

The Effect of Teacher's Motivation on Academic Performance of Students in Kole District a Case Study of Alito Sub-County

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Abstract: *The study examined the effect of teacher's motivation on academic performance of students with a case study of Alito sub-county, Kole district which is located in the northern part of Uganda. The researcher focused on three clearly defined objectives: to establish whether teacher job satisfaction in U.C.E. schools was linked to the level of academic performance of U.C.E. students in Alito sub-county; to identify the variables that contribute to teacher demotivation; and to evaluate how these factors eventually impact student performance in UCE schools in Alito sub-county. t. After evaluating primary data, the linear model was utilized for estimation. Dummy variables were used, which are variables produced from other variables that have the same meaning by assuming attributes like the 1, 2, and 3 properties. To ensure that the distribution of the original information was normal, the kurtosis was used in a descriptive analysis (K). Rewrite and rewrite your content as soon as possible! These included a measure of variability as well as measures of central tendency (mean, median, and mode) (standard deviation, skewness and kurtosis). Since there was assuming of attributes, stationarity checks were performed using unit root tests as a pretest for primary data. If the data are serial correlation, a long- and short-term relationship between the variables was constructed for the goal of suggesting policy in the Ugandan district of Kole. Furthermore, multicollinearity tests, heteroscedastic tests, and auto correlation tests were used to ensure the stability of the model over education researchers and job satisfaction that have faced the challenge of demotivating teachers to high levels of performance while at the same time showing a correlation among both job satisfaction and teacher performance and thus an insignificant relationship between teacher demotivation and academic performance since the The null hypothesis is accepted because the P-value (0.075) at the 95% confidence level is higher than 0.05. Sociologists claim that the existing educational environment is unsatisfying for professional work and sometimes seems to work against teachers' best intentions to advance their careers and enhance student learning (Peterson 1995). A substantial percentage of a teacher's job is completed in a self-contained classroom, cutting them off from the assistance of their colleagues. A convenience sampling technique was used to select a sample of 160 respondents for the study that used a cross-sectional survey research design. Self-administered questionnaires were the primary techniques and instruments employed in the inquiry to collect data. In order to analyze the field data, the study used STATA, SPSS software, and Excel. And after policy recommendations made, educators are aware that reformers of education may establish new schools, effect changes in structures and curriculum design, recommend and prescribe different teaching methods and instructional learning aids, at the end, the teacher will be solely responsible for applying them. The study generally aimed to assess the weather job satisfaction of teachers in U.C.E schools influences the level of academic performance of U.C.E Students in Alito sub-county and also to establish the causes of teacher demotivation that eventually retards the general performance of Students in UCE schools Alito Sub-county.*

Keywords: teacher's motivation, academic performance of students,

Background Ground of the study

In order to achieve something, a person must have some sort of internal drive known as motivation (Harmer 2001). As according Brown (1994). The word "motivation" is used to describe what makes a complex undertaking successful or unproductive. Performance, on the other hand, is the accomplishment of a specific task as assessed against predetermined, recognized accuracy standards.

Teachers have been seen as being important to both the problems with education and their remedies over the past two decades of educational change. The challenge of inspiring teachers to achieve high standards of performance has been tackled by education researchers and teachers and administrators. The source of motivation is an internal urge that motivates a person to take action in order to achieve a goal. (Harmer 2001). In Brown's words (1994). Any difficult task's success or failure can be influenced by its motivation. While performance is the accomplishment of a specific work as judged against established, well-known accuracy standards.

Teachers have been seen as being at the center of both the issues in education and the answers to all those issues over the past two decades of education reforms. Researchers in education and managers in schools have struggled to discover ways to inspire teachers to perform at their best. It is obvious that educational authorities need to discover strategies to keep teachers employed

and motivated. A motivated teacher is one who is inspired to pursue excellence and growth in their approach to teaching as well as feeling satisfied with their position. This article examines teacher motivation, taking into account how it has been tried to approach historically, how external and internal factors affect it, and how innovative methods to professional development, teacher evaluation, new teacher induction, and school reform are currently opening up opportunities for more effective teacher motivation.

Educators are aware that while reformers of education may create new schools, alter curriculum and structure, advocate and prescribe various teaching strategies and teaching materials, at the end of the day, the teacher will still be in charge. The situation of teachers had for far too long become one of the most significant Achilles feet of higher education in our day, according to Rosa Mafia Torres, the senior education adviser for UNICEF (Kasule, 2004). Naturally, a teacher's attitude toward their work will influence how enthusiastic they are. It has to do with the teachers' willingness to participate part in pedagogical activities in the educational environment. It has to do, in particular, with the teacher's interest in student management and discipline in the classroom.

Therefore, it can describe their engagement or lack of this in both academic and extracurricular activities that take place in schools. 2004 Kasule et al.

The educational philosophy and objectives are transformed into knowledge and skills by the teacher, who then teaches them to the pupils in the classroom. Teacher motivation is influenced by the traditional classroom. A teacher is more likely to contribute more than is typical to the management, administration, and general improvement of the school if they consider their classroom to be a safe, healthy, and cheerful environment with helpful resources and facilities for teaching for optimal learning. The teacher sets the tone and projects the image of someone who promotes learning and the environmental characteristics of the classroom by maintaining order, discipline, and control. She or he analyzes the implied attitudes and feelings of the student.

Problem Statement

The student has performed consistently in the below secondary schools on National Exams for the past eight to ten years or so. Scholars have experienced significant difficulties as a result, necessitating the necessity for an exploratory study on approaches for raising performance at this level. This study's foundation was the idea that every student has potential that has to be realized by teachers, requiring the requirement for teacher motivation. Finding out what matters to teachers and the best ways to inspire them to perform better over time is a difficult task. Teachers are most inclined to emphasize intrinsic rewards like self-respect, responsibility, and a sense of accomplishment, according to research and experience. Without inner motivation, failure is unavoidable. Teachers' output will dramatically diminish if there are no other factors driving them. In terms of motivation and job satisfaction, it is clear that intrinsic rewards prevail over extrinsic ones for instructors (Bennell, 2004) Motivation plays an important role in the work of teaching, so the researcher is motivated to explore the significance of teacher motivation and its link with student performance in Alito sub-county. Being both intrinsically and extrinsically increases job satisfaction. This has compelled the researcher to conduct research to determine how student academic performance is impacted by teacher motivation in U.C.E. schools in Alito Sub County, Kole District.

Specific objectives

The following is what the study is trying to find out;

- 1) To investigate whether student academic achievement in U.C.E. schools in Alito Sub County in Kole District is correlated with teacher motivation
- 2) To assess the impact of teachers' job satisfaction in U.C.E. schools on the level of U.C.E. students' academic achievement in Alito sub-county.
- 3) To evaluate the factors that lead to demotivated teachers at UCE schools in Alito Sub-county, which obviously impacts students' overall performance.

Constantly questioning the research

The following research questions served as a guide for the study:

1. What connection exists between student achievement and instructor motivation?
2. What are the factors that demotivate teachers and hinder students' performance?

Study's underlying premise

H0: There is no correlation between teachers' job satisfaction and students' academic success.

Ha! There is a relationship between instructors' job satisfaction and student achievement.

H0: There is no association between academic achievement and instructor demotivation.

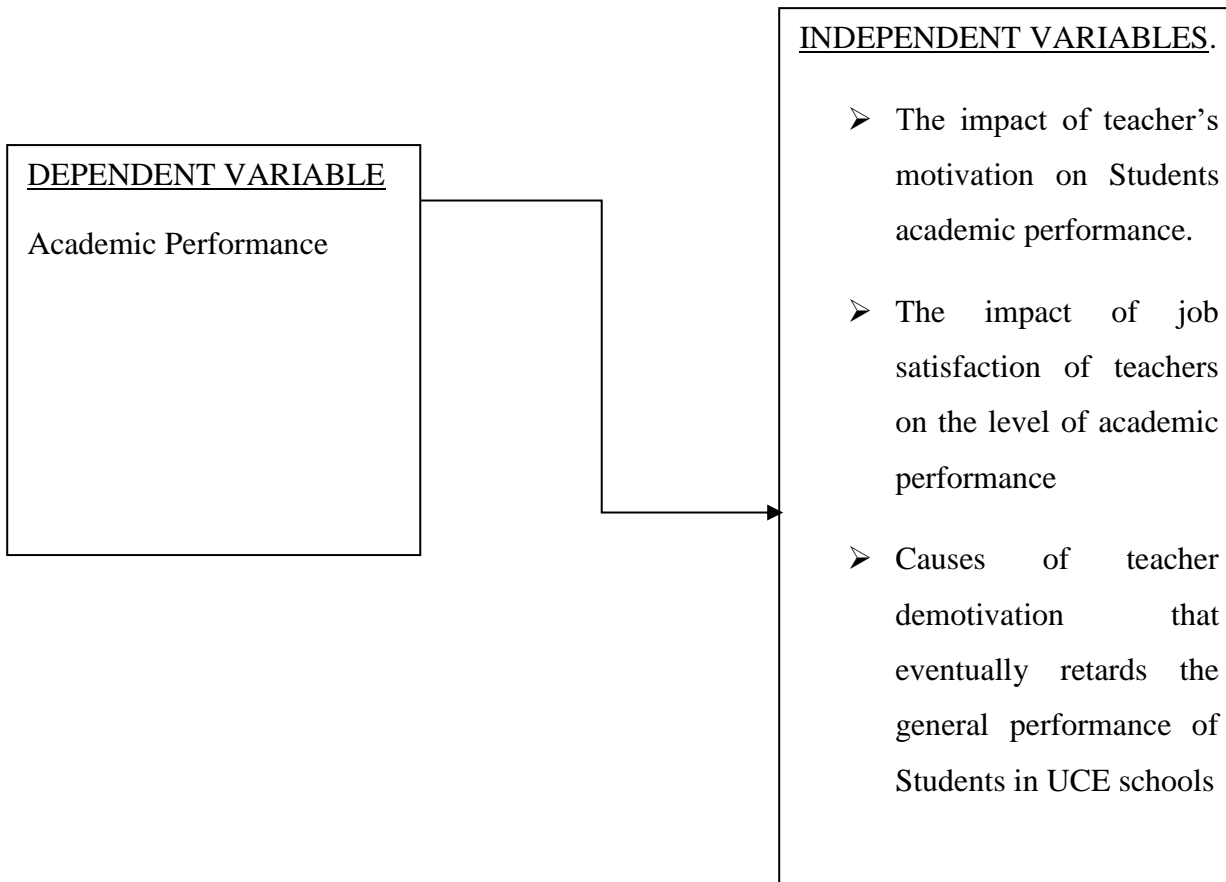
Ha! There is a link between academic achievement and instructor demotivation.

H0: Intellectual ability and a teacher's motivation are unrelated.

Ha! There is a relationship between a teacher's motivation and students' academic success.

Conceptual frame work

This section aimed at inter-relating key variables that lead to motivation as proposed by Herzberg



Source: Primary data Figure 1. Conceptual framework

From the figure above;

Personal variables like gender, marital status, level of qualification and work schedule have a direct link to student academic performance because students have a view that male teachers teach well than females which in turn demotivate them and as a result this is reflected in their performance.

METHODOLOGY

Research design

Because of the nature of the variables accessible continue providing data for qualitative analysis and allow simultaneous description of attitudes, perceptions, and beliefs at any one time, the study was conducted using a founder descriptive research design (qualitative). This was selected in order to establish a relationship between the independent variable, teacher motivation, and the dependent variable, student academic performance, in U.C.E. schools of Alito sub-county in Kole District. A number of related data collection methods, including structured, were used to achieve this information in order, examinations, and questionnaires.

Econometric model.

Model specification. The econometric model for this precise study was;

$$Y = \beta_0 + \beta_1 * (DMO) + \beta_2 * (DSAT) + \beta_3 * (Ddem) + Et$$

This can be expressed in linear form as

Where Y is academic performance

B0 is a constant

DMO is the dummy variable of teacher’s motivation

DSAT is teacher’s satisfaction

Ddem is teachers demotivation

Et is the error term

This linear model was essentially effective for developing countries like Uganda greatly endowed with average performance of students which required expensive resources to reduce them.

Study population

One secondary school in the Alito sub-county was one of the 28 U.C.E. schools where the study was conducted with teachers. The fact that the 160 teachers under examination were education graduates, diploma holders, or certificate holders suggests that they were qualified teachers. The sub-county also had 1 Municipal Education Officer, 84 members of school management committee, and 28 head teachers. (Acquired from the district education officer.)

Determination of sample size

In total, 160 respondents from 12 schools—113 teachers as secondary respondents, 11 head teachers as key informants, 35 members of the school management committee as participants in focus groups, and 1 municipal school administrator in the study (as key informant). A sample size shouldn't be less than 30% of the study population, which is above the recommendations given by David (2003). This was intended to get a variety of views and unbiased responses which will make the study a reality.

$$n = \frac{N}{1 + N(e)^2}$$

n= sample size

N = population

e = margin of error

Where: e= 0.05

N =152

150/ (1+150(0.05*0.05)

n=160

Category of respondents	Total population	Sample size
Secondary school teachers(primary respondents)	160	113
Head teachers (key informants)	28	11
School management committee members (focus group participants)	85	35
Municipal education officer(key informants)	01	01
Total	272	160

Source: Primary data

Sampling techniques

Simple random sampling was used to select teacher respondents. This involved writing all Each school's teachers' names were printed on pieces of paper that were folded, placed in a container, mixed, and shaken. One paper was chosen at random from the

container without being replenished. The paper that was chosen for the research has the teacher's name on it. However, extra emphasis was placed to the study sample's inclusion of both male and female teachers. To offer parents' perspective on teachers' influences on their students, the 12 (twelve) head teachers, the Municipal Education Officer, and the members of the school management committee were chosen specifically.

Data collection tools Administered questionnaires

In order to gather appropriate data about teacher motivation and how it affects students' academic achievement in U.C.E. schools in Alito sub-county, these were used and delivered to 113 primary school teachers. Surveys that the researcher developed that included both closed- and open-ended items.

To collect in-depth information, this was created and given to key informants. included 1 (one) Schools Division Officer and 12 (twelve) Head Teachers. to compare student academic performance to that of the teachers in order to learn more about the effects of teacher motivation on students.

Discussion in a focus group

The 35 members of the school management committee engaged in a focus group discussion at the Alito sub-county offices to get parents' opinions on the how teachers are motivated. Validity and reliability

The researcher utilized a five-point scale with terms like "strongly agree," "strongly disagree," and I'm not sure which terms were to be checked off by respective respondents in compliance when using the Toltomen technique.

Along with motivating respondents to list the reasons in accordance with the questions posed rather than writing whatever they felt like, objective type questions like Yes or No were also used. This enabled the researcher to assess his data, compare and contrast it with other data, and evaluate whether it was pertinent to his research.

Data analysis

The information was organized, recorded, classified, and tabulated once it was gathered from the field. After that, it was presented in table form with interpretations. programs like Microsoft excel were utilized. From the applications, information was then arranged in frequency and percentage correlations to establish the cause of teacher motivation like company (school) policy, promotion, recognition, supervision and salary or pay in relation to the level of academic performance of students in respective periods.

All in all, data analysis utilized three stages namely; coding, editing and tabulation.

RESULTS

Demographic Characteristics of Respondents.

The descriptive characteristics of the sample were based on gender, age, religion, place of residence, marital status and educational levels of the respondents

Gender of the respondents

The biggest percentage of the respondents 55% were females while the smallest percentage of the respondents 45% were males. This indicated that females responded positively to the study compared to males.

Table 1. Showing sexual status of respondents

GENDER	NUMBER	PERCENTAGE
MALES	71	44%
FEMALE	89	55%
TOTAL	160	100

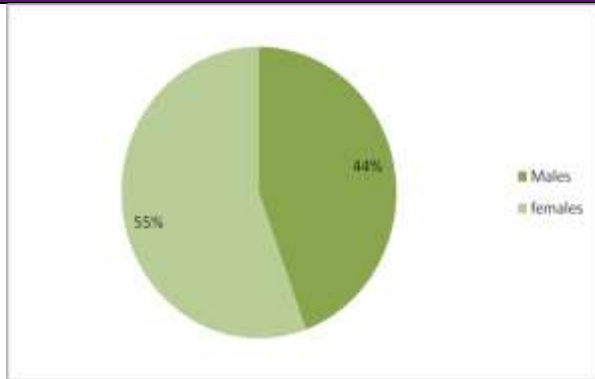


Figure and table 1. The sex status of the respondents

Table 3. Age of respondents

Table.2 and Figure 2 above, shows the mean age of respondents (25.783344) which is approximately 25 years and their minimum and maximum age of respondents was 14 years and 45 years respectively. The Mean of 26 years of respondents means that most of the respondents of 26years were more accessible in the study. Since the standard deviation lies within the minimum and maximum age, it meets measures of central tendency.

	N	MINIMUM	MAXIMUM	MEAN	STANDARD DEVIATION
age	160	14	45	26	11.645
Valid N	160				

Age	Number of respondents	Percentage	Valid percentage
12-15	10	6	6
15-20	18	11	11
20-25	44	27	27
25-30	40	24	24
30-35	25	15	15
Above 35	28	18	18
Total	160	100	100

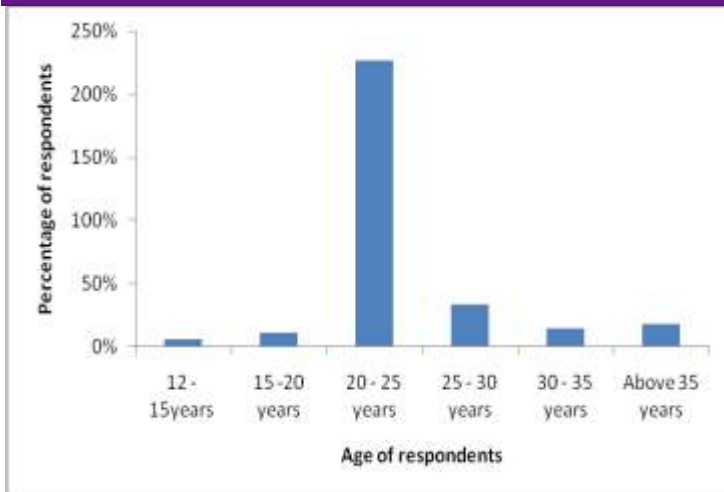


Figure 2 and table 2. Age of respondents

Educational level of respondents

Education level	Respondents	Percentage	Valid percentage	Cumulative percentage
Primary	70	43	43	43
Secondary	50	31	31	74
Diploma	22	16	16	90
Degree	18	10	10	100
total	160	100	100	

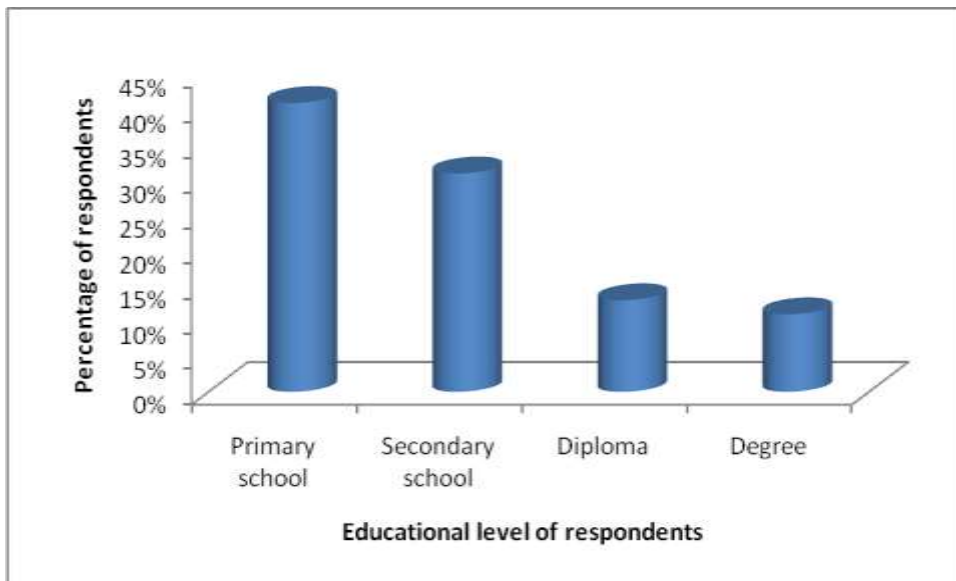


Table 3 and Figure 3 shows that indicate that majority of the respondents had attained primary education 43 per cent. 10 per cent of the respondents had attained only degree education. Since most of data was collected from respondents who had a fairly good education background of secondary, the researcher was able to have reliable and valid responses.

Regression Analysis.

Table 4: Shows whether teacher motivation affects the academic performance of students in Kole district

	Unstandardized coefficient		Standardized coefficient		

Model	B	Standard error	Beta	t	Sig
Constant	45.678	2.3456		12.714	0.023
Teacher motivation	25.347	3.456	0.345	2.23454	0.023

Ho: There is no relationship between teacher’s motivation and academic performance.

Ho: There is a relationship between teacher’s motivation and academic performance.

In the Kole district, a one percent increase in teacher motivation results in a 25.347 percent increase in academic performance, assuming all other variables remain constant. The teacher's motivation has a positive significant effect on the academic achievement of pupils in the Kole district, even after accounting for other parameters, according to the p-value (0.023), which is less than 0.05. When a result, the coefficient of teacher motivation 1 (dummy provision of allowances 1) is positive, suggesting that as student numbers increase, they are generally more likely to require greater levels of instructor motivation (dummy increase in salary 2). The null hypothesis is rejected since the F-distribution is statistically significant (0.023>0.005), and it is concluded that dummy motivation 1 is superior to dummy motivation 2.

Table 5: Shows whether teacher demotivation affects the academic performance of students in Kole district

	Un standardized coefficients		Standardized coefficients		
Model	B	Standard error	Beta	t	Sig
Constant	0.234	0.049		9.120	0.06
Teacher demotivation	0.756	0.056	0.756	3.345	0.06

Ho: There is no relationship between teacher’s demotivation and academic performance.

Ho: There is a relationship between teacher’s demotivation and academic performance.

In the Kole district, an increase in teacher motivation of 1% results in a rise in teacher demotivation of 0.756 %, all factors being held constant. When other variables remain constant, the p-value (0.06) is greater than 0.05, demonstrating that teachers' lack of motivation has a positive but minor impact on pupils' academic performance in the Kole district. Because of this, the coefficient of teachers' demotivation through low payments 1 (dummy delayed payment 1) is positive, which indicates that when pupils increase, they are generally less likely to need teachers' demotivation to increase (dummy poor feeding 2). The null hypothesis is accepted since the F-distribution is statistically meaningful (0.005), and it is determined that dummy delayed payments 1 is worse than dummy insufficient feeding 2.

Table 6: Shows whether teacher’s job satisfaction affects the academic performance of students in Kole district

	Unstandardized coefficients		Standardized coefficients		
Model	B	Standard error	Beta	T	Sig
Constant	45.345	9.345		0.345	0.0046
Job satisfaction	3.4567	1.234	0.2678	2.994	0.0046

$$Y = 45 + 25.347 * (DMO) + 3.4567 * (DSAT) + 0.756 * (Ddem) + Et$$

Ho: There is no relationship between teacher’s job satisfaction and academic performance.

Ho: There is a relationship between teacher’s job satisfaction and academic performance.

When all other parameters are held constant, a 1% increase in teacher motivation results in a 0.756 % improvement in job satisfaction for teachers monitoring academic performance in the Kole district. The p-value (0.0046) is less than 0.05, indicating

that, when accounting for other variables, teacher job satisfaction has a positive significant impact on children's academic performance in the Kole district. As a result, the coefficient of teacher satisfaction through high payments 1 (dummy high payment 1) is positive, trying to suggest that as student numbers are rising, teachers will generally need to provide more students with dummy peace of mind (dummy peace of mind 2). The null hypothesis is rejected since the F-distribution is statistically significant (0.00460.005), and it is concluded that dummy large payments 1 are preferable to dummy peace of mind.

Given a linear model, $Y = 45 + 25.347 * (DMO) + 3.4567 * (DSAT) + 0.756 * (Ddem) + Et$,

If dummy high payment 1, dummy peace of mind 2, dummy delayed payment 1, dummy poor feeding 2, dummy provision of allowances 1, dummy increase in salary 2 are equal to 0, academic performance would on average be 45 leaving other factors constant.

CONCLUSION AND RECOMMENDATION

Conclusions.

The study's findings led to the following conclusions: as the P-value (0.000) was less than 0.05 when other factors were kept constant, the effect of teachers' motivation in schools was demonstrated to significantly increase kids' performance in the district. Since the R-squared value (0.789) indicates that the independent factors had an influence on 78.9% of the variance in the dependent variable. Teachers' lack of motivation in schools is influenced by a number of issues, including late payment of teachers' salaries at the end of the month, insufficient teacher nutrition, and This evidenced that dummy late payment 1 was worse than dummy poor feeding 2 because it was unexceptional at 95% error bars while at work or even at home, low student enrollment at the start of the semester and even high learner dropout rates, the government's failure to raise teacher salaries, and subpar accommodation facilities for teachers. Students' school performance deteriorated as a result of this. To ensure sure student instruction runs smoothly, the government would increase funding for instructional content. The estimate model in linear form Teachers' satisfaction and motivation were all significant at 95% confidence intervals because their P-values were less than 0.05, and teachers' demotivation was insignificant because its calculated value was gr. After undergoing primary data that estimated the use of regression models dummy variable is a variable that is created from another variable meaning the same thing that was done through assuming attributes like 1, 2, and 3—it was found that teachers' satisfaction and motivation were all significant at 95% confidence intervals because their P-values

Recommendation

The government and school administrators should educate instructors on the benefits of improved student performance to the local communities. To assist the teacher's welfare, the head teacher and the surrounding community ought to mobilize. Teachers should be given precedence by the government among the government workers so as to enhance the better academic performance of the learners. More trained teachers should be recruited into schools and sensitize about the outcome of good academic performance of the learners.

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