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Original Article

Bridging Motivational Gaps: A Framework Tailored to Teacher Training Institutions in Eastern Uganda

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*Motivation,
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Institutions,
Integrated Motivational
Framework (IMF-TTI),
Tutor Performance,
Eastern Uganda.*

This study, entitled "Bridging Motivational Gaps: A Motivational Framework Tailored to Teacher Training Institutions in Eastern Uganda," explores the pressing issue of tutor motivation within Teacher Training Institutions (TTIs) in the region. The objective of this study is to ex-amine the motivational strategies employed in Teacher Training Institutions (TTIs) in Eastern Uganda and develop an integrated framework that aligns tutor needs with institutional objec-tives to enhance professional growth and tutor satisfaction. Utilizing a qualitative research methodology, the study adopts a case study design, drawing on data collected through semi-structured interviews, focus group discussions, and document analysis. Participants in-cluded tutors, principals, members of Boards of Governors, and Parent-Teacher Association representatives, whose diverse perspectives provided comprehensive insights into the motiva-tional dynamics at play. The findings indicate that existing motivational strategies in TTIs are predominantly financial, such as allowances for supervision and school practice. However, tutors underscored the critical value of non-financial incentives, including recognition, lead-ership opportunities, and avenues for career development. The study underscores the need for a holistic approach to motivation, integrating both intrinsic and extrinsic factors alongside structured feedback mechanisms and enhanced institutional support. As an original contribu-tion, this research introduces the Integrated Motivational Framework for Teacher Training In-stitutions (IMF-TTI), a conceptual model aimed at aligning tutor needs with institutional ob-jectives, fostering professional growth, and enhancing overall tutor satisfaction. The study recommends institutional adoption of the IMF-TTI framework to systematize balanced moti-vational strategies and address existing challenges, thereby advancing tutor performance and educational outcomes in Eastern Uganda. Directions for future research are also provided, emphasizing the need for continued exploration of motivation in educational contexts.

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INTRODUCTION

Education plays a vital role in enhancing a nation's economic competitiveness, leading governments to allocate substantial portions of their budgets toward educational improvements (Manalo, et al., 2020, p.133; Cabauatan & Manalo, 2018, p.69). Key areas of focus include providing sufficient classrooms, maintaining manageable teacher-student ratios (Gopinath, 2021, p.1493), ensuring high-quality textbooks, supplying ample learning resources and developing technology infrastructure (Lopez, 2021). Among these efforts, support for teachers is crucial. As central figures in education, teachers require adequate support and resources to deliver effective instruction, underscoring the importance of investing in their development and well-being (Gopinath, 2020, p.16500; Manalo, et al., 2020, p.133).

To strengthen basic education, it's essential to develop and propose the **Integrated Motivational Framework for Teacher Training Institutions (IMF-TTI)** as a structured model that aligns tutor motivation with institutional goals by incorporating both financial and non-financial incentives, thereby improving tutor satisfaction, professional development, and overall institutional effectiveness in Eastern Uganda. However, according to Unsal, Ageam, & Korkmaz (2017)), many teachers feel unmotivated due to dissatisfaction with low and inconsistent pay, the low societal status of teaching, limited career advancement, challenging work conditions, and inadequate benefits. Research shows that teachers respond well to financial incentives (Iwu et al., 2018; Serdyukov, 2017; Manalo et al., 2020, p.133 and such programs are often used to enhance educational outcomes. Yet, in some countries, the profession's status, especially for lower-income teachers, has declined (Lopez, 2021)

and teachers may become less effective as they progress in their careers (Manalo et al., p.134).

As the world evolves, educational institutions are reshaping their practices to drive transformative progress. These institutions are embracing change to support growth, diversity, and sustainability. Central to this transformation are teachers, who play an essential role in energizing and enriching the learning environment (Hammond, 2017). By actively engaging in ongoing professional development, innovative research, and self-improvement efforts, teachers contribute to meaningful reforms and systematic enhancements within the education system, which directly benefit students (Chakraborty & Biswas, 2020).

LITERATURE REVIEW**Theoretical Framework**

This study examines theories related to employee motivation, commonly understood as the processes that drive employees toward achieving goals (Shikalepo, 2020. p.65). Motivation can be categorized into two types: intrinsic and extrinsic. Intrinsic motivation, as described by (Din Bandhu et al., 2024; Zhou & Zhang, 2023; Le et al., (2024) is the internal drive and curiosity that leads an employee to engage in tasks out of personal interest. In contrast, (Kashefian-Naeeni et al., 2024; Diwakar et al., 2023) define extrinsic motivation as the influence of external factors that encourage task completion. Essentially, intrinsic motivation stems from internal desires, while extrinsic motivation arises from outside incentives. Various theories support both types of motivation (Shikalepo, 2020. p.65; Ridwan et al., 2024). The findings of this study review are guided by three main theories: Herzberg's Two-Factor Theory, Expectancy Theory, and Self-

Determination Theory. Each of these theories is explained in detail below (Shikalepo, 2020. p.65).

Herzberg's Two-Factor Theory

Frederick Herzberg's motivation theory, known as the Two-Factor Theory, expands on Maslow's Hierarchy of Needs by categorizing employee needs in the workplace. Herzberg developed a two-dimensional model to explain factors influencing employee attitudes toward work, contrasting with Maslow's five-layer hierarchy (Megawati et al., 2022). He divided these factors into two categories: motivators and hygiene factors (or demotivators) (Layek & Koodamara, 2024).

Hygiene factors include organizational policies, supervision, working conditions, and salary. These elements ensure employees meet basic performance standards, but they do not inspire high motivation or peak performance (Porfírio et al., 2024; Bandhu et al., 2024). While the absence of hygiene factors can lead to job dissatisfaction, their presence alone does not motivate employees (Porfírio et al., 2024). In contrast, Herzberg identified motivators—such as the work itself, achievement, and recognition—as key drivers of motivation. These factors energize employees and encourage them to perform at their best (Shikalepo, 2020, Schroder, 2024).

Expectancy Theory

The needs-based motivation theories proposed by Alderfer, Herzberg, and Maslow address the contextual and content-related factors that drive employees within the workplace. In contrast, Expectancy Theory focuses on the cognitive aspects of motivation and how these cognitive elements interact (Osei & Bjorklund, 2024). Initially developed by Victor Vroom and later expanded by Porter and Lawler, Expectancy Theory is a cognitive process model of motivation. It posits that individuals perceive a link between the effort they invest in their work, the performance outcomes of that effort, and the rewards they receive based on their performance (Bandhu et al., 2024).

Self-determination Theory

Self-Determination Theory (SDT) offers one perspective for understanding teacher motivation by

examining the underlying reasons for engaging in specific tasks. Rather than treating motivation as a simple measure of quantity (i.e., more or less motivated), SDT distinguishes between controlled and autonomous motivation (Shikalepo, 2020; Slemp et al., 2020). Controlled motivation occurs when teachers engage in tasks primarily due to external factors, such as material or social rewards, avoiding punishment, or internal or external pressures (Huang et al., 2022). For example, a teacher might put extra effort into a physiology lecture to meet a certain standard and gain approval from supervisors, colleagues, and students. Research indicates that teachers with controlled motivation are more likely to experience burnout and adopt a teaching style that is authoritative, compliance-focused, and pressure-driven (Yeh et al., 2020; Huang et al., 2022).

MATERIALS AND METHODS

This study employed a multiple case study design to explore participants' perspectives. 66 participants were purposively sampled, from three (3) teacher training institutions in eastern Uganda these included principals, deputy principals, and chairpersons and vice chairpersons of the Board of Governors (BOG) and tutors. The Eastern region was chosen due to its geographical diversity, encompassing urban, semi-urban, and rural teacher training institutions. Additionally, the accessibility and proximity of these colleges facilitated effective data collection. The selection of Core PTCs aligns with the Ministry of Education and Sports' policy to phase out non-core PTCs, making them the most relevant institutions for studying staff motivation in a stable institutional context.

Conducted within the natural environments of teacher training institutions in eastern Uganda, the research aimed to gather detailed and comprehensive insights (Dzogovic & Bajrami, 2023, p. 158; Masagazi, 2022, p. 5; Creswell & Plano Clark, 2023, p. 23). Participants responded to a standardized set of questions, enabling the generation of case-specific descriptions and the identification of overarching themes (Hirose & Creswell, 2023; Bozalek & Zembylas, 2024). This approach ensured consistency while allowing for a nuanced

understanding of the contextual factors influencing participants' views.

Data Quality and Error Control

To ensure the trustworthiness of the data, this study adhered to the established criteria of credibility, transferability, dependability, and confirmability (Enworo, 2023, p. 373; Guba & Lincoln, 1985). These benchmarks guided the validation process for data collected through interviews, document analysis, and focus group discussions (Cloutier & Ravasi, 2021, p. 115; Akirapa & Masagazi, 2022, p. 478). By applying these rigorous standards, the research maintained a high level of integrity and minimized potential biases or errors in data collection and analysis.

Data Collection and Analysis

This study employed individual interviews and focus group interviews, guided by structured interview protocols, to conduct in-depth explorations (Tomoaia-Cotisel et al., 2024). Additionally, document analysis was incorporated as a supplementary data source to enhance the robustness of the findings. Data from interview transcripts were systematically coded and organized into themes and thematic categories (Kanygin & Koretckaia, 2021, p. 317; Sharma et al., 2024). Relevant data categories were identified, and relationships among these categories were examined to uncover significant patterns (Gamielien, Case, & Katz, 2023). During the analysis, a filtering process was applied at the data phrase level to ensure that only relevant material was included in the study. The findings were subsequently reported verbatim to preserve the authenticity of participants' perspectives (Masagazi et al., 2024, p. 4; Naeem et al., 2024).

Ethical Considerations

Given the involvement of tutors and administrators from teacher training institutions as integral human subjects in this study, ethical approval was meticulously sought and obtained. The Uganda Christian University Research Ethics Committee (UCUREC) and the Uganda National Council for Science and Technology (UNCST) provided ethical clearance. In addition, permissions were secured from the authorities of the respective teacher training

institutions (TTIs). Informed consent was also obtained from individual participants, ensuring their voluntary participation in the study and adherence to ethical research standards (Masagazi, 2022).

RESULTS AND DISCUSSION

Financial Incentives:

Several interviewed participants indicated that financial incentives are a significant motivational factor for tutors in teacher training institutions (TTIs). Participant P11TA emphasized that:

Increment of allowances for tutors involved in supervision and school practice activities serves as a financial motivation. Additionally, appreciation allowances at the end of such activities contribute to recognizing and rewarding their efforts.

Furthermore, the findings indicated that for some tutors, salary and duty allowances are the primary motivators driving their commitment and hard work. In the words of Interviewee P13TB:

"Salary and duty allowances are significant motivators, serving as the primary driving force inspiring me to work hard in this college."

In a similar argument, participant P10TC noted that consistent and regular payment of allowances by the Teacher Training Institution (TTI) was also noted as a crucial factor in maintaining tutor motivation and dedication:

"Regular payment of allowances by the TTI is a positive factor that sparks one's drive to work consistently and with dedication."

The importance of timely and well-structured allowances for supervision and school practice activities. Relative to these findings, Hiolin & Billones (2019, p.167) maintain that educational managers incentivize instructors with monetary rewards as well as non-monetary incentives such as recognition, skill development, and personal growth. Several interviewees even suggested bonuses or rewards for exceptional teaching performance. This is consistent with (Manalo et al., 2020, p.133) who argue that a particular tactic employed to improve learning outcomes is to support teachers through monetary incentive initiatives. In a similar argument,

McCoy II, 2017 believes that an effective incentive program encourages loyalty and teamwork and makes employees feel valued.

However, the findings also revealed that financial rewards alone were not sufficient. Some participants highlighted the value of non-financial recognition, such as certificates or awards, suggesting that a combination of both financial and non-financial incentives would create a more comprehensive motivational system for tutors.

An illustration of this argument was indicated by participant P1TB suggesting that a balanced approach combining both types of rewards would be most effective:

...while financial rewards are important, non-financial rewards such as public recognition, certificates, or awards are equally motivating, in my opinion, a combination of both types of rewards creates a comprehensive motivation system that recognizes diverse aspects of my contributions.

The results above are further strengthened by Kharadze et al. (2023, p.1122); Sikira, Madaba, & Filbert, 2024, p. 6063 as well as Kalsoom et al. (2017).

Career Advancement

The study also identified career advancement as a key motivator for tutors in eastern Ugandan TTIs. Participants expressed a desire for clear and achievable promotion pathways, along with opportunities for increased responsibility and leadership roles (e.g., HOD, Director of Studies). Participants specifically P4TA, P9TB, P12TA, P5TB, P2TC, P2TC and P1TA emphasized that promotions to higher positions, along with material gifts and non-monetary incentives, play a significant role in motivating tutors to strive for professional growth. In the actual words of P4TA:

Promotions to higher positions, such as HOD or Director of Studies, accompanied by material gifts and non-monetary incentives, motivate tutors to strive for professional growth.

Additionally, several respondents highlighted the alignment of personal efforts with the institution's

vision and values as a crucial factor in achieving professional success. Particularly, participant P9TB revealed that:

"Professional success is my driving force, aligning my efforts with the institution's visions and values, as I believe this is the path to achieving success in my career."

The prospect of promotion within the college was also frequently mentioned as a powerful motivator for tutors to work hard and advance in their careers. The interviewee P12TA unveiled that:

...the prospect of attaining a promotion in the college serves as a powerful motivator, sparking my drive to work hard and progress in my career. ...you know we teachers have not so many benefits."

Participants suggested the importance of creating career mobility through clear career progression paths and collaboratively developing career development plans with staff. In the manifestation of participant P5TB:

"Create career mobility. Establishing a clear career progression path for tutors with opportunities for promotions and advancements. In addition, Drawing the development plan together with staff. Collaboratively developing career development plans with tutors to align with their professional goals."

Several tutors in a similar manner expressed that knowing there are clear and achievable career advancement pathways within the institution serves as a strong motivator, encouraging them to strive for excellence. Tutor P2TC brought to light that:

In my opinion, knowing that there are clear and achievable career advancement pathways within the institution serves as a strong motivator. The prospect of progressing in my career and taking on more responsibilities encourages me to consistently strive for excellence in my role as a tutor.

In line with the findings, Das and Jha (2024, p. 232) argue that teacher advancements are important elements because compensation increases; as a result, promotion takes on a major rewarding role.

Teachers who successfully carry out their responsibilities and who have received the necessary training can advance to become more qualified teachers. Some even suggested material rewards or benefits accompanying promotions. This emphasis on career progression highlights a need for institutions to develop transparent and collaborative career development plans with their tutors, ensuring alignment with individual goals and fostering long-term professional growth. The findings reflected above are consistent with Setyawati, Woelandari, & Rianto (2022, p. 1958). Promotion opens doors for teachers' professional growth and advancement, as well as raising their social status and amount of responsibility. Professional advancement is closely related to socioeconomic success and career progression (Setyawati et al, 2022, p. 1958; Gunaseelan, et al 2024, p. 142).

Delegating Responsibilities.

The study further revealed that tutors valued opportunities to take on leadership roles and responsibilities. The delegation of duties, particularly in the absence of leadership, was identified as a demonstration of trust and an incentive for tutors to aspire to future leadership roles. Participant P8TC underscored the significance of recognizing and motivating tutors through the delegation of responsibilities and the provision of associated allowances. The participant articulated the benefits of this approach as follows:

"Delegating responsibilities to tutors during the principal's absence, along with duty allowances, not only acknowledges their capabilities but also motivates them to embrace leadership roles."

Similarly, Participant P15TB reflected on their personal experience, highlighting how fulfilling their responsibilities as a tutor served as a source of inspiration:

"Fulfilling responsibilities and performing my roles as a tutor sparks my drive to work, knowing that my contributions make a meaningful impact and significant contribution."

Participants further emphasized the motivational value of rotating leadership opportunities among tutors and cultivating a culture of shared responsibility. One participant, P11TC, highlighted the effectiveness of this approach, stating:

"Leadership responsibilities can be assigned to tutors on a rotational basis. Providing tutors with opportunities to assume caretaker positions and take on leadership roles serves as a strong motivational strategy. It is essential to consistently remind tutors of their responsibilities and roles while regularly communicating and reinforcing these expectations to ensure clarity and sustained engagement."

Echoing this sentiment, a tutor P6TA reflected on how such opportunities foster their professional development and sense of achievement:

"Being given opportunities to take on leadership roles, lead projects, or mentor colleagues is, in my view, a motivating factor. These experiences contribute to my professional growth, enhance my leadership skills, and provide a sense of fulfilment in contributing to the institution's success."

Overall, the findings highlight the importance of empowering tutors through leadership experiences, contributing to their professional development and sense of contribution to the institution's success. The arguments reflected in the above results are similar to the expressions of Saif & Siddiqui, (2019), Zin et al. (2022, pp.338) who maintain that rotational leadership opportunities make teachers feel valued and less likely to change schools. When a principal implements a balanced reward system that includes both tangible and intangible rewards, employees feel appreciated, trusted, and respected (Okereke and Asha, 2022, p.5)

Immediate Feedback and Recognition

The study underscored the importance of immediate feedback and recognition as motivators for tutors in eastern Ugandan teacher training institutions (TTI). Participants expressed a strong desire for appreciation of their efforts, including both formal recognition programs (awards) and informal

practices in the form of verbal praise and peer recognition.

Throughout the interviews, participants such as P12TB and P3TC, highlighted the importance of immediate feedback and recognition in motivating tutors. One tutor P12TB emphasized the role of recognition in driving their commitment:

"Recognition and awards for the effort I put into teaching students in the college significantly spark my drive to continue working hard."

Similarly, another participant P3TC underscored the motivational impact of appreciation and recognition:

"Appreciation and recognition for the work done, whether in the form of a small financial or material token, serves as a significant motivator, sparking the drive to work."

Additionally, a focus group highlighted the significance of implementing a structured recognition program for tutors to enhance motivation and engagement. Interviewee P5TB emphasized this perspective, stating:

"Regularly acknowledging tutors' strengths and offering praise for their achievements is essential. Providing timely feedback and verbal commendation helps to recognize and appreciate their efforts and accomplishments. Furthermore, implementing a formal recognition program that rewards tutors for outstanding performance and excellence would serve as a significant motivator."

Participants such as P8TC, P14TA and P1TB in the study consistently underscored the significance of immediate feedback and recognition as key motivators. One tutor highlighted the impact of acknowledgement from administrators:

"Acknowledgements from administrators and recognition for good work done are powerful motivators that spark my drive to excel in my role."

Furthermore, another participant emphasized how a comprehensive recognition system enhances the work environment. In the words of interviewee P14TA:

"Providing immediate praise to me for any accomplishments, implementing peer recognition systems, and offering awards contribute to a positive work culture and boost motivation."

Additionally, the importance of timely and constructive feedback was discussed in a focus group where participant P1TB manifested that:

"Providing regular feedback, correcting mistakes immediately, and praising both effort and results contribute to a culture of immediate morale boosting in this whole place."

The interviews revealed that recognition and a collaborative culture are crucial for motivating educators. One tutor P7TA discussed how acknowledgement of innovative teaching practices enhances their dedication:

"Being recognized for implementing innovative teaching practices is, in my view, a powerful motivator. Acknowledgement for creative and effective methods reinforces my commitment to delivering engaging and impactful lessons, contributing to a positive teaching environment."

Another participant P8TB emphasized the importance of peer recognition and teamwork in fostering a supportive work atmosphere:

"In my opinion, a culture that values peer recognition and fosters collaboration is a motivating factor. Acknowledgement from colleagues for achievements and the opportunity to collaborate on ongoing activities, create a supportive and positive working environment that enhances my morale."

Besides, a focus group highlighted the role of celebrating achievements and team-building activities in promoting collaboration and positivity where participant P4TC stated that:

"Celebrating achievements, appreciating tutors for their contributions, and encouraging teamwork through team building exercises create a positive and collaborative work environment."

The above results are in line with the ideologies of Warrilow, et al (2020); Ewool, et al (2021) which experts argue that feedback and constructive criticism are vital for cultivating a positive working relationship between employees leading to positive results; in this context, the principal and the teacher. Overall, the above findings suggest that teacher training institutions should cultivate a culture of appreciation that utilizes both individual and peer recognition strategies to create a supportive and motivating work environment for their tutors (Rivera, et al 2021, p.518). The findings above are consistent with and strengthened by Xing et al. (2021, p.1245); Afolabi et al. (2022, p.36); Ampofo et al. (2023), p. 3614; Scherbaum et al. (2021, p. 58).

The study also revealed that a combination of emotional and financial support served as a powerful motivator for tutors in eastern Ugandan TTIs. Participants emphasized the importance of feeling valued and appreciated beyond just financial rewards. Expressions of gratitude, verbal praise, and emotional support during challenging times were seen as fostering a sense of well-being and resilience. Participant P11TA stressed the impact of a positive and appreciative work environment:

“Inspire tutors and offer emotional support. Providing inspiration and emotional support to tutors, fostering a positive and motivating work environment. Giving verbal praise and expressing gratitude for well-done tasks. Acknowledging and appreciating tutors through verbal expressions of gratitude for their contributions.”

The revelations above are in line with Pavlenchyk et al., (2023, p. 498). The findings also suggest that offering financial support during personal hardships, along with establishing a supportive work environment through staff camaraderie and a dedicated welfare committee, can significantly contribute to tutor motivation.

Furthermore, in a focus group discussion, a participant revealed how financial support during personal milestones and the active involvement of colleagues through a welfare committee contribute to a supportive atmosphere. Interviewee P6TB revealed that:

Financial support from the college during times of joy or sorrow, active participation of staff in supporting colleagues, and the establishment of a welfare committee contribute to a supportive work environment.

The arguments revealed in the above findings clearly speak closely with the expectancy theory (Eccles, & Wigfield 2023). According to the theory, the six analysis factors which include; career development, relationships with others, psychological and physical factors, leadership and organizational layout, scientific research and professional title evaluation and employment, workload, and family life will determine the design of the college teacher pressure detection scale (Liang & Bautista 2021, p.545; Kurniawan and Anindita, 2021, p.172). This theory holds that the primary factors influencing motivation are expectancies of accomplishment and success goals. These factors appear to have an immediate effect on motivation and how it manifests itself through the lens of effort, perseverance, and accomplishment options.

Educational Support and Goal Setting

In exploring motivational strategies, the study identified the value of educational support and goal setting for tutors in TTIs. While financial rewards were important, participants also desired support for their long-term professional development. This included encouragement to pursue further education and fostering a collaborative learning environment. The findings further highlighted the importance of goal setting and positive reinforcement consistent with Sigmundsson et al. (2022), the ability to set personal and professional goals, coupled with regular recognition of progress, is seen as a motivator. Additionally, clear communication of expectations and prioritizing tasks were viewed as instrumental in establishing clear goals and enhancing productivity. Similar to the findings above, Iqbal et al. (2020) argue that employees often perceive investment in training as a sign of the organization's commitment to their long-term career growth and development, leading them to feel a sense of duty to reciprocate with better job performance.

Well-Being and Community.

The study also explored the significance of well-being and community in motivating tutors in TTIs. Providing nutritious meals (breakfast, lunch) during supervision periods emerged as a strategy to support tutors' well-being and foster a positive work environment. Beyond financial rewards, a sense of community was identified as a motivator. This included initiatives like staff retreats, social events, and entertainment during breaks, all contributing to a more enjoyable and collaborative workplace (Okon et al., 2023, p.16). Finally, the findings revealed that support for personal projects, through guidance, financial aid, and encouragement from college principals, served as a motivator by demonstrating the institution's commitment to the holistic development of its tutors the findings are consistent with Okon et al. (2023, p.16); Ibitomi et al. (2022, p. 529) these experts argue that "compensation, extra bonus, retirement savings, group accident coverage, career path development a favourable working atmosphere, friendly teammates, and well-balanced work-family life" as some of the elements that drive employees.

The study further emphasized the importance of strategies that promote tutor well-being in TTIs. Participants highlighted the value of access to healthcare, subsidized housing for distant tutors, and even food distribution during holidays. Participants also revealed a desire for initiatives that address social and personal challenges tutors might face, potentially including counselling services and financial aid. Finally, several tutors emphasized the importance of a healthy work-life balance, achieved through flexible work arrangements or manageable workloads. These findings suggest that teacher training institutions should prioritize strategies that go beyond financial rewards to encompass the holistic well-being of their tutors as emphasized by Kumari et al. (2021, p. 408) as well as Okon et al. (2023, p.18).

The study also found that opportunities for personal development played a significant role in motivating tutors in TTIs. Participants expressed a desire for flexible work schedules with breaks to promote work-life balance. Furthermore, access to career development opportunities, such as attending

workshops, conferences, and training programs, was seen as a key motivator. The arguments reflected in the above results are synonymous with Bell et al. (2017) who stresses that professional training affects mental processes and yields skill-based outcomes. Educational and professional development programs focus on novel methods that enhance a tutor's ability to study and acquire knowledge which promotes innovative thinking in both tutors and student teachers. This emphasis on professional growth extended to personal development as well, with tutors valuing support in establishing Savings and Credit Cooperatives (SACCOS) and pursuing academic advancement. Overall, the findings suggest that TTIs should create a culture of lifelong learning that caters to both the professional and personal growth aspirations of their tutors these results are further strengthened by Pirtskhalaishvili et al. (2023, p. 389); Chakraborty and Biswas (2020, p.610), who sustain the fact that learning and professional development programs enhance teachers' knowledge and abilities. Training sessions encourage reflection on joint research and projects, helping teachers develop problem-solving skills.

Communication and Relationship Building.

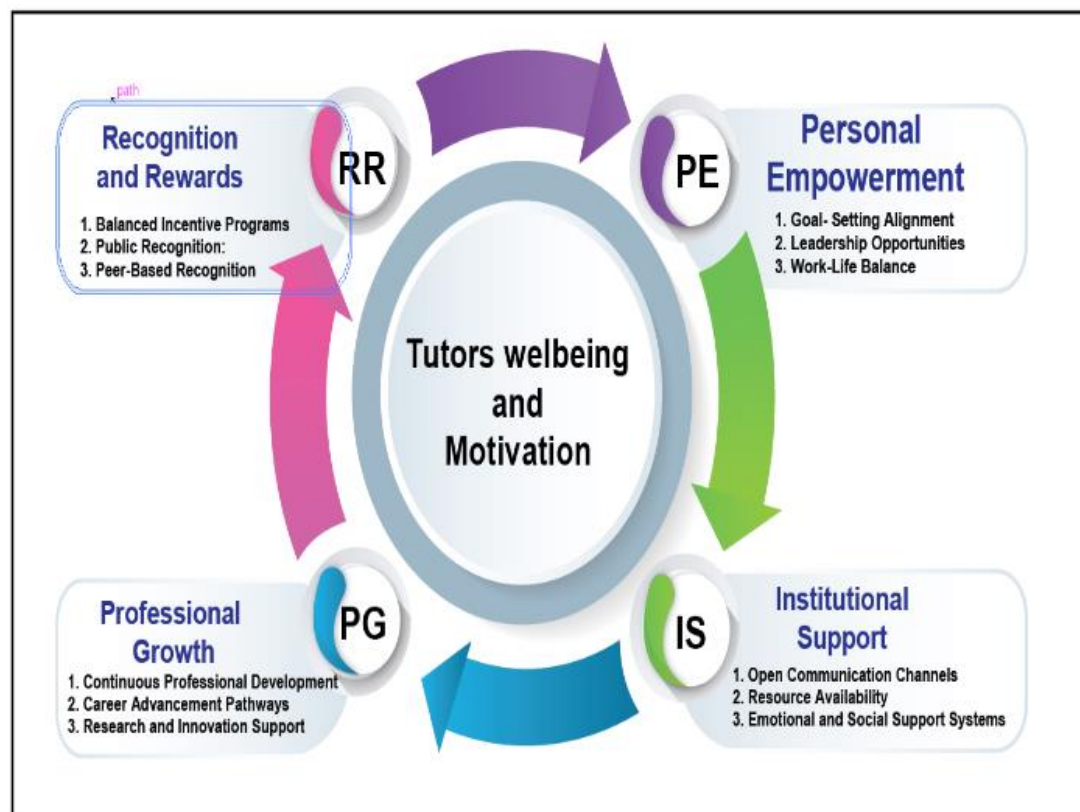
The study underscored the significance of communication and relationship-building in motivating tutors in TTIs. Participants emphasized the importance of regular communication to strengthen working relationships with teaching staff. Open communication that fosters empathy, addresses concerns, and provides constructive feedback was seen as key to building trust and understanding. The above establishments are consistent with Chaudhry, Munawar & Sittar (2020, p. 111) who argue that feedback is crucial for understanding employee strengths and addressing their weaknesses. Transparent communication from leadership regarding institutional goals, expectations, and future plans emerged as another motivator. Feeling informed and connected to the institution's vision fostered a sense of purpose and commitment among tutors. These findings highlight the need for TTIs to prioritize open and transparent communication channels to cultivate strong relationships and a sense of belonging among their tutors. College leaders' reluctance to provide

feedback may stem from their dissatisfaction. Principals acknowledge tutors' efforts by providing open feedback during meetings to cultivate a positive working relationship between the principal and the tutor (Chaudhry et al., 2020, p. 112)

The Integrated Motivation Framework for TTIs in Eastern Uganda (IMF-TTI)

Based on the findings derived from the empirical evidence, an Integrated Motivation Framework for teacher training institutions is presented in Figure 1.

Figure 1: The Integrated Motivation Framework for TTIs in Eastern Uganda (IMF-TTI)



Personal Empowerment

The developed framework, emphasizes the pivotal role of personal empowerment in fostering ownership, independence, and commitment among tutors. Central to this approach is the alignment of tutors' career and personal aspirations with the broader institutional objectives of Teacher Training Institutions (TTIs). This alignment is achieved through systematic goal-setting and regular reviews, supported by tools for progress measurement and self-evaluation. By fostering intrinsic motivation, the framework underscores the importance of empowering tutors to take initiative and maintain a purpose-driven outlook in their roles. Moreover, the framework highlights the value of structured leadership opportunities, such as team coordination roles, which encourage accountability and celebrate achievements. These initiatives not only build individual competence but also strengthen

Institutional cohesion. To further enhance personal empowerment, TTIs must prioritize flexible scheduling and wellness programs aimed at promoting mental health. Such measures address the tutors' need for work-life balance, thereby enhancing job satisfaction. As the framework suggests, these strategies collectively foster a sense of belonging and purpose within the institution, enabling tutors to thrive both personally and professionally.

Institutional Support.

The established framework further points to the significance of institutional support in addressing external motivators and reducing dissatisfaction, as depicted in Figure 1. It advocates for the creation of an enabling environment that nurtures inclusivity, trust, and collaboration among tutors. One key element of this environment is the provision of open

and transparent communication channels, which allow tutors to voice concerns and actively participate in decision-making processes. These channels are vital for fostering a sense of inclusivity and shared responsibility within Teacher Training Institutions. Additionally, the framework sustains that TTIs must ensure the availability of adequate teaching resources, including up-to-date materials, technological tools, and appropriate infrastructure. These resources are fundamental for facilitating effective teaching and learning experiences. Furthermore, the framework underscores the importance of establishing social and emotional support networks, such as peer support groups, welfare committees, and mentorship programs. These networks are instrumental in promoting camaraderie and cooperation among tutors, thereby enhancing their overall well-being and professional satisfaction.

Professional Growth

The developed framework, as depicted in Figure 1, emphasizes the importance of professional growth in ensuring that tutors remain adaptable and competitive in their roles. Regular and focused Continuous Professional Development (CPD) activities, such as conferences, training sessions, and seminars, are central to this effort. These activities equip tutors with the latest teaching techniques and skills, enabling them to deliver high-quality education. The developed framework further advocates for clear and structured career development tracks that are aligned with performance measures and institutional goals, encouraging tutors to pursue higher professional milestones. To foster a culture of innovation, the suggested framework highlights the need for institutions to actively promote research and pedagogical experimentation. This can be achieved by providing funding for tutor-led initiatives, creating opportunities for publication, and supporting collaborative research endeavours. By emphasizing professional growth, the suggested framework not only elevates individual tutors but also enhances the overall academic and operational excellence of the institution.

Recognition and Rewards

As indicated in Figure 1, the established framework underscores the critical role of recognition and rewards in boosting tutors' motivation and job satisfaction. A well-balanced incentive system that combines monetary benefits, such as bonuses or allowances, with non-monetary recognition, such as awards and certificates, creates a strong motivational structure. Public acknowledgement of tutor achievements at institutional events, such as award ceremonies or in newsletters, fosters a sense of pride and belonging within the organization. The framework also highlights the value of peer-based recognition, which cultivates a culture of respect and appreciation. Platforms for colleagues to commend each other's efforts encourage collaboration and mutual support. These strategies, as outlined in the suggested framework, not only uplift morale but also reinforce the importance of individual contributions to the institution's overall success.

CONCLUSIONS

The study investigated motivation strategies among tutors in teacher training institutions in Eastern Uganda. It was established that motivational strategies for tutors in teacher training institutions require a comprehensive approach. Financial rewards, though essential, are insufficient without non-monetary recognition, such as certificates, awards, and timely feedback. Career advancement, leadership opportunities, and transparent promotion pathways foster professional growth and trust. Emotional and social support, especially during challenges, enhances well-being and institutional loyalty. Access to professional development, flexible work arrangements, and skill enhancement opportunities further drive motivation. Open communication and relationship-building between leadership and staff strengthen trust, align efforts with institutional goals, and create a collaborative, supportive work environment essential for sustained engagement and commitment. A motivational framework to meet the unique needs of tutors was developed, with a well-balanced incentive system to combine monetary benefits, such as bonuses or allowances, with non-monetary recognition, such as awards and certificates, creates a strong motivational structure. Public acknowledgement of tutors'

achievements at institutional events, such as award ceremonies, fosters a sense of pride and belonging within the organization. The framework also highlights the value of peer-based recognition, which cultivates a culture of respect and appreciation. These strategies, as outlined in the suggested framework, not only uplift morale but also reinforce the importance of individual contributions to the institution's overall success. The study concentrated on teacher training institutions in eastern Uganda. Further studies could be carried out in other teacher training institutions such as those adopted by the Uganda National Institute for Teacher Education (UNITE) in other regions in Uganda especially studies intended to assess the Impact of Motivational Frameworks on Student Teachers' Academic Performance, among others.

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Conflicts of Interest

The authors declare no conflicts of interest.

Approval for Ethics and Consent to Participate

This study received ethical clearance from the Uganda Christian University Research Ethics Committee (UCUREC) and the Uganda National Council for Science and Technology (UNCST)

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