

**BUSITEMA
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**THE ROLE OF TEACHER MOTIVATION ON PUPILS' ACADEMIC
PERFORMANCE IN PRIMARY SCHOOLS IN KWARIKWAR
SUBCOUNTY, BUKEDEA DISTRICT**

BY

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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF SCIENCE AND
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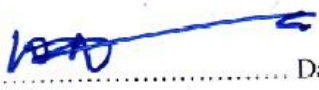
Declaration

I OKOED STEHEN declare that this research report under the title, **“The role teacher motivation on pupils’ academic performance in primary schools in Kwarikwar sub-county, Bukedea District”**, has not been submitted to the any institution for any award.

SIGNATURE: .....DATE: 25/09/2024.....

Approval

I, certify that this research report titled, **“The role of teacher motivation on pupils’ academic performance in primary schools in Kwarikwar sub-county, Bukedea District,”** was prepared under my close supervision. It is now ready for submission with my due approval.

Signature.......... Date 25/09/2024.

Mr. Anthony Wanyama

Dedication

I dedicate this piece of work to my family, clan, friends and my children for the patience, love, care, tolerance, understanding financial support, and comfort throughout my course of two years. I also dedicate it to my Late father: Mr. Okodi Fabiano, Late mother Madam Auno Alugeresia and my wife Abeja Stella who actively supported me financially, my children Omaani Victor Joshua and Auno Teddy who were the key players in the struggle, my teachers of primary one to primary seven, senior four teachers who encouraged me to join the teaching profession, Head teacher Mr Otim Joseph Max and staff members of Amus Primary School, Friends Mr Obuin Emmanuel, Mr Masola Ibrahim Wateya, Mr Wafaka Andrew Makuma and madam Acam Lilian Frida, Lecturers Mr. Wambi Ali, Mr wakulali Isaac and madam Neumbe Jacinta for the spirit of team work, guidance, courage and determination they instilled in me throughout my education

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LIST OF ACRONYMS/ABBREVIATIONS

FPE	Free Primary Education
HRM	Human Resource Manager
MoES	Ministry of Education and Sports
NGO	Non- Governmental Organizations
OECD	Organization for Economic Co-operation and Development
SFG	School Facilities Grant
SPSS	Statistical Package for Social Sciences
VSO	Voluntary Service Overseas
CRDB	Cooperative Rural Development Bank
NBC	National Bank of Commerce
NMB	National Microfinance Bank
C.V.I.	Content Validity Index
KPMG	Klynveld Peat Marwick Goerdele
TSC.	Teachers' Service Commission

Abstract

This study aimed to establish the role of teacher motivation on pupils' academic performance in primary schools in Kwarikwar sub-county, Bukedea District. The objectives included examining the effect of teachers' working environment, exploring the impact of teachers' career development programs, and investigating the mediating effect of teachers' allowances on motivation and academic performance. The study employed a cross-sectional survey design, utilizing a sample size determination technique by Krejcie & Morgan (1970) to select 110 respondents from a known population of 152.

Data collection methods included questionnaires and interview guides. The findings indicated that a conducive environment, physical workspace influenced motivation and productivity while career development programs enhanced job-related skills and knowledge, effective training programs significantly improved productivity at work, The study concluded that job-related skills and knowledge, were effective in improving job performance and academic outcomes. Similarly there is a positive correlation between teachers' allowances, motivation, and job commitment.

Based on these findings, it is recommended that schools prioritize maintaining well-equipped classrooms with adequate lighting, ventilation, and ergonomic seating to ensure optimal learning conditions. Additionally, investments in infrastructure such as libraries and science laboratories should be made to support practical learning experiences and enhance subject understanding, thereby contributing to improved academic outcomes among pupils.

Chapter one

Introduction

1.0 Introduction

This chapter presents the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, the scope of the study, significance of the study, limitations and delimitations of the study, conceptual framework.

1.1 Background of the Study

The background of the study comprises of the historical, theoretical conceptual, contextual and background

1.1.1 Historical Background

Motivation guides people's actions and behaviors toward the achievement of set goals. A motivated teacher is recognized by a high level of performance, hard work, devotion, and dedication, and becomes a source of inspiration through exemplary character. Therefore, motivating teachers is one of the most important management tasks expected from school heads and administrators globally (Imrab et al., 2019).

Global studies on motivation in the education sector have revealed a significant relationship between teacher motivation and pupils' academic performance in primary schools. A study done by the Organization for Economic Co-operation and Development (OECD) pointed to the importance of teacher motivation on pupils' educational achievement (Muhammad et al., 2022). Additionally, a research report on teachers in developing countries, undertaken by Voluntary Service Overseas (VSO), emphasized the strong link between teachers' motivation, performance, and education quality, indicating that motivated teachers are more likely to effectively motivate pupils in the classroom (VSO, 2020).

In Sub-Saharan Africa, studies have highlighted that a significant proportion of primary school teachers are poorly motivated. Nyakundi (2022) noted that many children are not receiving even a minimally acceptable education due to the lack of motivated teachers. In Zimbabwe, Gullatt and Bennett (1995) cited by Aweke (2020) found that the need for motivated teachers is reaching a crisis level, asserting that a motivated and dedicated teacher is foundational to a school's effectiveness in addressing challenges such as pupils' poor academic achievement.

In Tanzania, Bennell and Muykanuzi (2020) highlighted that teacher demotivation is a major factor contributing to poor learning achievements of primary and secondary pupils. Similarly,

in Kenya, Nyakundi (2022) found that the Free Primary Education (FPE) policy resulted in increased class sizes, a shortage of teachers, and heavy workloads, which demoralized teachers and negatively impacted pupils' academic performance. She also reported that teachers with high levels of job satisfaction tend to create a positive social and psychological atmosphere in the classroom, which enhances learners' performance.

In Uganda, teacher motivation remains a critical issue affecting pupils' academic performance. Ssekakubo, et al. (2019) reported that factors such as low salaries, poor working conditions, and limited professional development opportunities contribute to low teacher motivation. A study by Nanyonjo (2021) further indicated that motivational incentives such as recognition and supportive leadership can significantly enhance teachers' motivation and consequently improve pupils' academic outcomes. Tumwesigye and Ssempala (2022) found that schools implementing teacher incentive programs observed a 15% increase in pupil pass rates. These findings underscore the importance of addressing teacher motivation to improve educational outcomes in Ugandan primary schools. Thus, teacher motivation is a pivotal element in enhancing pupils' academic performance in primary schools.

1.1.2 Theoretical Background

Expectancy Theory, introduced by Victor Vroom, suggests that individuals are motivated to exert effort when they believe that their efforts will lead to desired performance and outcomes (Vroom, 1964). In the context of pupils' academic performance, this theory posits that teachers are motivated when they expect that their efforts will result in good performance, followed by rewards or recognition.

Herzberg's Two-Factor Theory distinguishes between hygiene factors (such as salary, job security) and motivators (e.g., recognition, growth opportunities) (Herzberg, Mausner, & Snyderman, 1959). According to this theory, while hygiene factors prevent dissatisfaction, motivators directly contribute to job satisfaction and performance.

1.1.3 Conceptual Background

Motivation

Motivation is the process that initiates, guides, and sustains goal-oriented behaviors. It is what causes you to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. Motivation involves the biological, emotional, social, and cognitive forces that activate behavior" (Robbins & Judge, 2019, p. 211). Motivation in the educational

context refers to the internal and external factors that stimulate learners to be interested and committed to learning activities, and teachers to engage fully in teaching. It encompasses elements such as rewards, goals, and personal satisfaction" (Gredler, et al., 2020, p. 145).

Learners' Academic Performance

Academic performance refers to the extent to which a student, teacher, or institution has achieved their short or long-term educational goals. Academic performance is commonly measured through examinations or continuous assessments and reflects the knowledge, skills, and competencies acquired by learners (Slavin, 2020, p. 323). Academic performance in primary education is an indicator of learners' achievement levels based on grades, test scores, and teacher evaluations. It reflects the effectiveness of the educational process and the learning outcomes attained by learners in primary schools, (Woolfolk, 2021, p. 281).

1.1.4 Contextual Background

In Uganda, the government has made significant efforts to improve teacher motivation through better payroll management and increased salaries for primary school teachers. Additionally, initiatives such as the construction of houses for teachers using the School Facilities Grant (SFG) or through efforts by Development Partners have been implemented. However, Buitenlandse in MOES, (2022) reports that these housing provisions remain insufficient to meet the rising number of teachers in the country. Despite these motivational endeavors, issues persist. Tumwesigye and Ssempala (2022) highlighted deteriorating standards of professional conduct among teachers, including serious misbehavior both in and outside of work, poor preparation of teaching materials, and a lack of continuous pupil assessment. High teacher absenteeism, low time on task, and reliance on traditional, teacher-centered practices are also prevalent, hindering efforts to improve educational performance.

Research indicates that teacher motivation significantly influences pupils' academic achievement in primary schools. Imrab et al. (2019) emphasize that teachers profoundly impact educational outcomes more than any other factor in the education system. Similarly, Nanyonjo (2021) confirmed the negative effects of low teacher motivation on pupils' learning. These studies collectively underscore the critical role of teacher motivation in promoting teaching and learning excellence, typically reflected in pupils' academic performance. The evidence suggests that teacher motivation is crucial not only for effective teaching but also for safeguarding the future of pupils. Consequently, this study focuses on examining the impact of teacher motivation on pupils' academic performance in primary schools in Kwarikwar sub-county, Bukedea district

1.2 Statement of the Problem

In an ideal educational setting, teachers were highly motivated, resulting in dedicated, effective teaching practices that significantly enhanced pupils' academic performance. Motivated teachers exhibited high levels of professional conduct, preparation, and engagement, leading to improved student outcomes, including higher test scores, better classroom participation, and overall academic excellence (Nanyonjo, 2021). This ideal situation fostered an environment where pupils were inspired to learn, leading to long-term educational success and personal development.

Despite government efforts to improve teacher motivation through salary increments and better payroll management, numerous issues persisted. Aacha (2017) reported high rates of teacher absenteeism, inadequate preparation of teaching materials, and reliance on outdated teaching methods. These issues contributed to suboptimal teaching practices that negatively impacted pupils' academic performance. According to a recent district education report, teacher absenteeism in Bukedea District stood at 28%, significantly higher than the national average of 19% (Ministry of Education and Sports, 2022). Additionally, only 45% of teachers in the district regularly prepared lesson plans and assessments, which further undermined the quality of education (Uganda National Examination Board, 2022).

The consequences of poor teacher motivation were profound and far-reaching. Pupils in Kwarikwar sub-county experienced declining academic performance, as evidenced by lower Primary Leaving Examination (PLE) scores. The pass rate in Kwarikwar sub-county dropped from 67% in 2018 to 52% in 2022, indicating a worrying trend (Bukedea District Education Office, 2022). This decline not only affected pupils' immediate educational outcomes but also their future prospects, as poor academic performance limited opportunities for further education and employment.

The persistent lack of motivation among teachers in Kwarikwar sub-county called for urgent intervention to address the root causes and implement effective strategies to enhance teacher motivation. Improving teacher motivation was critical to reversing the decline in academic performance and ensuring that pupils in Kwarikwar sub-county received the quality education they deserved, hence the need for this study.

1.3 Purpose of the Study

The purpose of this study was to establish the role of teacher motivation on pupils' academic performance in primary schools in Kwarikwar sub-county, Bukedea District.

1.4 Objectives of the study

The objectives of the study includes:

- (i). To examine the effect of teachers' working environment on pupils' academic performance in primary schools.
- (ii). To establish the extent to which teachers career development programs on pupils' academic performance in primary schools.
- (iii). To investigate the mediating effect of teachers allowances on the teachers' motivation and pupils' academic performance in primary schools.

1.5 Research Questions

- (i). What is the effect of working environment on pupils' academic performance in primary schools?
- (ii). What is the effect of teacher career development programmers on pupils' academic performance in primary schools?
- (iii). What is the mediating effect of teacher's allowances on the teachers' motivation and pupils' academic performance in primary schools?

1.6 Scope of the Study

1.6.1 Geographical Scope

The study was conducted in Kwarikwar sub-county primary schools in Bukedea district. The sub-county is bordered by Kongunga sub-county to the North, Sironko district to the East, Nakaloke sub-county to the South and Kabwangasi sub-county to the West.

1.6.2 Content Scope

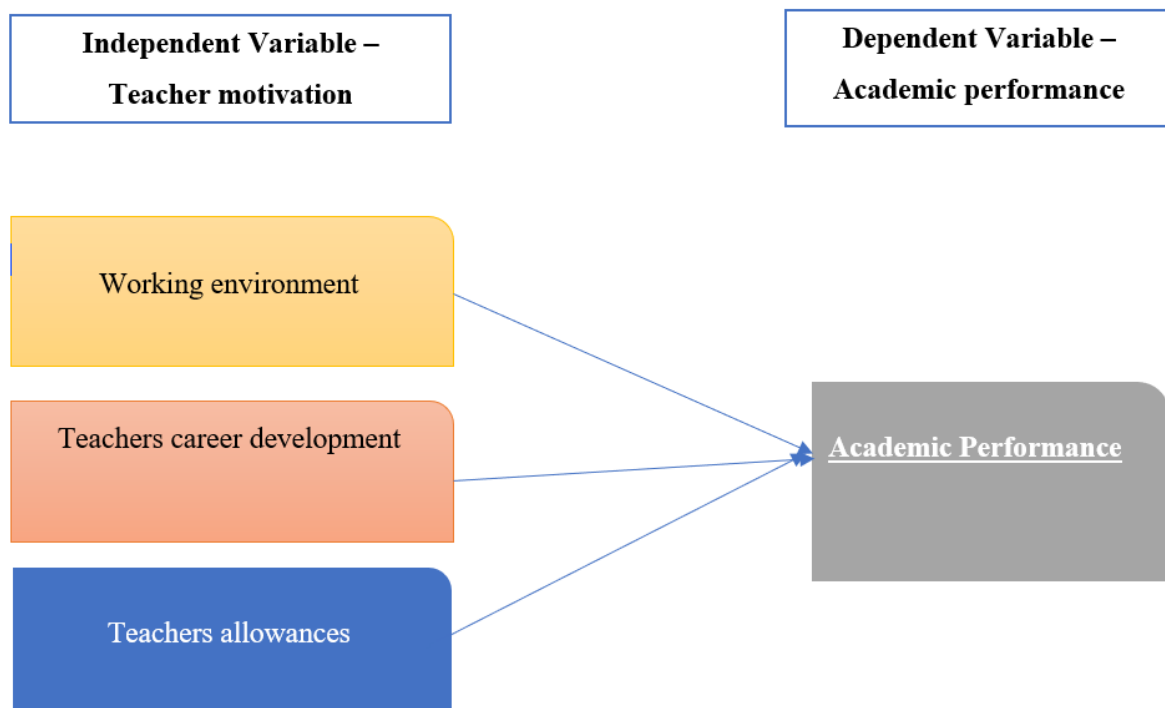
This study examined the effect of working environment on pupils' academic performance in primary schools; the effect of teacher career development programs on pupils' academic performance in primary schools; to investigate the mediating effect of teacher's allowances on the teachers' motivation and pupils' academic performance in primary schools in Kwarikwar sub-county, Bukedea District.

1.6.3 Time Scope

The findings was got from a period of four years, from 2019 to 2022. This was sufficient to enable the researcher analyze the trend of teachers’ motivation and its role in improving pupils’ academic performance in primary schools in Kwarikwar primary schools.

1.7. Conceptual Framework

The conceptual framework describes the relationship between the study variables. It is arranged in a logical structure to provide a picture or visual display of how ideas in a study relate to one another (Grant & Osanloo, 2018). In figure 1.1 the structure shows that the independent variables influence the dependent variable



Source: Author’s Construct, (2024)

In this study, motivational practices were the independent variable. They encompassed various factors such as allowances, the working environment, and training and development programs. These elements collectively contributed to motivating teachers in schools. The dependent variable was pupils’ academic performance. This variable signified the output or results achieved by teachers in terms of their tasks, goals, productivity, and overall contribution to the pupils’ academic performance in primary schools.

1.8 Significance of the Study

The study was significant to the following categories of people;

Ministry of Education: The findings of the study are of importance to the ministry of education as they can get to know the factors affecting teacher motivation which finally affects the performance of pupils in examinations. By this, the Ministry can use the information to come up with the ways of motivating teachers.

Teachers: The findings are also of importance to teachers as they can get to know how different factors affect teacher motivation. This helps them in deciding to adjust to the prevailing situations to improve the performance of pupils. Furthermore, it also develops an understanding to the teachers on how motivation contributes positively towards the performance of pupils in primary schools.

The school management: The study is of importance to the management of the schools as it highlights on the factors affecting teacher motivation. By this information, the management of the schools can come up with better ways of improving teacher motivation.

Policy makers: It is also important to policy makers as it identified the major strategies to modify the behavior of teaching staff towards their performance in order to achieve improved performance among pupils in primary schools.

Academicians/future researchers: The findings of this research added to the body of knowledge in the field of motivation of teachers in primary schools, especially public schools particularly on the suitability and adequacy of motivation packages to be introduced to lift teacher morale at National level.

Schools: This study is of importance in this era of universal primary education, especially now that Uganda needs motivated staff if performance is to be enhanced at this level.

Chapter Two

Literature Review

2.0 Introduction

This section delved into an extensive examination of existing literature, specifically salaries, working environments, teachers' allowances, and career development programs, elucidating their interrelationships with the variables under investigation. The principal objective of this comprehensive review was to pinpoint the existing gaps in the literature, thereby establishing the niche that the current research aimed to address. Additionally, this chapter incorporated a theoretical exploration aligning with the study's variables. It culminated by providing a concise summary of the identified gaps discovered during the thorough review of the literature

2.1 Theoretical Review

The relationship between teachers' motivation and pupils' academic performance will be expounded through the lens of the Expectancy Theory and the Two-Factor Theory. Vroom's (1960) Expectancy Theory posits that increased motivation occurs when teachers believe that exerting more effort in their work will elevate their performance, subsequently leading to the fulfillment of their desired outcomes. This theory elucidates that teachers are driven to enhance their performance when they are confident that achieving high levels of performance will result in improved compensation such as higher salaries, bonuses, and job security (Vroom, 1960).

Contrarily, Herzberg's (1987) Two-Factor Theory delineates the pivotal role of hygiene and motivators in influencing employee behavior. According to Herzberg (1987), factors associated with job content or specific aspects of the job (motivators), like employee recognition, are linked to employee satisfaction in the workplace. Conversely, elements that cause employee dissatisfaction at work pertain to job context (hygiene factors), such as existing workplace policies and conditions.

2.2 Empirical Review

2.2.1 Effect of work environment on pupils' academic performance in primary schools

The work environment in primary schools significantly influences the academic performance of pupils. A conducive work environment includes factors such as adequate infrastructure, classroom conditions, availability of teaching materials, and the overall school climate. The physical condition of classrooms plays a crucial role in shaping the academic performance of

pupils. According to Adedeji and Olaniyan (2021), well-maintained classrooms with adequate lighting, ventilation, and seating arrangements provide a conducive learning environment that enhances student concentration and engagement. Poor classroom conditions, on the other hand, can lead to distractions and discomfort, which negatively affect pupils' ability to focus and learn.

School infrastructure, including libraries, laboratories, and playgrounds, also impacts pupils' academic performance. Mwesiga and Nambi (2019) found that schools with better infrastructure facilities tend to perform better academically. Access to well-equipped libraries and science laboratories, for instance, allows pupils to engage in practical learning experiences, thereby improving their understanding of subjects and enhancing academic outcomes.

The availability and quality of teaching materials are critical for effective teaching and learning. Mwangi and Karanja (2020) highlights that schools with sufficient textbooks, digital resources, and other educational materials report higher student performance. These resources enable teachers to deliver lessons more effectively and provide pupils with the tools they need to engage with the curriculum actively.

The work environment for teachers, including factors such as job satisfaction, workload, and professional support, has a direct impact on pupils' academic performance. According to Nyamubi (2022) teachers who work in supportive environments with manageable workloads and access to professional development opportunities are more motivated and effective in their teaching. This, in turn, leads to better student outcomes as motivated teachers are more likely to adopt innovative teaching methods and provide personalized support to pupils.

The overall school climate, encompassing the relationships among pupils, teachers, and staff, significantly influences academic performance. Positive school climates characterized by mutual respect, safety, and inclusiveness foster a sense of belonging and motivation among pupils. Kwame and Acheampong (2019) found that schools with positive climates report higher levels of student engagement and lower dropout rates, contributing to improved academic performance.

Socio-economic factors linked to the work environment, such as the socio-economic status of the student body and community support, also play a role in academic performance. Chinyoka and Naidu (2021) in Zimbabwe indicates that schools in affluent areas with strong community support and parental involvement tend to have better academic outcomes. This

support often translates into better resources, more extracurricular activities, and higher expectations for student achievement.

In summary, the work environment in primary schools plays a crucial role in influencing pupils' academic performance. Elements such as classroom conditions, school infrastructure, and availability of teaching materials, teacher work environment, school climate, and socio-economic factors all contribute to the overall learning experience. Improving these aspects can lead to significant enhancements in student outcomes, highlighting the need for policies and investments aimed at creating optimal work environments in schools.

2.2.2 Effect of career development programs on pupils' academic performance

Career development programs in primary schools aim to introduce pupils to various career paths and help them understand the relevance of their education to future job opportunities. These programs are designed to enhance pupils' motivation, engagement, and academic performance by providing them with a clear sense of purpose and direction.

Career development programs can significantly boost pupils' motivation and engagement in their studies. According to a study by Kolb and Kolb (2020), pupils who participate in career-related activities are more likely to see the relevance of their schoolwork to their future careers, leading to increased motivation and effort in their academic pursuits. This heightened motivation often translates into better academic performance as pupils become more invested in their education.

Several studies have shown a positive correlation between career development programs and academic achievement. Hughes et al. (2019) found that primary school pupils who participated in career exploration activities performed better on standardized tests compared to those who did not participate in such programs. The study suggests that career development programs help pupils set academic goals and strive to achieve them, thereby improving their academic outcomes.

Career development programs also contribute to the development of essential skills that enhance academic performance. Akos and Galassi (2021) highlighted that pupils involved in career-oriented programs develop better problem-solving, critical thinking, and time management skills. These skills are not only valuable for future career success but also play a crucial role in academic achievement, enabling pupils to perform better in their studies.

Career development programs can reduce dropout rates by providing pupils with a sense of direction and purpose. Bridge land, et al. (2020) found that pupils who understand the

connection between their education and future career opportunities are less likely to drop out of school. This increased retention rate contributes to higher overall academic performance, as pupils remain engaged in their studies throughout their primary education.

Career development programs can also improve teacher-student relationships, which are crucial for academic success. Gysbers and Henderson (2019) found that career development activities often involve personalized guidance and mentoring from teachers. This individualized attention helps build stronger relationships between pupils and teachers, fostering a supportive learning environment that enhances academic performance.

Parental involvement in career development programs can further enhance pupils' academic performance. According to Epstein and Sanders (2021), when parents are actively engaged in their children's career exploration activities, pupils receive more support and encouragement at home. This increased parental involvement contributes to better academic outcomes as pupils are more likely to stay motivated and perform well in their studies.

In summary, career development programs have a positive impact on pupils' academic performance in primary schools. These programs enhance pupils' motivation, engagement, and skill development, leading to better academic outcomes. They also help reduce dropout rates and improve teacher-student relationships and parental involvement.

2.2.3 Meditating effect of teachers allowances on the teachers' motivation and pupils' academic performance in primary schools.

The motivation of teachers is a crucial factor in determining the quality of education in primary schools. One way to motivate teachers is by providing them with allowances, which can be in the form of monetary or non-monetary benefits. Research has shown that teachers who receive allowances tend to be more motivated, leading to improved teaching quality and, subsequently, better academic performance among pupils (Oluwajoba, 2020).

Studies have consistently shown that teachers' allowances can have a positive impact on their motivation and job satisfaction. Kiptilis et al. (2020) found that teachers who received allowances reported higher levels of motivation and job satisfaction compared to those who did not receive allowances. Similarly, Muthuri et al. (2022) found that teachers' allowances were positively correlated with their motivation and commitment to their job. Research has shown that motivated teachers are more likely to deliver high-quality instruction, which can lead to improved academic performance among pupils (Adeyemi, 2020). Oluwajoba and Ojo (2020) found that pupils taught by motivated teachers performed better academically

compared to those taught by unmotivated teachers.

The type of allowance provided to teachers can also influence their motivation and, subsequently, pupils' academic performance. Kiptilis et al. (2020) found that monetary allowances were more effective in motivating teachers compared to non-monetary allowances. This suggests that schools should prioritize providing monetary allowances to teachers to motivate them and improve pupils' academic performance. Muthuri et al. (2022) found that the impact of teachers' allowances on pupils' academic performance was stronger in schools with a positive school environment. Oluwajoba and Ojo (2020) found that the impact of teachers' allowances on pupils' academic performance was stronger for teachers with higher levels of experience and qualifications.

Kehinde and Adeagbo, (2020) investigated the impact of reward system on pupils' academic performance in KPMG Nigeria. Specifically, the study sought to: examine impact of pay reward on the performance of employee's tasks at KPMG Nigeria; find out the impact of recognition on the contextual performance of employee's in KPMG Nigeria; examine the impact of conducive work environment on counterproductive behaviour of employee's in KPMG Nigeria and investigate the impact of employee's development on adaptive performance of teachers at KPMG Nigeria. Data was collected through self-administered questionnaires. Regression technique was used to analyze the data. Empirical result showed that pay reward significantly impacts on employee Adaptive performance; employee recognition significantly impacts employee counterproductive performance; conducive work environment significantly impacts on employee contextual performance and employee development in KPMG Nigeria significantly affects employee task performance. The study recommended that KPMG's management should ensure that they provide the needed motivation, reward or remuneration irrespective of teachers' level to spur teachers to act towards improving their task performance.

Muchai, et al., (2018) conducted a study to establish the effects of remuneration system on organizational performance in public organizations with reference to Teachers Service Commission. The study specifically examined the effects of teachers' turnover on organizational performance in Teachers Service Commission. The study applied a descriptive research design and the target population was 1,500 teachers of Teachers Service Commission (TSC) headquarters in Nairobi with a sample size of 316 respondents. The study findings thus showed that employee's turnover affected the organizational performance. The study found out that teachers that are highly contented with their work; teachers that are highly motivated; regular review of reward systems; teachers' commitment and conducive

working conditions affected organizational performance in the organization. The study drew conclusions that the effects of remuneration system that affected organizational performance in public organizations included; employee's turnover. The study recommended that the organization management should review and increase the employee's remuneration and rewards and in addition provide more benefits to the teachers. Good working environment should also be provided and proper working conditions should be provided to all teachers.

Chiekezie, et al., (2017) conducted a study to examine the influence of reward management on employee retention. It specifically set out to examine the relationship between Salary and Employee satisfaction in selected Commercial banks in Awka. The study employed descriptive research design. Primary source of data was the major instrument used for this study. 60 copies of questionnaire were administered to teachers of selected Deposit Money banks (First bank, Fidelity and Sterling bank); 56 were retrieved and they were all useful. Pearson's Product Moment Correlation was used for the analyses. The findings revealed that there is a positive weak relationship between salary and employee satisfaction. This shows that teachers were not satisfied despite their seemingly attractive salary. In view of the finding, the study concluded that if management fail to formulate, administer and implement good reward policies that would allow them retain their talented employee; these teachers might leave their job if they find a better offer elsewhere. The researcher recommended among others that reward structure should include new and enticing ways to motivate and retain employee with wide range of benefits other than salary.

Kikoito, (2018) conducted a study to examine the impact of reward systems on primary schools' performance in commercial banks in Mwanza city, Tanzania. Specifically, the study sought to: (i) to determine the reward systems currently used in commercial banks in Mwanza city, (ii) to determine teachers' view of reward system used by commercial banks in Mwanza city, (ii) to assess the effect of extrinsic rewards (remuneration, bonus, salary and promotion) in organization performance and (iv) to assess the effect of intrinsic rewards (praise and recognition) on organization performance in commercial banks of Mwanza city. The study used descriptive research design. The study surveyed 65 teachers from three commercial banks (CRDB, NBC and NMB). The method of data analysis was ANOVA. The research questions were answered with mean and standard deviation. The findings of this study showed that the three commercial banks in Mwanza city offer both extrinsic (salary, bonus and promotion) and intrinsic (praise, recognition and genuine appreciation) rewards to their teachers. However, the results found that teachers were not satisfied with the current reward

packages and salary level was viewed to be too low and did not reflect cost of living in Mwanza city. The research revealed that the present salary level offered to teachers of commercial banks is very low and teachers are not satisfied. This has led to low workers' motivation and employee turnover. The study recommended that HRM department in conjunction with senior management and Trade unions should revise the current salary scale in line with prevailing economic environment and set an appropriate and competitive salary scale.

Alwaki (2018) did an evaluation of the impact of remuneration on employee attitude and performance in organizations. A sample of 200 respondents from listed companies of Amman stock exchange were studied and implementing structural equation modelling it was found that in manufacturing organizations remuneration significantly influences teachers' attitude that ultimately influences their performance. Hence, remuneration has significant influence on teachers' performance but by influencing their attitudes towards their jobs.

Akeyo and Wezel (2017) considered how remuneration factors affect turnover of teachers in humanitarian sector. The investigation embraced descriptive review plan. The number of respondents in this examination was drawn from the workers of different NGOs. Information was gathered through questionnaires. SPSS was utilized to create frequencies, descriptive and inferential insights that were utilized to determine findings and speculations in regards to the populace. In particular, relationship and regression measurements were utilized. The examination discoveries uncovered that remuneration was significant in clarifying staff turnover. This is upheld by a $p=0.000$ which suggests that remuneration is a factually noteworthy indicator of staff turnover.

Muchai and Makokha (2018) examined how remuneration framework affects performance of Teachers Service Commission (TSC), Kenya. The examination applied a descriptive research plan and the objective populace was 1,500 workers of TSC in Nairobi from which a sample of 316 was drawn. Questionnaire was selected tool for collection of needed information. Descriptive insights information analysis technique was applied. The investigation discoveries hence indicated that worker's turnover influenced the performance of an organization. The examination discovered that teachers are profoundly mollified with their work; staff that are exceptionally energetic; standard survey of remuneration frameworks; employee responsibility and positive working conditions influenced performance of an organization.

Sitati, et al. (2019) studied the effects of remuneration on employee retention in hotels in Kenya. This research problem was studied through the use of a survey research design. The target population of this study comprised of 213 hotels registered under Kenya Association of Hotelkeepers and Caterers in Kenya. Data was collected using structured questionnaire administered by the researcher to get response from the sample population. Descriptive and inferential statistics were used to analyze the data. The study established that remuneration influences employee retention in the hotel industry in Kenya both positively and significantly.

Lekartiwa (2020) considered the effects of remuneration on employee turnover in private hospitals Samburu County. This study adopted descriptive survey research design and was conducted in ten private hospitals in Samburu County. Linear regression was used to test each hypothesis while multiple regression analysis was used to measure the effects of remuneration on employee turnover. The study discovered that there was a positive relationship and statistically significant between that remuneration and employee turnover. That simply meant that how teachers are rewarded at the end of the agreed contract duration or at the end of the month play a very key part in determining whether they will leave in the near future or not. Poor and inconsiderate remuneration will often make them want leave and look for other better paying ventures.

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2.4 Summary of the literature review

The work environment in primary schools significantly affects pupils' academic performance through factors such as classroom conditions, infrastructure, teaching materials, and overall school climate. Career development programs enhance pupils' motivation and academic outcomes by providing a sense of purpose and essential skills. Teachers' allowances positively impact their motivation and job satisfaction, leading to better teaching quality and improved pupil performance. Studies indicate that monetary allowances are more effective in motivating teachers. The relationship between teacher satisfaction and remuneration influences organizational performance and employee retention. Effective reward systems and supportive work environments are crucial for motivating teachers and enhancing academic achievement.

Chapter Three: Methodology

3.0 Introduction

This chapter presented the research design, area of study, study population, sample size, sampling techniques, data collection, data analysis, ethical considerations, research procedure, and data quality control.

3.1 Research Design

This study used a cross-sectional survey design. A cross-sectional survey design referred to a type of observational study that analyzed data from a population, or a representative subset, at a specific point in time Creswell, (2018). This enabled the researcher to collect information from various categories of respondents at the same time without necessitating follow-ups to be made. It also allowed the researcher to extend the results to cover other primary schools. In this study, both quantitative and qualitative methods of inquiry were utilized. The quantitative method was used to capture quantifiable patterns and analyze the findings using descriptive statistics. The qualitative method, on the other hand, was used to explore in-depth the issues at hand and to present respondents' views pertinent to the study in their own words.

3.2 Area of the Study

The study was conducted in Kwarikwar sub-county primary schools in Bukedea district. The sub-county is bordered by Kongunga sub-county to the North, Sironko district to the East, Nakaloke sub-county to the South, and Kabwangasi sub-county to the West.

3.3 Study Population

The target population for this study was drawn from 152 participants, including head teachers, parents, teachers, and pupils, from selected primary schools in Kwarikwar sub-county. This was inclusive enough as it involved most of the key stakeholders in the education sector.

3.4 Sample Size

In selecting respondents, the researcher used a sample size determination technique proposed by Krejcie & Morgan (1970). From a known population of 152 respondents, a sample of 110 was distributed as shown in Table1.

Table1: Distribution of the Respondents

Category of Respondents	Population	Sample Size	Sampling Technique
Head teacher	04	03	Purposive
Teacher	43	30	Simple random
Parents	50	38	Simple random
Pupils	55	39	Simple random
Total	152	110	

Source: Primary Data, 2024

3.5 Sampling Procedure

The following sampling techniques were used in this study:

3.5.1 Purposive Sampling Technique

Purposive sampling is a non-probability sampling technique in which representative samples are selected based on the characteristics of a population and the objective of the study. In this study, the researcher used the expert sampling form of purposive sampling because it enabled the researcher to capture knowledge rooted in a particular form of expertise within the selected category of respondents. This technique was used to select the head teachers as key informants who were expected to provide more accurate and reliable information on the study.

3.5.2 Simple Random Sampling Technique

Simple random sampling is a probability-based technique in which each member of a subset has an equal chance of being chosen. This was administered using a simple lottery method in which participants were chosen randomly. This enabled the researcher to keep the sample

size manageable while being representative enough. This technique was used to select teachers, parents, and pupils as participants in this study.

3.6 Data Collection

This is divided into data collection methods and instruments as follows:

3.6.1 Data Collection Methods

These included the following:

3.6.1.1 Questionnaire Survey

Amin (2005) stated that this method involved sending the questionnaire to the respondents who were expected to read, understand, and reply on their own and return the questionnaire. It normally consisted of a number of questions printed or typed in a definite order on a form or set of forms. The researcher used both closed-ended and open-ended questionnaire surveys.

3.6.1.2 Interviews

According to Mugenda & Mugenda (2019), an interview is a conversation where questions are asked and answers are given. This enabled the researcher to encounter new ideas, probe for details, and clarify ambiguities. This method therefore enabled the generation of first-hand information as well as achieving a relatively high response rate.

3.6.2 Data Collection Tools

This study used a questionnaire and a focus group discussion guide for data collection.

3.6.2.1 Questionnaire

The questionnaire guide was used to collect data from parents and teachers. This was because the above categories of participants were able to read, interpret questionnaire items, and understand these before responding.

3.6.2.2 Interview Guide

In this study, face-to-face interviews were administered to the head teachers. This method was preferred because it was more flexible, interactive, and had the ability to collect what could be left out by the questionnaires or any other data collection instrument. Additionally, head teachers, as administrators in schools, were able to provide accurate and relevant data.

3.6.2.3 Focus Group Discussion

A focus group discussion was used to collect data from the pupils because some of the pupils might not have been able to read and interpret the questionnaire items. Also, the large number of pupils made individual interviews time-consuming. Therefore, a focus group discussion guide was necessary.

3.7 Data Presentation and Analysis

The responses to the questionnaire items were tallied to obtain frequencies, which were later computed into percentages using simple basic statistics to measure the degree of response. The findings were presented in tables showing frequencies and percentages to simplify analysis and interpretation.

The responses to the few open-ended questions in the questionnaire and the responses collected during interviews were filtered and used to provide clarity, consistency, uniformity, and completeness to the findings in the questionnaires. Additionally, the views of the respondent's key to the study findings were presented in their own words.

3.8 Ethical Considerations

Ethical considerations in research help to determine the difference between acceptable and unacceptable behaviors. Ethical considerations are important in research as they prevent the fabrication or falsifying of data and, therefore, promote the pursuit of knowledge and truth, which is the primary goal of research. Bell and Waters (2018) insist that researchers should consider possible ethical concerns their study might face before carrying out a research project. Research authorization was obtained. Prior to administering the questionnaire, a letter stating the purpose of the study and how the researcher maintains privacy and anonymity, along with a consent form for participants to sign before they engage in the research, as suggested by Sim and Water field (2019), was attached. This form ensured that the

participants' rights were protected during data collection. Equally, the researcher ensured tolerance, honesty, and patience with respondents while collecting information from them.

3.9 Data Quality Control

This covered the following:

3.9.1 Validity of Instruments

Validity is the extent to which research results can be accurately interpreted and generalized to other populations (Creswell & Creswell, 2018). To establish validity, the instruments were given to two experts to evaluate the relevance of each item to the objectives of the study. The experts rated each item on the scale: very relevant (4), quite relevant (3), somewhat relevant (2), and not relevant (1). Validity was determined using the Content Validity Index (C.V.I) as given in the formula

$$CVI = \frac{\text{Items rated 3 or 4 by both judges}}{\text{Total number of items in the questionnaire}}$$

Amin (2005) recommends that if CVI equal or greater than 0.7, then items in the instrument will be taken as valid to the study. Thus, if the CVI is greater than the recommended 0.7 validity for an instrument, it will imply that the questionnaire will be considered valid for the study.

3.9.2 Reliability of Instruments

Reliability measures the consistency of research instruments to produce the same results each time they are used under the same conditions (Creswell & Creswell, 2018). The reliability of the research instruments was ascertained by carrying out a Cronbach Alpha Test on the responses from the pre-testing to ensure that the questions and answers obtained were consistent and accurate. This was confirmed when the Cronbach Alpha Test gave a value higher than the recommended 0.7, which is considered to be the minimum test result for a reliable and stable instrument.

Chapter four

Data presentations analysis and interpretation of findings

4.0 Introduction

This chapter presents and discussed the findings of the study. Data was gathered from staff members.

4.1 Demographic characteristics of respondents

This section includes, age, education qualification and occupation of respondents

4.1.2 Age of the respondent

Age is an important variable and is a primary basis of demographic classification in vital statistical census and surveys (URT), 2019). Respondents were analyzed according to their age and the responses given are as shown in table 2. Below

Table 2: Showing the age of the respondents

Age bracket	Frequency	Percentage (%)
21-30	45	41
31-40	32	29
41-50	21	19
above 50	12	11
Total	110	100

Source: primary data, (2024)

Table 2 illustrates the age distribution of the respondents. Most of the respondents, 45 individuals (41%), fell within the 21-30 age bracket. The 31-40 age group comprised 32 respondents (29%). The 41-50 age bracket included 21 respondents (19%), while those above 50 years old accounted for 12 respondents (11%). In total, 110 respondents participated in the survey.

Figure 1: Showing the sex of the respondents

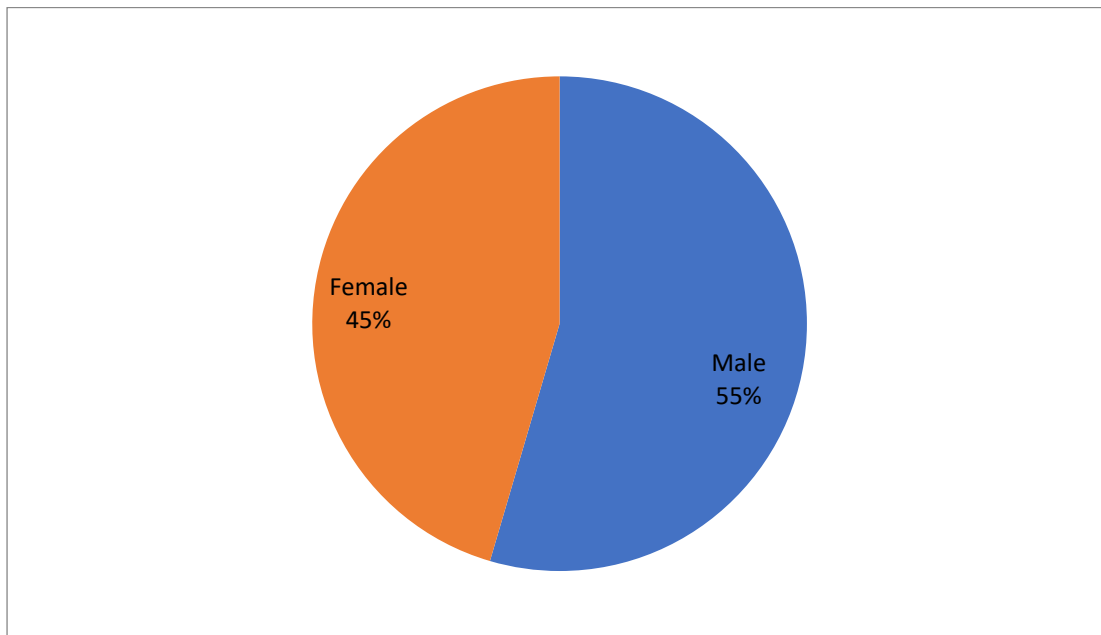


Figure 1: Presents the sex distribution of the respondents. Males constituted the majority with 60 individuals (55%), whereas females made up 50 respondents (45%). The total number of respondents was 110.

4.1.2 Education level of respondents

Education is regarded as the process of facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs, habits, and personal development. (USAID, 2021). Table 3 summaries of the respondent’s education level.

Table 3: showing education qualification of respondents

Education level	Frequency	Percentages (%)
Certificate	75	68
Diploma	25	23
Bachelors	10	9
Total	110	100

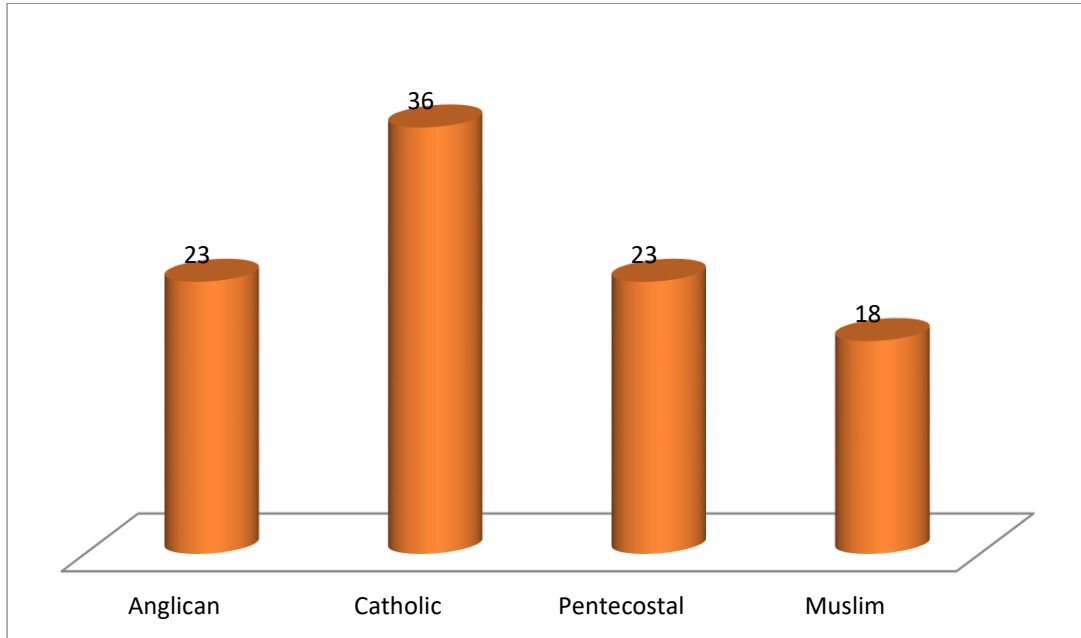
Source: primary data, (2024)

Table 3 summarizes the education levels among the respondents. A significant portion, 75 respondents (68%), held certificates. Diplomas were held by 25 respondents (23%), while 10 respondents (9%) had bachelor's degrees. The survey included a total of 110 respondents.

4.1.4 Religion

Respondents were also analyzed on the basis of their religion and the responses were shown in figure 2.

Figure 2: Showing the religion of the respondents



Source: primary data, (2024)

Figure 2 details the religious affiliations of the respondents. Catholics represented the largest group with 40 individuals (36%). Both Anglicans and Pentecostals each accounted for 25 respondents (23%). Muslims comprised 20 respondents (18%). The total number of respondents was 110.

4.2. Effect of working environment on pupils' academic performance in primary schools in Kwarikwar Sub-County, Bukedea District.

The respondents were asked various questions about the effect of working environment on pupils' academic performance in primary schools in Kwarikwar sub-county, Bukedea district. And the results were as indicated in the table below;

Figure 3: A conducive working environment positively impacts our pupils' academic performance in primary schools

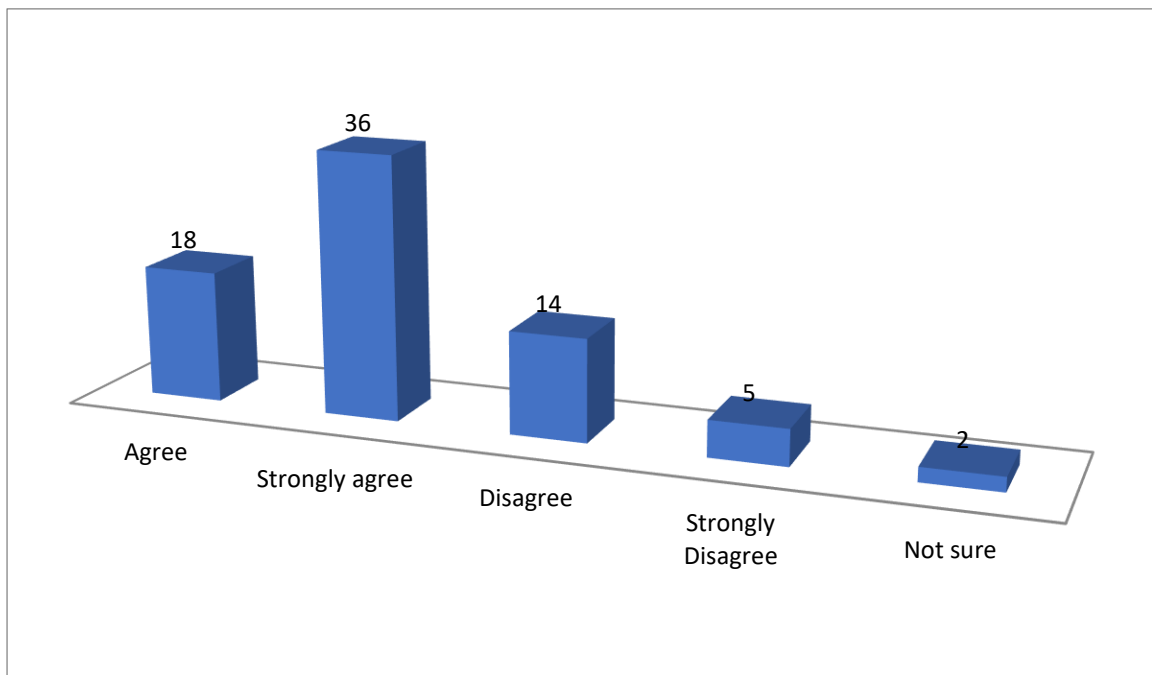
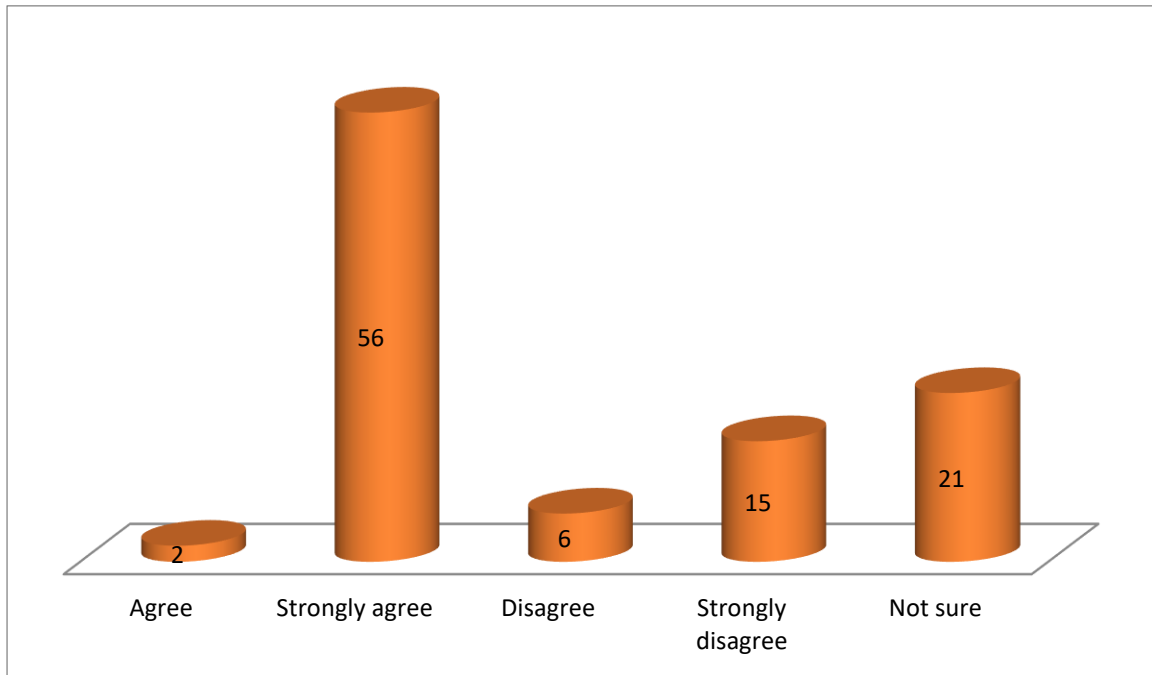


Figure 3 shows respondents' opinions on how a conducive working environment affects pupils' academic performance in primary schools. Out of 110 respondents, 20 (18%) agreed, and 40 (36%) strongly agreed that a conducive environment positively impacts performance. Conversely, 15 (14%) disagreed, and 5 (5%) strongly disagreed. Meanwhile, 30 respondents (27%) were not sure.

4.2.1 The physical workspace influences our motivation and productivity.

Figure 4: The physical workspace influences our motivation and productivity.



Source: primary data, (2024).

Figure 4 indicates responses on whether the physical workspace influences motivation and productivity. Among the 110 respondents, 2 (2%) agreed, and 62 (56%) strongly agreed. On the other hand, 7 (6%) disagreed, and 16 (15%) strongly disagreed, while 23 (21%) were unsure.

4.2.2 An inclusive and collaborative work environment enhances pupils' academic performance.

The respondents were asked on how an inclusive and collaborative work environment enhances pupils' academic performance and the results were as indicated in the table below;

Table 4: An inclusive and collaborative work environment enhances pupils’ academic performance.

Response	Frequency	Percentages
Agree	31	28
Strongly agree	29	26
Disagree	36	33
Strongly disagree	4	4
Not sure	10	9
Total	110	100

Source: primary data, (2024)

Table 4 presents respondents' views on whether an inclusive and collaborative work environment enhances pupils' academic performance. Out of 110 respondents, 31 (28%) agreed, and 29 (26%) strongly agreed. However, 36 (33%) disagreed, and 4 (4%) strongly disagreed, with 10 (9%) not sure.

4.2.3 Adequate resources and tools provided in the workplace improve job efficiency hence our learner’s performance

The respondents were asked on how adequate resources and tools provided in the workplace improve job efficiency of learner’s performance and the results were as indicated in the table below;

Table 5: Adequate resources and tools provided in the workplace improve job efficiency hence our learner’s performance

Response	Frequency	Percentages
Agree	23	21
Strongly agree	40	36
Disagree	21	19
Strongly disagree	15	14
Not sure	11	10
Total	110	100

Source: primary data, (2024)

Table 5 shows responses on whether adequate resources and tools in the workplace improve job efficiency and learner performance. Among 110 respondents, 23 (21%) agreed, and 40

(36%) strongly agreed. Conversely, 21 (19%) disagreed, and 15 (14%) strongly disagreed, while 11 (10%) were unsure.

4.2.4 Flexibility in work arrangements contributes to better performance outcomes of pupils

The respondents were asked on how flexibility in work arrangements contributes to better performance outcomes of pupils and the results were indicated in the table below;

Table 6: Flexibility in work arrangements contributes to better performance outcomes of pupils

Response	Frequency	Percentages
Agree	18	16
Strongly agree	25	23
Disagree	40	36
Strongly disagree	22	20
Not sure	5	5
Total	110	100

Source: primary data, (2024)

Table 6 details the respondents' views on the impact of flexible work arrangements on pupils' performance. Out of 110 respondents, 18 (16%) agreed, and 25 (23%) strongly agreed. In contrast, 40 (36%) disagreed, and 22 (20%) strongly disagreed, with 5 (5%) not sure.

Table 7: Positive relationships among colleagues foster a better working environment and performance.

Response	Frequency	Percentages
Agree	55	50
Strongly agree	20	18
Disagree	15	14
Strongly disagree	7	6
Not sure	13	12
Total	110	100

Source: primary data, (2024)

Table 7 illustrates how positive relationships among colleagues foster a better working environment and performance. Of the 110 respondents, 55 (50%) agreed, and 20 (18%) strongly agreed. Meanwhile, 15 (14%) disagreed, and 7 (6%) strongly disagreed, while 13 (12%) were not sure.

Table 8: Employee well-being programs and initiatives positively influence job performance.

Response	Frequency	Percentages
Agree	77	70
Strongly agree	7	6
Disagree	15	14
Strongly disagree	11	10
Not sure	0	0
Total	110	100

Table 8 shows the impact of employee well-being programs on job performance. Out of 110 respondents, 77 (70%) agreed, and 7 (6%) strongly agreed. Conversely, 15 (14%) disagreed, and 11 (10%) strongly disagreed, with none being unsure.

Table 9: Clarity in organizational policies and procedures enhances work efficiency.

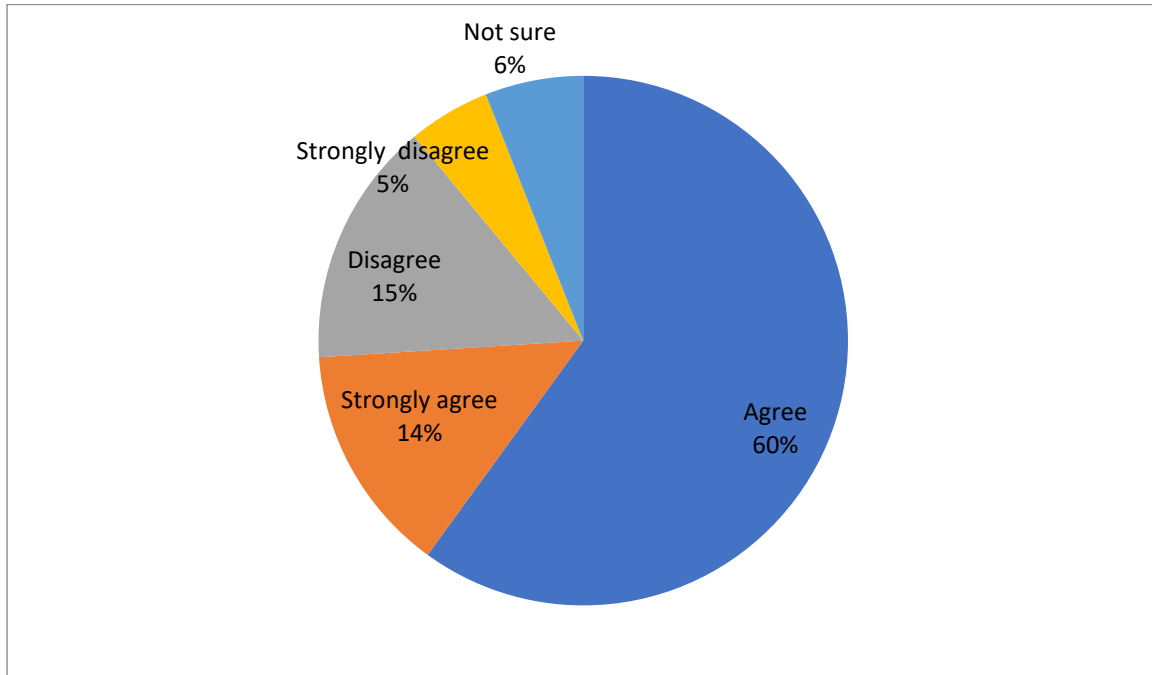
Response	Frequency	Percentages
Agree	45	41
Strongly agree	40	36
Disagree	20	18
Strongly disagree	1	1
Not sure	4	4
Total	110	100

Table 9 presents responses on whether clarity in organizational policies and procedures enhances work efficiency. Among the 110 respondents, 45 (41%) agreed, and 40 (36%) strongly agreed. However, 20 (18%) disagreed, and 1 (1%) strongly disagreed, while 4 (4%) were unsure.

4.3.0 The effects of career development programmes on pupils’ academic performance in primary schools.

The respondents were asked on how career development enhance my job-related skills and knowledge and the results were as indicated in the table 9 below;

Figure 5: Career development enhance my job-related skills and knowledge.



Source: primary data,(2024)

Figure 5 presents the impact of career development programs on job-related skills and knowledge. Among 110 respondents, 66 (60%) agreed, and 15 (14%) strongly agreed that these programs enhance their skills and knowledge. Meanwhile, 17 (15%) disagreed, and 5 (5%) strongly disagreed, with 7 (6%) not sure.

4.3.1 Participation in training sessions positively impacts my overall job performance hence pupils’ academic performance.

The respondents were asked to how participation in training sessions positively impacts my overall job performance hence pupils’ academic performance and the results were as indicated in the table below;

Table 10: Participation in training sessions positively impacts my overall job performance hence pupils’ academic performance.

Response	Frequency	Percentages
Agree	3	3
Strongly agree	0	0
Disagree	30	27
Strongly disagree	60	55
Not sure	17	15
Total	110	100

Table 10 shows responses regarding the impact of training sessions on job performance and, consequently, pupils’ academic performance. Out of 110 respondents, only 3 (3%) agreed, and none strongly agreed. Conversely, 30 (27%) disagreed, and 60 (55%) strongly disagreed, while 17 (15%) were unsure.

4.3.2 Regular training sessions contribute to better adaptability to changing work requirements.

The respondents were asked on how regular training sessions contribute to better adaptability to changing work requirements and the results were as indicated in the table below;

Table 11: Regular training sessions contribute to better adaptability to changing work requirements.

Response	Frequency	Percentages
Agree	40	36
Strongly agree	4	4
Disagree	50	45
Strongly disagree	5	5
Not sure	11	10
Total	110	100

Source: primary data, (2024)

Table 11 details how regular training sessions contribute to better adaptability to changing work requirements. Among the 110 respondents, 40 (36%) agreed, and 4 (4%) strongly agreed. On the other hand, 50 (45%) disagreed, and 5 (5%) strongly disagreed, with 11

(10%)not sure.

4.3.1 Career development programs increase my confidence in performing job tasks.

The respondents were asked on how career development programs increase my confidence in performing job tasks and the results were as indicated in the table below;

Table 12: Career development programs increase my confidence in performing job tasks.

Response	Frequency	Percentages
I agree	11	10
I strongly agree	21	19
Disagree	23	21
Strongly disagree	20	18
Not sure	35	32
Total	110	100

Table 12 indicates the impact of career development programs on confidence in performing job tasks. Out of 110 respondents, 11 (10%) agreed, and 21 (19%) strongly agreed. However, 23 (21%) disagreed, and 20 (18%) strongly disagreed, with 35 (32%) not sure.

Table 13: Effective training programs significantly improve my productivity at work.

Response	Frequency	Percentages
I agree	30	27
I strongly agree	20	18
Disagree	50	45
Strongly disagree	5	5
Not sure	5	5
Total	110	100

Table 13 presents the responses on whether effective training programs significantly improve productivity at work. Among 110 respondents, 30 (27%) agreed, and 20 (18%) strongly agreed. Conversely, 50 (45%) disagreed, and 5 (5%) strongly disagreed, while 5 (5%) were unsure.

Figure 6: Training sessions align with the organizational goals and objectives.

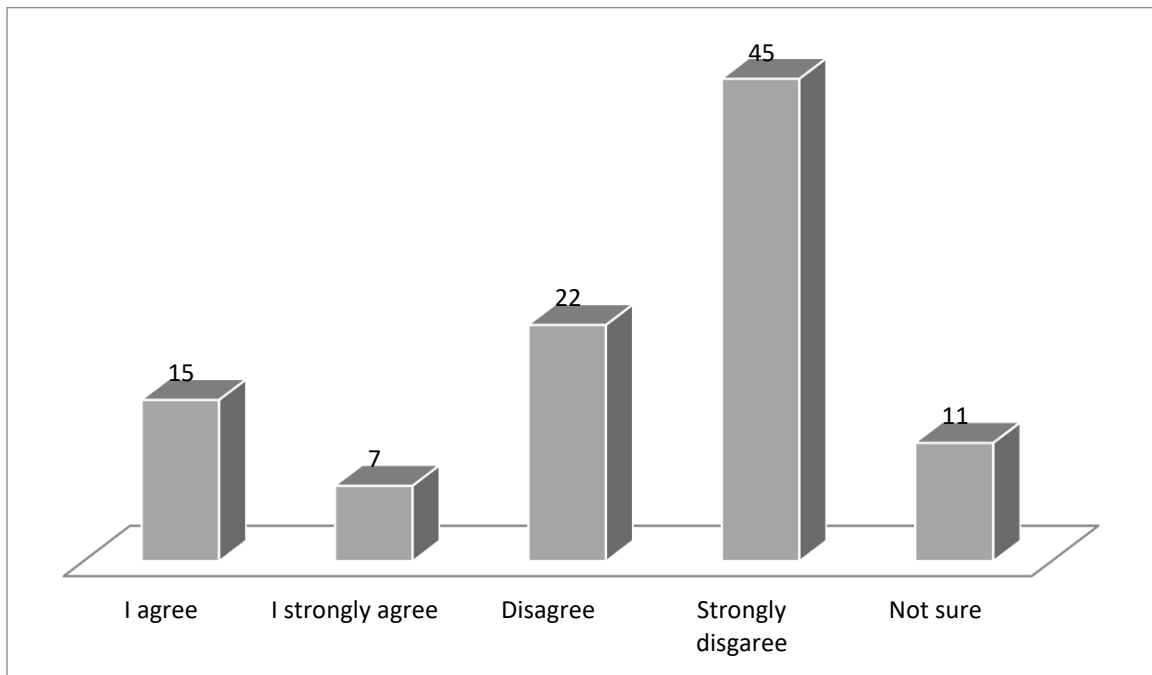


Figure 6 shows responses on the alignment of training sessions with organizational goals and objectives. Out of 110 respondents, 17 (15%) agreed, and 8 (7%) strongly agreed. However, 24 (22%) disagreed, and 49 (45%) strongly disagreed, with 12 (11%) not sure.

Table 14 Training programs provide me with updated information and tools necessary for my job.

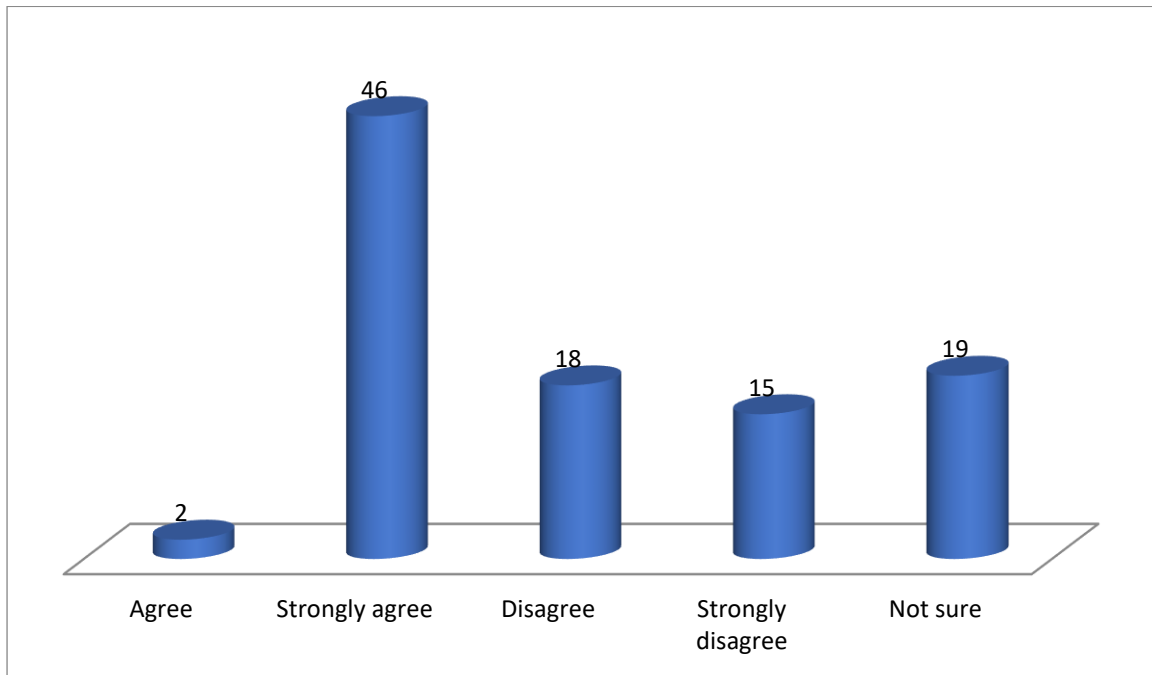
Response	Frequency	Percentages
I agree	45	41
I strongly agree	40	27
Disagree	15	14
Strongly disagree	13	12
Not sure	7	6
Total	110	100

Table 14 highlights responses on whether training programs provide updated information and tools necessary for the job. Among the 110 respondents, 45 (41%) agreed, and 40 (27%) strongly agreed. Meanwhile, 15 (14%) disagreed, and 13 (12%) strongly disagreed, with 7 (6%) not sure.

4.4.0 The mediating effect of teachers allowances on the teachers' motivation and pupils' academic performance in primary schools

The respondents were asked on the various mediating effect of teachers allowances on the teachers' motivation and pupils' academic performance in primary schools and the results were as indicated in the table below;

Figure 7: The allowance I receive is commensurate with my level of performance.



Source: primary data, (2024)

Figure 7 details respondents' views on whether the allowance they receive is commensurate with their performance. Out of 110 respondents, 2 (2%) agreed, and 51 (46%) strongly agreed. Conversely, 20 (18%) disagreed, and 16 (15%) strongly disagreed, while 21 (19%) were not sure.

4.4.1 Teachers who receive higher salaries tend to perform better in their roles.

The respondents were asked teachers who receive higher salaries tend to perform better in their roles and the results were as indicated in the table below;

Table 15: Teachers who receive higher salaries tend to perform better in their roles.

Response	Frequency	Percentages
Agree	16	15
Strongly agree	21	19
Disagree	35	32
Strongly disagree	30	27
Not sure	8	7
Total	110	100

Source: primary data,(2024)

Table 15 shows responses on whether teachers who receive higher salaries tend to perform better. Among the 110 respondents, 16 (15%) agreed, and 21 (19%) strongly agreed. On the other hand, 35 (32%) disagreed, and 30 (27%) strongly disagreed, with 8 (7%) not sure.

4.4.1 A higher salary motivates me to improve my performance at work.

The respondents were asked on how a higher salary motivates me to improve my performance at work and the results were as indicated in the table below;

Table 16: A higher salary motivates me to improve my performance at work.

Response	Frequency	Percentages
Agree	7	6
Strongly agree	90	82
Disagree	6	5
Strongly disagree	5	5
Not sure	2	2
Total	110	100

Source: primary data,(2024)

Table 16 presents the impact of higher salaries on performance motivation. Out of 110 respondents, 7 (6%) agreed, and 90 (82%) strongly agreed that higher salaries motivate better performance. Conversely, 6 (5%) disagreed, and 5 (5%) strongly disagreed, with 2 (2%) not sure

Table 17: Salary is a significant factor influencing employee satisfaction and commitment

Response	Frequency	Percentages
Agree	18	16
Strongly agree	19	17
Disagree	33	30
Strongly disagree	16	15
Not sure	24	22
Total	110	100

Source: primary data,(2024)

Table 17 shows how salary influences employee satisfaction and commitment. Among the 110 respondents, 18 (16%) agreed, and 19 (17%) strongly agreed. Conversely, 33 (30%) disagreed, and 16 (15%) strongly disagreed, while 24 (22%) were not sure.

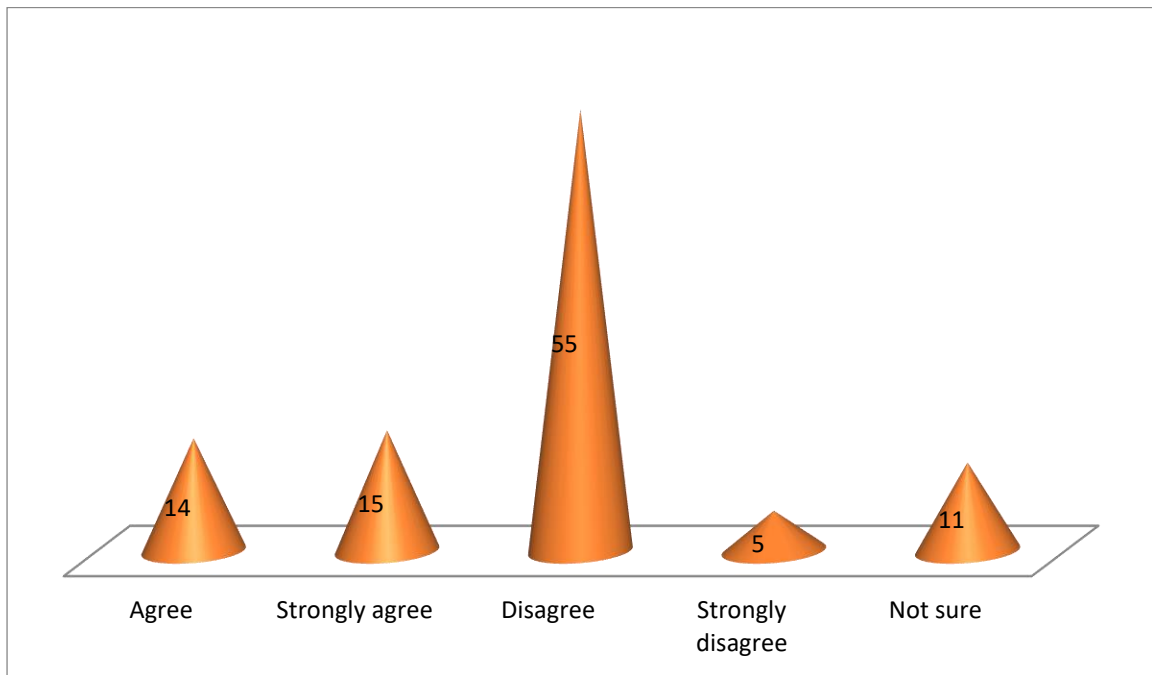
Table 18: I believe a fair salary structure positively impacts employee morale and work ethic.

Response	Frequency	Percentages
Agree	66	60
Strongly agree	20	18
Disagree	20	18
Strongly disagree	2	2
Not sure	2	2
Total	110	100

Source: primary data,(2024)

Table 18 highlights the respondents' belief in the impact of a fair salary structure on morale and work ethic. Out of 110 respondents, 66 (60%) agreed, and 20 (18%) strongly agreed. Conversely, 20 (18%) disagreed, and 2 (2%) strongly disagreed, with 2 (2%) not sure.

Figure 8: Teachers who feel adequately compensated tend to be more dedicated to their roles.



Source: primary data,(2024)

Figure 8 illustrates whether adequately compensated teachers are more dedicated to their roles. Among the 110 respondents, 15 (14%) agreed, and 17 (15%) strongly agreed. Conversely, 60 (55%) disagreed, and 6 (5%) strongly disagreed, with 12 (11%) not sure.

Chapter five

Discussion of study findings, conclusion and recommendation

5.0 Introduction

This chapter presents the summary of findings ,conclusion and recommendation of the study, the chapter also suggests areas for further research, conclusion were drawn based on the content analysis ,research questions and objectives of the study as well as the findings of the study thereof, recommendations were made based on content analyzed and the findings of the study

5.1 Discussion of study Findings

5.1.1 Effect of working environment on pupils' academic performance in primary schools.

Out of 110 respondents, 54% strongly agreed that a conducive environment positively impacted performance. Conversely, 19% strongly disagreed, and 27% were not sure. These findings aligned with the study conducted by Adedeji and Olaniyan (2021), who noted that well-maintained classrooms with adequate lighting, ventilation, and seating arrangements provided conducive learning environment that enhanced student concentration and engagement. This suggested that the physical condition of classrooms was crucial for optimizing student performance.

Among the 110 respondents, 58% strongly agreed that the physical workspace influenced motivation and productivity, while 21% strongly disagreed, and 21% were not sure. These findings were consistent with Mwesiga and Nambi (2019), who found that schools with better infrastructure facilities tended to perform better academically. Access to well-equipped libraries and science laboratories allowed pupils to engage in practical learning experiences, thereby improving their understanding of subjects and enhancing academic outcomes. This underscored the importance of a well-resourced physical environment in motivating both students and teachers.

Out of 110 respondents, 54% strongly agreed that an inclusive and collaborative work environment enhanced pupils' academic performance, while 37% disagreed, and 9% were not sure. According to Nyamubi (2022), teachers who worked in supportive environments with manageable workloads and access to professional development opportunities were more motivated and effective in their teaching. This, in turn, led to better student outcomes as

motivated teachers were more likely to adopt innovative teaching methods and provide personalized support to pupils. This highlighted the critical role of a supportive work environment in fostering academic success.

Among the 110 respondents, 57% strongly agreed that adequate resources and tools in the workplace improved job efficiency and learner performance, while 35% disagreed, and 8% were not sure. These findings contradicted the study conducted by Mwangi and Karanja (2020), who highlighted that schools with sufficient textbooks, digital resources, and other educational materials reported higher student performance. These resources enabled teachers to deliver lessons more effectively and provided pupils with the tools they needed to engage with the curriculum actively. This suggested that there might have been other factors influencing the perception of resource adequacy and its impact on performance in this context.

Of the 110 respondents, 68% strongly agreed that positive relationships among colleagues fostered a better working environment and performance, while 20% disagreed, and 12% were not sure. These findings were contrary to the study done by Kwame and Acheampong (2019), who found that schools with positive climates reported higher levels of student engagement and lower dropout rates, contributing to improved academic performance. This indicated that fostering collegial relationships among teachers was essential for creating a supportive and effective educational environment.

5.1.2 The effects of career development programs on pupils' academic performance in primary schools.

Out of 110 respondents, 74% agreed that career development programs enhanced their job-related skills and knowledge, while 19% disagreed. These findings aligned with the study by Kolb and Kolb (2020), which noted that pupils who participated in career-related activities were more likely to see the relevance of their schoolwork to their future careers, leading to increased motivation and effort in their academic pursuits. This suggested that career development programs were effective in enhancing skills and knowledge, thereby improving job performance and academic outcomes.

Among the 110 respondents, only 30% agreed, while 82% disagreed, that training sessions had a positive impact on job performance and, consequently, pupils' academic performance.

These findings contradicted the study conducted in Tanzania by Mwayin (2018), where 93% of the respondents disagreed that training sessions improved academic performance.

Out of 110 respondents, 10% agreed and 19% strongly agreed that career development programs increased their confidence in performing job tasks, while 21% disagreed, 18% strongly disagreed, and 32% were not sure. These findings were contrary to the study conducted by Brown (2019), which found no association between career development programs and confidence in performing job tasks. This indicated that the effectiveness of career development programs in boosting confidence on the specific content and implementation of these programs.

Among the 110 respondents, 45% strongly agreed that effective training programs significantly improved productivity at work, while 50% disagreed. These findings were in agreement with the study by Akos and Galassi (2021), which highlighted that pupils involved in career-oriented programs developed better problem-solving, critical thinking, and time management skills. These skills were valuable for future career success and played a crucial role in academic achievement, enabling pupils to perform better in their studies. This suggested that training programs were crucial for enhancing productivity and overall performance.

Finally, 22% agreed or strongly agreed that the alignment of training sessions with organizational goals and objectives was vital, while 67% disagreed. These findings were in agreement with the study conducted by Hughes et al. (2019), which found that primary school pupils who participated in career exploration activities performed better on standardized tests compared to those who did not participate in such programs. The study suggested that career development programs helped pupils set academic goals and strive to achieve them, thereby improving their academic outcomes. This indicated that aligning training with organizational goals could enhance the effectiveness of such programs in improving both job performance and academic success.

5.1.3 The mediating effect of teachers allowances on the teachers' motivation and pupils' academic performance in primary schools.

Out of 110 respondents, 2% agreed and 46% strongly agreed that the allowance they received was commensurate with their performance. Conversely, 18% disagreed, 15% strongly

disagreed, and 19% were not sure. These findings were in agreement with the study conducted by Muthuri et al. (2022), which found that teachers' allowances were positively correlated with their motivation and commitment to their job. Motivated teachers were more likely to deliver high-quality instruction, leading to improved academic performance among pupils.

Among the respondents, 15% agreed and 19% strongly agreed that teachers who received higher salaries tended to perform better. On the other hand, 32% disagreed, 27% strongly disagreed, and 7% were not sure. These findings were in line with the study by Adeyemi (2020) and Oluwajoba and Ojo (2020), which found that pupils taught by motivated teachers, who received higher salaries, performed better academically compared to those taught by unmotivated teachers.

A significant 88% of the respondents strongly agreed that higher salaries motivated better performance, while 10% disagreed. These findings aligned with the study conducted by Aaron (2020) in Mali, which found that a minority of respondents disagreed that higher salaries motivated better performance.

Among the 110 respondents, 33% strongly agreed that salary influenced employee satisfaction and commitment, while 45% disagreed. These findings were in agreement with the study conducted by Kiptilis et al. (2020), which consistently showed that teachers' allowances had a positive impact on their motivation and job satisfaction. Kiptilis et al. (2020) found that teachers who received allowances reported higher levels of motivation and job satisfaction compared to those who did not receive allowances.

Out of 110 respondents, 78% strongly agreed that a fair salary structure positively impacted morale and work ethic, while 20% disagreed and 2% were not sure. These findings were contrary to the study conducted by Ammon (2019) in northern Nigeria, where 76% of the respondents had a negative belief regarding the salary structure of employees.

Lastly, 14% agreed and 15% strongly agreed that adequately compensated teachers were more dedicated to their roles. Conversely, 55% disagreed, 5% strongly disagreed, and 11% were not sure. The study conducted in Kenya by Ocholo (2019) revealed that the majority of respondents asserted that adequately compensated teachers were more dedicated to their roles

compared to their counterparts. This suggested that fair compensation was a significant factor in teacher dedication and effectiveness

5.3 Conclusion

From the above findings, the study concluded that career development programs enhance job-related skills and knowledge, hence improving job performance and academic outcomes. Effective training programs significantly improved productivity at work, indicating their importance in enhancing productivity and overall performance. The study also concludes that the allowance received was commensurate with their performance, suggesting that teachers' allowances were positively correlated with their motivation and commitment to their job. Many respondents agreed that teachers who received higher salaries tended to perform better, indicating that higher salaries were associated with better academic performance by pupils...

The majority concluded that a fair salary structure positively impacts morale and work ethic, emphasizing the importance of fair compensation in improving morale and work ethic. Lastly, many respondents agreed that adequately compensated teachers were more dedicated to their roles, suggesting that fair compensation was a significant factor in teacher dedication and effectiveness.

5.3 Recommendations:

It is recommended that schools should prioritize maintaining well-equipped classrooms with adequate lighting, ventilation, and ergonomic seating. Regular maintenance and upgrades should be conducted to ensure optimal learning conditions.

Schools should invest in infrastructure to support learning, such as libraries and science laboratories. Access to these facilities to facilitate practical learning experiences and enhances subject understanding. This investment can contribute to improved academic outcomes among pupils.

Schools should ensure access to sufficient educational resources and tools for both teachers and students. This includes textbooks, digital resources, and other educational materials necessary for effective teaching and learning. Adequate resources enable teachers to deliver lessons more effectively and empower students to engage actively with the curriculum.

Organizations should align training sessions with organizational goals and objectives to maximize their impact on job performance and academic success. This alignment ensures that training programs are relevant and contribute directly to achieving organizational and educational outcomes.

It is recommended to establish fair and competitive salary structures. Adequate compensation not only enhances teacher satisfaction and commitment but also improves overall morale and work ethic, ultimately benefiting student learning and school performance

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Appendices

APPENDIX I: QUESTIONNAIRE

Dear Respondent

I am **OKOED STEPHEN** conducting academic research on the topic, “**The role of teacher motivation on pupils’ academic performance in primary schools in Kwarikwar sub-county, Bukedea District.**” You have been selected to participate in the study. You are requested to complete this questionnaire by ticking/filling in the spaces provided. All information given will be treated with utmost confidentiality

Section A: Bio-Data (Tick where appropriate)

1. Age:

1. 21-30 []

2.31-40 []

3. 41-50 []

4.above 50 []

2. Sex:

1.Male []

2. Female []

3. Education:

1. Certificate []

2. Diploma []

3.Bachelors [] ,

4. Religion:

1. Anglican []

2. Catholic []

3. Pentecostal []

4. Muslim [] ,

Section B: Effect of working environment on pupils’ academic performance in primary schools in Kwarikwar sub-county, Bukedea district.

Please rate the following statements based on a scale of 1 to 5, where: 1 - Strongly Disagree,

2 – Disagree, 3 – Neutral, 4 – Agree and 5 - Strongly Agree

Statements	5	4	3	2	1
5. A conducive working environment positively impacts our pupils' academic performance in primary schools					
6. The physical workspace influences our motivation and productivity.					
7. An inclusive and collaborative work environment enhances pupils' academic performance.					
8. Adequate resources and tools provided in the workplace improve job efficiency hence our learner's performance					
9. Flexibility in work arrangements contributes to better performance outcomes of pupils					
10. Positive relationships among colleagues foster a better working environment and performance.					
11. Employee well-being programs and initiatives positively influence job performance.					
12. Clarity in organizational policies and procedures enhances work efficiency.					

Section B: The effects of career development programs on pupils' academic performance in primary schools in Kwarikwar sub-county, Bukedea district.

Please rate the following statements based on a scale of 1 to 5, where: 1 - Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree and 5 - Strongly Agree

Statements	5	4	3	2	1
13. Career development enhance my job-related skills and knowledge.					
14. Participation in training sessions positively impacts my overall job performance hence pupils' academic performance.					
15. Regular training sessions contribute to better adaptability to					

changing work requirements.					
16. Career development programs increase my confidence in performing job tasks.					
17. Effective training programs significantly improve my productivity at work.					
18. Training sessions align with the organizational goals and objectives.					
19. Training programs provide me with updated information and tools necessary for my job.					

Section C: The mediating effect of teachers allowances on the teachers’ motivation and pupils’ academic performance in primary schools in Kwarikwar sub-county, Bukedea district.

Please rate the following statements based on a scale of 1 to 5, where: 1 - Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree and 5 - Strongly Agree

Statements	5	4	3	2	1
20. The allowance I receive is commensurate with my level of performance.					
21. Teachers who receive higher salaries tend to perform better in their roles.					
22. A higher salary motivates me to improve my performance at work.					
23. Salary is a significant factor influencing employee satisfaction and commitment.					
24. I believe a fair salary structure positively impacts employee morale and work ethic.					
25. Teachers who feel adequately compensated tend to be more dedicated to their roles.					

THANKS FOR YOUR PARTICIPATION

END

APPENDIX II: INTERVIEW GUIDE

Dear Respondent

I am **OKOED STEPHEN** conducting academic research on the topic, “**The role of teacher motivation on pupils’ academic performance in primary schools in Kwarikwar sub-county, Bukedea District.**” You have been selected to participate in the study. You are requested to complete this questionnaire by ticking/filling in the spaces provided. All information given will be treated with utmost confidentiality

Section A: Bio-Data (Tick where appropriate)

1. Age: 21-30 [], 31-40 [], 41-50 [], above 50 []
2. Sex: Male [], Female []
3. Education: Certificate [], Diploma [], Bachelors [],
4. Religion: Anglican [], Catholic [], Pentecostal [], Muslim [],
.....

Section B: Interview Questions

1. What is the effect of working environment on pupils’ academic performance in primary schools?
2. What is the effect of teacher career development programs on pupils’ academic performance in primary schools?
3. What is the mediating effect of teacher’s allowances on the teachers’ motivation and pupils’ academic performance in primary schools?

THANKS FOR YOUR PARTICIPATION

END