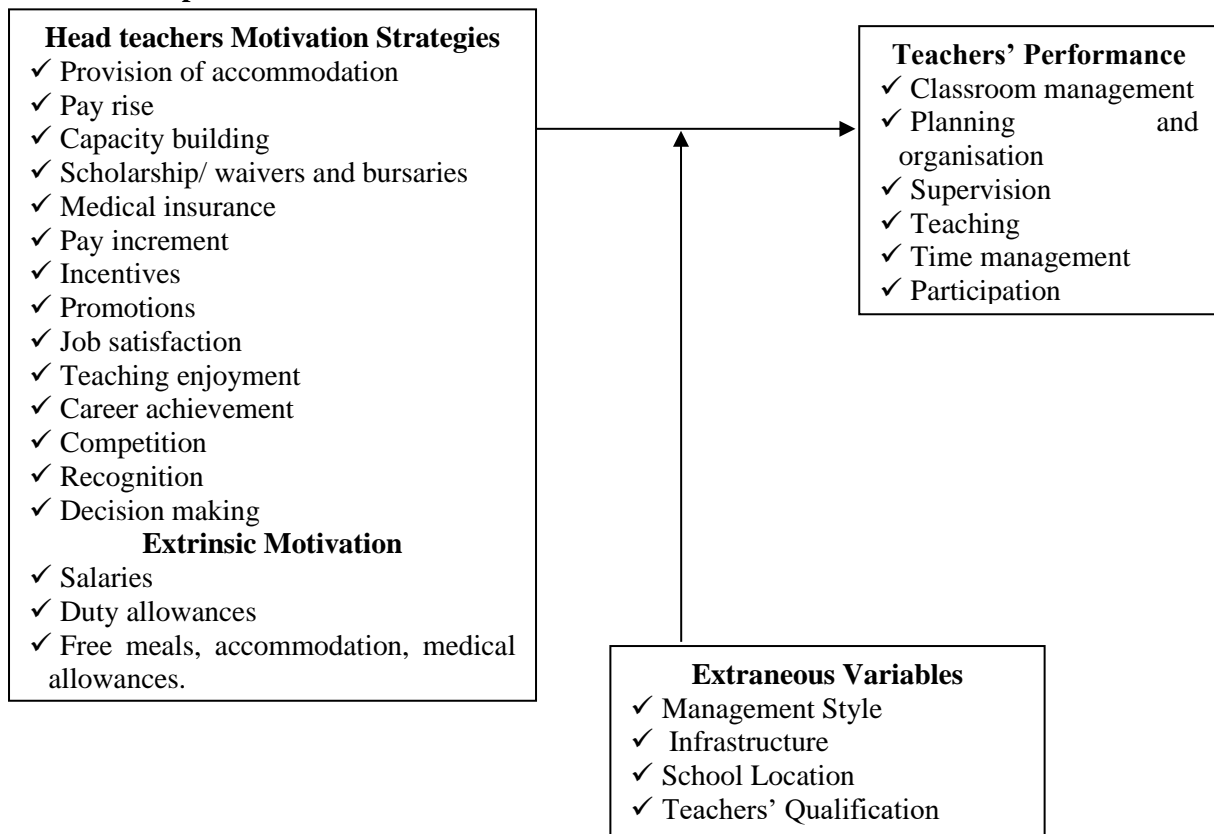
### **Literature Review Summary**

The literature review highlighted certain methodological gaps in existing research. Many scholars focused on specific aspects, leaving certain areas unexplored. To address these gaps, the present study took a comprehensive approach. It utilized a cross-sectional survey methodology and employed mixed methods, incorporating various techniques to validate and substantiate the obtained results. This multifaceted approach aimed to provide a more thorough and nuanced understanding of the research topic, filling in the methodological voids identified in the reviewed literature.

### **Conceptual Framework**

Head teacher's motivation strategies are looked at in terms of provision of accommodation, pay rise, capacity building, scholarship/ waivers and bursaries, medical insurance, pay increment, incentives, and promotions, while teacher performance is considered in terms of classroom management, supervision, planning and organisation, time management and participation. This relationship may be influenced by extraneous variables identified as government policy, personality, and school location.

**Figure 1: Conceptual frame showing the relationship between headteachers' motivation strategies and teacher's performance**



**Source:** Researcher (2021).

Improved job satisfaction, resulting from motivation strategies, can positively influence teachers' commitment and performance. Professional development opportunities can enhance teachers' skills, directly impacting their teaching performance. Financial incentives, including pay rise and promotions, may motivate teachers to invest more effort in their roles, positively affecting performance. A positive work environment, created through motivation strategies, can contribute to effective classroom management and teaching enjoyment. Recognition and rewards for achievements can boost morale, leading to improved overall performance. Involving teachers in decision-making processes may foster a sense of responsibility and commitment, positively impacting their performance. In summary, the motivation strategies implemented by head teachers can have a multifaceted impact on teachers' performance, influencing various

aspects of their professional roles and responsibilities.

## METHODOLOGY

### Researcher Orientation

The study used mixed methods employing both qualitative and quantitative paradigms. The mixed method was chosen because of its appropriateness to handle both numerical and descriptive data (Mugenda & Mugenda, 2003).

### Research Design

A cross-sectional correlation research design was used because the design involves the use of a correlation coefficient to measure and predict the nature, magnitude, and direction of a relationship between variables. It further enabled the observation and description of the relationship between two or more variables (Breakwell, 1995).



### Target Population

A target population of 675 comprises 15 head teachers and 660 teachers. This study targeted head teachers and teachers of secondary schools within Serere District.

### Sample Size

The total population of 260, comprising 15 Headteachers and 245 teachers, was selected using Krejcie & Morgan (1970).

**Table 1: Sample Frame**

Category of respondents	Target Population	Sample Size	Sampling Procedures
Head Teachers	15	15	Purposive sampling
Teachers	660	245	Simple random sampling
Total	675	260	

**Source:** Report from District Education Officer Serere District (2019)

### Sampling Procedure

Schools in each sub-county were sampled randomly to control sampling bias. Heads were chosen purposively because of their expert knowledge of the study, while teachers were randomly sampled to answer the questionnaires to avoid sampling bias using random numbers (Oso & Onen, 2011).

### Data Collection Techniques

*Questionnaire Survey.* A cross-sectional survey was used to conduct for respondents across the sample categories. This enabled respondents' freedom in the study and enabled reaching out to a large number of respondents (Oso & Onen, 2009). A questionnaire survey was also chosen because it is bias-free and enables data to be collected from a wide area (Oso & Onen, 2009).

*Document Reviews.* Records and documents on thematic study areas by objective were reviewed, and information obtained was recorded. Document review enabled the triangulation and confirmation of statements limited by the survey and interviews (Bakkabulindi and Sekabembe 2011).

### Data Collection Instruments

Structured closed-ended questionnaire items using the 5 points Likert scale ranging as follows: strongly agree (5), Agree (4), Not sure (3), disagree (2), and strongly disagree (1) were used for respondents in the categories of head teachers and teachers to indicate their level of agreement and disagreement with the positively constructed statements on study thematic areas by objective.

A questionnaire is an important and popular instrument for gathering data (Singh et al., 2012). Other than being cost-effective, a questionnaire is suitable to elicit opinions, views, and attitudes. The questionnaire consisted of four sections. Section A has eight (8) questions on respondent characteristics, Section B (Head Teachers Motivation Strategies) has 10 closed-ended questions, and Section C (Teachers' Performance) has 10 closed-ended questions. Document review on thematic areas was also structured under different sections and thematic areas: Section A on Head Teachers' Motivation Strategies and Section B on Teachers' Performance.

### Quality Control Methods

Quality control methods were used to address the issues of validity and reliability of the research instruments and control of extraneous variables.

*Validity of Study Instruments:* In determining the validity, the index (CVI) was computed using expert rating on the scale of relevant and not relevant. Therefore, CVI was computed at 0.9 as below,  $CVI = \frac{30}{32} = 0.938$ . In this study, the value of the overall CVI obtained was 0.938, indicating that the instrument was valid (Oso & Onen, 2009).

*Reliability of Study Instruments:* The researcher employed Cronbach's alpha coefficient to calculate the reliability of the questionnaire after pilot testing of the instruments on ten respondents. The reliability value was realised at 0.8 using the formula below. According to Mugenda and Mugenda (2003), the equation is  $\alpha = \frac{N \cdot C}{V + (n - C)}$ , which is all divided by  $V + (n - C)$ .

1) c. In this case, alpha is the coefficient, N is the number of test items,  $v$  is the average variance, and C is inter-item covariance.

*Control of Extraneous Variables:* To control the extraneous variables from influencing the data collected, the researcher randomly selected head teachers/ deputy head teachers who were available at that time. Randomisation was used because it limits systematic bias and effects spread on other variables (Oso & Onen, 2009). The researcher further controlled the extraneous variables by giving the respondents the same instructions and questionnaires.

### **Administration Procedure**

After approval of the research proposal, a researcher was granted a permission letter from the Faculty Dean of Education and Humanities of Gulu University to go to the field and collect data, having mastered the required proposal writing skills. The researcher sought consent from Education offices to conduct research within the sub-counties where schools were found. The researcher then visited the participating schools for familiarisation and to obtain permission from each head teacher to conduct the proposed research at an agreed day or time. The researcher trained two research assistants for data collection and administration of questionnaires.

### **Ethical Consideration**

Informed consent was catered for by emphasising the participant's voluntary participation. Confidentiality was catered for by maintaining anonymity in reporting and completing questions. Privacy was treated with anonymity, coding, etc. The use of acceptable language guaranteed respect and freedom for humans.

### **Data Analysis**

The data were coded using numbers and analysed using descriptive and inferential statistics.

Research question one on the Head teacher's motivation strategies was analysed using Analysis of Variance, and Objective two on Teacher's Performance was also analysed using Analysis of Variance. ANOVA was chosen because the data collected are categorical by nature. Objective three on the relationship between the Head teacher's motivation strategies and the Teacher's Performance was analysed using the Spearman Rank coefficient to measure the relationship between variables and with groups.

### **Assumptions of the Study**

The study assumed that the influence of extraneous variables would be limited by randomisation and focus on the study. The researcher assumed that the political, social, and environmental factors would remain at a constant state during data collection time to make the researcher lect information and that the respondents would cooperate and provide the necessary information need.

### **Limitations and Delimitations of the Study**

The study was limited by the unwillingness of some respondents to receive and fill in the questionnaires during the process of data collection because they were busy working on examination and report forms. To overcome this, a researcher encouraged the respondents to at least spare their time and give the necessary information.

The study was limited in the selection of schools because of few government schools in the district. To overcome this, researchers had no choice but to embrace and work with the private schools.

## **RESEARCH RESULTS**

### **Background of Respondents**

The demographic characteristics of the respondents have been categorised in *Table 3* below.

**Table 2: Demographic characteristics of respondents**

Categories of respondents		Number of respondents (N)	Percentage (%)
Gender	Males	187	76.0
	Females	58	23.6
	Missing	1	4.0
	Total	246	100.0
Age	20-25	26	10.6
	26-30	97	39.4
	36-40	85	34.6
	41 and above	30	12.2
	Missing	8	3.3
	Total	246	100.0
Schools Type	Government aided	67	27.2
	Private	155	63.0
	Missing	24	9.8
	Total	246	100.0
Level of education	Masters	9	3.7
	Bachelor degree	82	33.3
	Diploma	142	57.7
	A level	2	0.8
	Missing	11	4.5
	Total	246	100.0
Years of experiences	Less than 1 year	11	4.5
	1-3 years	33	13.4
	3-5 years	100	40.7
	6-10 years	41	16.7
	10 and above	45	18.3
	Missing	16	6.5
	Total	246	100.0
Type of Appointment	PTA	135	54.9
	Government	101	41.1
	Missing	10	4.1
	Total	246	100.0

**Source:** Primary Data September, (2019)

From *Table 3* above, it can be observed that the majority of the respondents were males, 187(76.0%), while the females were the minority, 58 (23.6%). Most respondents were aged between 26 and 41 years, with the majority being 26-30 97 (39.4%). This could result from the government policy of encouraging the employment of people aged between 25 years and above. Most of the secondary schools in Serere district were private 155 (63.3%). This could be due to the government privatising the education sector in the country to create more job opportunities. The government-aided secondary schools were few, 67 (27.2%). This could result from the government policy that each sub-county should have only one government-aided school. The majority of

respondents were diploma holders, 142 (57.7%). This could result from the many private secondary schools offering them teaching vacancies after college. Still, it could result from financial constraints to enable them to further their studies. Few teachers were Bachelor's Degree holders who were mainly absorbing to teach in government-aided secondary schools, and the majority were head teachers of the private secondary schools in Serere district.

A handful of teachers were Master's Degree holders, and these were only head teachers of the government's well-established secondary schools in Serere district. Some teachers had 'A' level qualifications, and they were mostly helping to teach students in privately aided secondary

schools. Most of the respondents had a work experience of 10 years and above 45 (18.3%). This could result from early training in the teaching profession being absorbed in well-established secondary schools in Serere district. The majority of respondents had a work experience of 3-4 years, 100 (40.7%). This could result from the majority of teachers being absorbed in the teaching profession as they

complete their training at Universities and institutions. Most of the respondents were on PTA appointment 135 (54.9%), mainly teachers from private schools and a few from government schools who had not yet enrolled in the government payroll. The other respondents were on government appointment 101 (41.1%).

**Head Teachers' Motivation Strategies**

**Table 3: Head teachers' motivation strategies percentage distribution**

	SA	A	NS	D	SD
Head Teachers promote teachers seminars in this school	46.7	36.6	8.5	3.7	0.0
Head teachers involve teachers in decision making	45.9	42.3	5.3	2.8	1.6
Head teachers delegate duties to teachers according to their abilities	54.5	35.4	2.4	1.6	4.1
Head teachers provide meals to teachers at school	58.5	35.8	1.2	0.8	1.6
Head teachers provide teachers teaching allowances promptly	42.7	39.0	6.1	6.9	3.7
Head teachers involve teachers in planning school activities	45.5	41.5	6.5	3.3	0.8
Head teachers recognises teachers opinions when making decisions	46.3	39.8	6.9	2.4	1.6
Head teacher ensures timely salary pay for teachers	41.1	45.9	1.	6.1	4.1
Head teacher support teachers to go for further studies	44.7	39.0	4.9	5.	4.1
Head teacher use words of praise to appreciate teachers for the work well done	52.4	38.6	2.	0.8	4.1
Head teacher ensures proper medical care for teachers	36.2	35.4	8.1	10.2	6.9
Average	46.8	39.0	4.9	4.0	3.0

Key: SA = Strongly Agree, A = Agree, NS = Not Sure, D = Disagree, SD = Strongly Disagree

Based on the aforementioned discoveries, it is evident that headmasters employed diverse motivational approaches within secondary schools in Serere District. A significant number of participants acknowledge the presence of these motivational strategies in their schools, as indicated by an average score exceeding 4.00. This suggested a high level of motivation among head teachers in secondary schools in Serere district. Nevertheless, a small percentage of respondents disagreed with the statement regarding the effectiveness of head teachers' motivation strategies. Additionally, some respondents expressed skepticism, while others remained uncertain about the efficacy of these strategies employed by head teachers.

The majority of educators in Serere district's secondary schools concurred that head teachers boost teacher motivation by arranging seminars at the school level, aiming to improve teachers' performance in various school activities. Teachers expressed agreement with the involvement of

head teachers in participatory decision-making and planning, evident in their active participation in outlining term activities. Capacity building emerged as a key method employed by head teachers to motivate secondary school teachers in Serere district. Moreover, teacher motivation was fostered by the provision of on-campus accommodation and accommodation allowances by head teachers in Serere's secondary schools.

Utilized salary increments and delegated responsibilities as incentives to inspire teachers in secondary schools within Serere district. Alternatively, offered study leaves and scholarships to encourage teachers to pursue further education, enhancing their ability to fulfil their responsibilities. Many teachers perceived motivation from head teachers through the granting of rewards and recognition for commendable performance. Another motivational tactic employed by head teachers is the provision of medical insurance for the teaching staff.

**Teacher’s Performance**

**Table 4: Teacher’s Performance Percentage Distribution**

	SA	A	NS	D	SD
I draw all my lesson plans for all my lessons	71.1	23.2	0.8	2.8	0.4
I help students with disruptive behaviours to change	71.1	24.0	0.4	0.8	1.2
I am present at school in all school working days	55.3	39.0	0.4	2.0	1.2
I draw marking schemes for all internal examinations	60.2	33.7	2.4	0.8	1.2
I explain to new student's school rules and regulations	55.7	37.8	0.4	1.2	2.8
I mark all internal examinations reliably	72.8	23.2	1.6	0.0	0.8
I create good learning atmosphere through orientation	62.2	32.5	1.2	1.2	1.2
I prepare schemes, lesson plans of work every term	68.3	28.0	2.0	0.4	1.2
I teach following the scheme of work	65.9	31.7	0.4	0.8	1.2
I observe punctuality in all lessons	67.9	26.8	1.2	1.2	2.
Average	65.1	30.0	1.1	1.1	1.4

*Key: SA = Strongly Agree, A = Agree, NS = Not Sure, D = Disagree, SD = Strongly Disagree*

The aforementioned findings indicate that the level of teachers' performance in secondary schools in Serere District is deemed moderate. The majority of respondents express agreement that teachers consistently give their best across various performance indicators, such as cooperation and teamwork, lesson preparation and delivery, and attendance at meetings, with an average score exceeding 4.00. However, a small number of respondents disagreed on the dedication of teachers to their duties, and some were uncertain about the extent of teachers' commitment. This suggests that teachers, to a moderate degree, are committed to regular teaching, consistently evaluate learner progress, and address disciplinary issues to foster a positive learning environment. It also implies that teachers, to a moderate extent, perform their duties, with various factors contributing to achieving high levels of performance. In

comparison to the region and Uganda as a whole, teachers in secondary schools in Serere district are not considered among the worst performers. They engage moderately in supervision, assessment, teaching, and participate in other school activities.

**Relationship between Head Teachers' Motivation Strategies and Teachers' Performance**

The Spearman rank-order correlation coefficient, denoted as alpha, was employed to examine the association between categories. The outcome indicates a substantial correlation between teachers' motivation strategies and teacher performance ( $r = 0.881, p = 0.01$ ). In practical terms, a rise of 88% in Head Teacher's Motivation Strategies corresponds to an 88% improvement in teachers' performance. Detailed information is provided in the table below.

**Table 5: Spearman Rank Order Coefficient Showing the Relationship between Head Teachers' Motivation Strategies and Teachers' Performance in Secondary Schools in Serere District**

	Discipline Management Strategies	Students' Academic Performance
Head Teachers' Motivation Strategies	Pearson Correlation	1
	Sig. (2-tailed)	.881(**)
	N	.000
Level of Teachers' Performance	Pearson Correlation	1
	Sig. (2-tailed)	.881(**)
	N	.000
		246

*\*\* Correlation is significant at the 0.01 level (2-tailed).*

Source: Primary Data, (2019)

When head teachers' motivation strategies increase by 88%, the level of teachers' performance also improves by 88%. This means that there is a relationship between head teachers' motivation strategies and Teacher Performance in secondary schools in Serere district.

The Sig. (2-tailed) value for both correlations was 0.000, which is less than the commonly used significance level of 0.05. This suggests that the observed correlations are statistically significant.

**Sample Size (N):** The sample size for both correlations was 246, indicating that the analysis was conducted on a dataset with 246 data points for both Head Teachers' Motivation Strategies and Teachers' Performance. The strong positive correlation coefficient of 0.881 suggested a robust positive relationship between Head Teachers' Motivation Strategies and Teachers' Performance in Secondary Schools in Serere District. The low p-value (0.000) indicated that the relationship was statistically significant, meaning it was unlikely to have occurred by random chance.

In summary, based on this analysis, there appears to be a statistically significant and positive relationship between the motivation strategies employed by Head Teachers and the performance of teachers in secondary schools in Serere District.

## DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

### Discussion of the Results

The correlation analysis utilizing the Spearman Rank Order Coefficient ( $r$ ) demonstrated a noteworthy positive correlation between Head Teachers' Motivation Strategies and Teachers' Performance in Secondary Schools ( $r = 0.881$ ,  $p = 0.01$ ). This represents a significant discovery in the research. The study's results align with Muchelule's (2015) findings, indicating that offering financial incentives and involving teachers in decision-making enhance overall job performance.

While the Spearman Rank Order Coefficient ( $r$ ) did indicate a substantial positive correlation between Head Teachers' Motivation Strategies

and Teachers' Performance in Secondary Schools ( $r = 0.881$ ,  $p = 0.01$ ), it's crucial to consider potential confounding factors that could influence this relationship. One alternative perspective suggests that factors beyond motivation strategies, such as the socioeconomic background of students, school infrastructure, or external community support, might play a more significant role in determining teachers' performance.

Moreover, the alignment with Muchelule's (2015) findings does not necessarily establish a universally applicable trend. Different educational settings, cultural contexts and regional variations may influence the effectiveness of financial incentives and teacher involvement in decision-making. It's essential to acknowledge the complexity of educational systems and recognize that a one-size-fits-all approach may not be suitable for every school or district.

In conjunction with these discoveries, Herzberg's two-factor theory provides a theoretical framework. The global perspective on motivation strategies for teachers' performance is associated with Herzberg's (1966) theory. According to this theory, specific environmental factors, such as pay, working conditions, or company policies, do not inherently lead to motivated employees and are categorized as hygiene factors. Herzberg proposes that certain workplace factors contribute to job satisfaction, while a distinct set of factors leads to dissatisfaction. The theory aims to identify which work-related factors, such as wages, job security, or advancement, contribute positively or negatively to individuals' job satisfaction.

In this context, secondary school teachers in Serere district who find satisfaction in aspects like salary increments, incentives, and delegation of responsibilities, including decision-making, are likely to perform their school duties effectively. This perspective aligns with McClelland's Theory of Needs (1985), which posits that human behavior is influenced by three fundamental needs: the Need for Power, Achievement, and Affiliation. The Need for Achievement reflects

the drive to excel and achieve success, the Need for Power involves the desire to influence others' behavior and have control, and the Need for Affiliation pertains to the need for open and sociable interpersonal relationships.

The findings revealed a strong positive correlation between Head Teachers' Motivation Strategies and Teachers' Performance in Secondary Schools in Serere District. This suggested that teachers who found satisfaction in their head teacher's motivation strategies were more adept at carrying out their responsibilities compared to those who were dissatisfied.

Additionally, the research identified that teachers in secondary schools in Serere District, particularly those appointed under the PTA, faced challenging working conditions. Despite these difficulties, they received fewer salary increments, incentives, and delegation of responsibilities, leading to lower performance levels at school.

### Conclusion

The study's results led to the following conclusions: It was observed that a noteworthy positive correlation exists between the motivation strategies employed by head teachers and the performance of teachers in secondary schools in Serere district.

Consequently, the study asserted that the elevated level of teacher performance in these schools can be attributed to the effective implementation of motivation strategies by head teachers. In essence, the study affirms that the motivation strategies employed by head teachers have a positive impact on teacher performance in secondary schools in Serere district.

### Recommendations

Policymakers are encouraged to initiate the development and revision of policies aimed at fostering the motivation strategies of head teachers and enhancing the performance of teachers in both Serere District and nationwide secondary schools.

Those responsible for policy implementation should adopt effective approaches to support the implementation of policies that promote head teachers' motivation strategies and improve teachers' performance, not only in Serere District but also on a national scale. Additionally, future research could explore areas related to head teachers' motivation strategies and teachers' job satisfaction specifically in Serere District.

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