

# Teacher Incentives and Acquisition Of Intellectual Power In The Context Of Uganda

MARK KIIZA<sup>1</sup>, CHARLES MAGOBA MUWONGE<sup>2</sup>, ANNE ODELE<sup>3</sup>

ORCID No 0009-0001-0028-8126 Email: mkiiza@umu.ac.ug, [cmuwonge@umu.ac.ug](mailto:cmuwonge@umu.ac.ug), [Aodele@umu.cu.ug](mailto:Aodele@umu.cu.ug) Tel.+256 756073616

Faculty of Education, Uganda Martyrs University, P. O. Box 5489, Kampala – Uganda 2Department Of Educational Sciences,

University of Potsdam, Germany KeyWords, Distance, learning, emerging, economies

**Abstract:** *Over the years teacher incentives serve as catalysts and are seen as driving instruments that influence teachers' enthusiasm and emotions for effective service delivery. In this article, we discuss the Norepinephrine hormones serving as teacher incentives foster and influence functions of the body. The incentives induce the teacher to ably aid the process of acquisition of intellectual power, acquisition of key lessons and practices drawn from teacher incentives in the Ugandan content among teachers in the country and other emerging economies from sub-Saharan Africa. We also present the incentives in emerging requirements for pragmatic teachers. The article also looks at the teacher incentive framework and successful factors that influence effective and efficient service delivery in Uganda. The paper therefore ravel the context for teacher incentives norepinephrine hormones and how they influence the teacher to produce a valuable output in the education system. In the article we show that no education system is worth more than the quality of its teachers. Teacher incentives nationally constantly influence positive changes geared towards meeting the demands of the time in Uganda.*

**Keywords:** Incentives, Teacher, Intellectual power, Norepinephrine, Hormones

## Introduction

The incentive and acquisition of intellectual power is very important in Uganda's education system. Incentives critically influence the performance of teachers for effective service delivery in the education system as norepinephrine hormones act on the functionality and influence the brain response as the main organ that controls our body (Cheung et al., 2023). The incentives serve as a catalyst that induces the teacher's hormone production to stimulate one's performance. This is why one can ably say that teachers incentives are have a significant role to play in individual performance, and should be handled with care in order to nourish the body of the targeted person. It is in that noble context that teacher incentive is treated with critical focus to balance the norepinephrine hormones of the teacher (Nations et al., 2021). Besides, the employers of teachers need to ensure that teachers are well treated and well nourished, with a balanced meal that contains fats, fibers, proteins and vitamins that may induce norepinephrine hormones. This hormone acts on the brain of an individual, in this case the teacher, to stimulate his ability perform the daily routine and activities in a peculiar way. The norepinephrine hormones are required for effective and efficient brain function (Murray & Thimgan, 2016). The article further clearly elaborates how teacher incentives are very pertinent and influence performance of the teachers. We learn from this article that incentives serve as a catalyst and influence performance, hence effective learning to acquisition of intellectual power. The norepinephrine hormone is a byproduct of adrenal glands that influence the brain and a neurotransmitter, a chemical messenger which transmits signals across nerve endings in the body (Khatri, 2021). Lastly it supports the functionality of body as well as the brain which is the main organ that controls the human body and performance of the teacher.

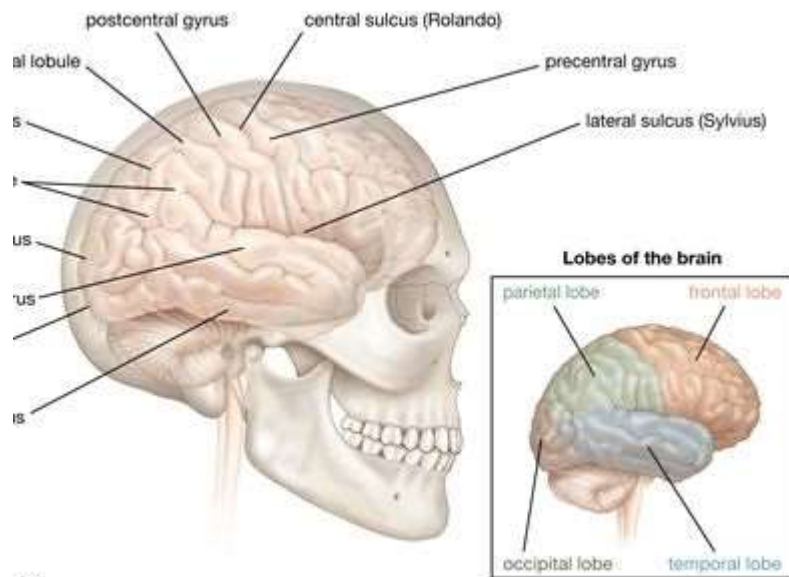
**The diagram of the brain that serve as control of the body**



The internal dimension of teacher incentives provides an opportunity for effective service and paves way for quality service delivery. Samardzic (2018) contends that teacher incentives nourish the body and serve as a catalyst to speed up the chemical reaction. The incentives serve as proper feeds that boosts the brains functionality for effective service delivery. It is notable that incentives motivate teachers to offer quality services in the education system. (Samardzic, 2018) contends that norepinephrine hormones also play a very big role in the body for they induce the brain to quickly respond and thereby influence one's performance.

Besides there are other hormones in the body such as Adrenaline, Cortisol, corticotrophin, and adrenocortical hormones which produce catalysts. When one is well nourished, the body produces adequate hormones that are important to the brain and the body (Brooks, 2023). A teacher will therefore be well-grounded with knowledge that will aid him/her to effectively influence the acquisition of intellectual power.

Diagram of the Brain



(McGurk effect trick your brain, 2024)

The norepinephrine hormones communicate with the nervous system and the endocrine system which are major communication systems of the body of the teacher, in this context. The teacher in intellectual power process serves as the brain and spinal cord that makes everything move around the body (Martinez, 2023). Therefore, teacher incentives motivate the teacher to do all it takes to get things done in the right ways and control the function of the body, senses and thoughts in a more sophisticated manner. The teacher is able to communicate with the body because of the nerves known as neurons. We have a number of teachers as the body has CNS and their job is to transmit signals from the brain to the muscles and all cells of the body. In the same vein, in Uganda's education system, a teacher serves as specialized neurons that transmit knowledge and intellectual power to the society as postganglionic nerves, among others, in the body. These are the neurons that release norepinephrine and require special care because they are delicate.

A teacher incentive in the education system is the catalyst as norepinephrine is a hormone and a neurotransmitter that affects numerous aspects of one's mental, emotional, and physical health of the body (Alexiou & Karasimos, 2023). Low levels of norepinephrine are continuously at work in one's brain and body, but levels increase when one is faced with stress, danger, or another threat. In the same way, teachers need that influence and experience to impact on the education system. The symptoms of an unmotivated teacher can be observed in the output or product of their work. These could be related to norepinephrine, for which your healthcare provider may order tests to measure how much NE is in your system (Cheung et al., 2023). If good treatment is needed, it will be focused on the related condition in body as well as the education system. Prescription medications that balance norepinephrine may help improve your symptoms. While the nervous system uses neurotransmitters as its chemical signals, the endocrine system uses hormones. The endocrine system works in large part by acting on neurons in the brain, which control the pituitary glands (Moher et al., 2016). The norepinephrine work together with adrenaline, where norepinephrine increases heart rate and blood pumping from the heart. It also increases blood pressure and helps break down fat and increases blood sugar levels to provide more energy to the body.

### **Inadequate motivation as hormone Imbalance**

Motivation is processes of influencing individuals to work hard achieve the desired outcome in the education system (Makoelle et al., 2023). However, inadequate motivation serves as hormone imbalance in the body whereby the person lacks hormones for appropriate performance. In this context, teacher incentives serve as a catalyst or norepinephrine hormone that boosts the brain performance. This hormone acts in a state where the body is induced to function with lower chemical levels of that hormones or when the hormones are less than what is required in the body (Bonifacci et al., 2023). The article reveals that teachers are the cornerstones of the variant and sounding education system and therefore we need to influence them with incentives for effective service delivery. We learn that teachers' incentives serve as hormones that influence one's willingness to respond towards a desirable condition. It is worth noting that education systems are living systems whose internal and international environment are changing over time (Bonifacci et al., 2023). Therefore we need to balance effects of the teacher as it is for the body system and brain functionality. Norepinephrine hormones play a role in the sleep-wake cycle, helping you to wake up and they increase one's attention to a given situation in life. This hormone aids in one's ability to perform given tasks and stimulates one's memory storage (Khatri,

2021). It is also important to stimulate the teachers' emotions and mood for effective performance. According to the pragmatic teacher incentive in Uganda, the binding roles of the teacher in the education sector go beyond the current views in service provision. Teacher incentive therefore is seen as a motivating strategy that produces an outstanding outcome on teacher performance (Chen et al., 2022). The challenge with the Ugandan context is that the government does not look at teacher incentives as norepinephrine hormones that influence, the desire, attitude and willingness of the teacher to offer quality service delivery. The article affirms that teacher motivation is complex and is clouded in both intrinsic and extrinsic factors. Teacher incentives therefore anchors on motivation levels and increasing performance associated with depression, anxiety, post-traumatic stress disorder and excessive substance use.

Brooks (2023) affirms that, when a teacher is motivated he/she can scientifically influence the effective teaching and learning process. Teacher incentive is a catalyst to influence the learning manner in the brain which has receptors for many hormones in body. This implies that good nutrition leads to having balanced hormones in the body. The article in this context reveals the values of teacher incentives go beyond extrinsic and posts in the intrinsic nerves of the body (Alexiou & Karasimos, 2023). Developing countries especially those in Sub-Saharan Africa, where Uganda is not exception, address teacher incentives lightly and yet it is clear that teachers serve as the engine of an education system. The teacher incentives is a good practice and it is notable in the Ugandan context that extrinsic strategies like improved pay, housing, better working conditions, conducive policies and access to credits are more appreciated than intrinsic strategies.

### **What causes inadequate motivation or hormone imbalance**

There are many factors that lead to inadequate teacher motivation or conditions of hormone imbalance in the body. Over the years, a teacher plight in the community was significant based on their ethics and integrity (Byars & Stanberry, 2023). The teachers were highly respected in the community, well trained and professional. It is notable that because teachers' plight is going down from time to time as a result of under incentives that affects their performance. It is clear that when the person is under eating, has improper nutrition, experiences chronic stress, and daily routine activities (Rifai, 2023). Medication, feed behavior and environmental changes influence our biological clocks in different dimensions (Zilberter et al., 2021). Sometimes anti-depressant medications affect norepinephrine levels in the brain. In stressful situations, norepinephrine increases as part of the fight or flight response to mobilize the brain and body for action. The brain responds to the hormones alter the production of products that participate in synaptic neurotransmission as well as affect the structure of brain cells. Karthi,(2021) contends that as a result, the circuitry of the brain and its capacity for neurotransmission are changes over a course of hours to days. In this way, the brain adjusts its performance and control of behavior in response to a changing environment.

### **Signs and symptoms of hormone imbalance**

There are so many signs and symptoms of a non-motivated teacher who does not get adequate incentives. The teacher acts like a person who has hormones imbalance which eventually affects the body and the brain functionality (Gao, 2019). Trouble of sleeping cycle brings about side effects, imbalance in operation system of body. Certainly the performance and functionality of such a teacher is observed and that teacher performance is lower. But once those teachers are provided with incentives they start scaling up their performance. The hormone imbalance will affect the areas are affected they will further lead hormone imbalance and the brain functionality. Researchers believe that more signs of chemical imbalance are important than levels of specific brain chemicals nerve cell connections (Makoelle et al., 2023). Therefore a well-motivated teacher has a good performance as body nutrition is important for the nerve cell growth, and the functioning of nerve circuits have a major impact on depression (Barling, 2023). The system approach is an ideal model to visualize the teacher in the motivation phenomenon as experience in intrinsic and extrinsic environment in Uganda.

### **Lessons learnt for the article**

The lessons learnt in this article are that teacher incentives are very powerful in the teaching profession and they serve as norepinephrine hormones to increase brain performance. Teacher incentives acts as part of the fight or flight response to mobilize the brain and body for action (Shepherd & Williams, 2022). There is need for a teacher to be given incentives for proper nutrition to boost the hormone production in the body. Needless to say, a healthy mind is found in healthy body and health ovoid biology of stress. I have also learnt that motivations serve as progesterone helps in addressing the individual's stress and low moods, and influence how an individual responds to therapy. Having regular exercises, enough sleep, small accomplishments of assignments, music, meditation and eating dopamine rich foods such as chocolate provides natural healing (Shapiro, 2017).

Besides that, it is notable that balanced diet, good nutrition and avoid stealing of progesterone these may lead to better, more individualized treatment and natural healing from hormone imbalance. I have learnt that, the brain regulates mood and controls the body system (Selvaraj et al., 2023). According to the government of Uganda the service pillars for the education system and best practices are as follows:

1. Internal motivation: The opportunity to educate children and thereby improve on their well-being, this serves as a powerful incentive to attract people to the teaching professional.
2. Social prestige and recognition: This motivates many people to become teachers so that they can attain a recognized social status in the society.
3. Job stability: The threat of losing one's job can act as a powerful incentive.
4. Pension and other non-salary benefits such as health insurance. A reliable government pension that provides decent living after active civil service.
5. Professional growth: The presence of opportunities for advancement through career development motivates teachers to excel in their work.
6. Sense of mastery in one's job. This motivates people who consider that they have the capability for effective service delivery.
7. Salary differential: Differences in salary and overall compensations motivates teachers and non-teachers among themselves.

**The knowledge gained from this article can be applied for better study.**

Application of the learnt knowledge and the synthesis of incentive evidence from this article will help leaders to provide incentives to avoid undesirable conditions. Some of the best practices inform the education system (Martinez, 2023) such as over training and under-feeding students, giving students assignments that include critical thinking to induce proper function of the brain, creating conducive daily routine activities that will enable students to engage in exercises for physical fitness, and environmental changes in our biological clocks.

This implies the application of norepinephrine article approach and strategies can be very useful to the university in shaping the teachers' cognitive domain and intellectual power capacity of students. A teacher incentive has a range of activities which include social prestige, recognition, job stability, pension and other non-monetary benefits. Mukeen (2021) advises politicians and policy makers to focus on the inter-relations dimensions of teacher development and management policies. He argues that the measures to improve teacher supply or improve on development standards. The implication these incentives are quality service delivery in education system.

**The article highlighted a number of pertinent issues**

The article clarifies that Norepinephrine also called noradrenaline is both a hormone, produced by the adrenal glands, and a neurotransmitter, a chemical messenger which transmits signals across nerve endings in the body (Selvaraj et al., 2023). It also gives emphasis on good nutrition to nourish the body so as to enable it produce the required hormones to feed the brain. It further informs that exercising, having adequate sleep, small accomplishments and music can provide natural healing to a person experiencing stress. The norepinephrine plays a role in the sleep-wake cycle, helping you to wake up, it increases attention and keeps one's focus on performing a task's well as in memory storage (Experts, 2023). It also indicates that bursts of norepinephrine can lead to euphoria feelings but are also linked to panic attacks and hyperactivity. Low levels of norepinephrine can cause lack of energy, lack of concentration, attention deficit hyperactivity disorder (ADHD) and possibly depression. Another best practice is designing the teachers' incentive system to take the approach that no single strategy that can succeed on its own. Lastly, the article points out that in teaching and learning, The learning, the key inputs for quality service delivery are teachers, facilities, learning materials and curriculum and indicates that, the government of Uganda has developed a number of policies as pillars for the transformation of education sector.

**Conclusion**

In conclusion inappropriate motivation of teachers' services acts as a hindrance factor that affects quality service delivery in the education system notwithstanding the provisions of the teacher qualification framework in Uganda. The teacher incentive motivates teachers and serves as norepinephrine hormones play an important role in the body. and it associated with depression, anxiety, post-



traumatic stress disorder and substance abuse (A et al., 2019). The brain is a very important organ in the body system and nourishment of the body leads to the brain's effectiveness and efficiency. The Atlantic International University needs to apply the knowledge gained from norepinephrine articles significantly so as to improve on the cognitive domain of students. The brain contains receptors for thyroid hormones and the six classes of steroid hormones, which are synthesized from cholesterol androgens, estrogens, progestins, glucocorticoids, mineral corticoids, and vitamin D. The article properly positions itself and explores teacher incentives, effective and cognitive development of students and hence improved academic performance in selected populations of neurons in the brain and relevant organs in the body.

## Reference

- A, B., Clint, C, B., Deborah, & R, M., Madeline. (2019). *Mental Health Intervention and Treatment of First Responders and Emergency Workers*. IGI Global.
- Alexiou, T., & Karasimos, A. (2023). *Board Games in the CLIL Classroom: New Trends in Content and Language Integrated Learning*. Walter de Gruyter GmbH & Co KG.
- Barling, J. (2023). *Brave New Workplace: Designing Productive, Healthy, and Safe Organizations*. Oxford University Press.
- Bonifacci, P., Inoue, T., Manolitsis, G., & Tobia, V. (2023). *The Impact of Home and School Environment on Early Literacy and Mathematic Skills*. Frontiers Media SA.
- Brooks, A. (2023). *Preconception Nutrition: Fuel Your Body for Baby-Making*. BabyDreamers.net.
- Byars, S. M., & Stanberry, K. (2023). *Business Ethics (hardcover, Full Color)*. Independently Published.
- Chen, C.-C., Hung, P., Eğrioğlu, E., & Hsiao, K.-L. (2022). *Deep Learning in Adaptive Learning: Educational Behavior and Strategy*. Frontiers Media SA.
- Cheung, S. K. S., Wang, F. L., Paoprasert, N., Charnsethikul, P., Li, K. C., & Phusavat, K. (2023). *Technology in Education. Innovative Practices for the New Normal: 6th International Conference on Technology in Education, ICTE 2023, Hong Kong, China, December 19–21, 2023, Proceedings*. Springer Nature.
- Cole, W. (2021). *Intuitive Fasting: The New York Times Bestseller*. Hodder & Stoughton.
- Dr, R. (2012). *Systems Thinking and Process Dynamics for Marketing Systems: Technologies and Applications for Decision Management: Technologies and Applications for Decision Management*. IGI Global.
- Experts, E. P. (2023). *EMRS TGT Science Exam Book 2023 (English Edition)—Eklavya Model Residential School Trained Graduate Teacher—10 Practice Tests (1500 Solved MCQ)*. EduGorilla Community Pvt. Ltd.
- Gao, X. (2019). *Second Handbook of English Language Teaching*. Springer International Publishing.
- Khatri, R. C. (2021). *A Dynamic Dimension of Depression: Real experience and experiments with depression*. Notion Press.
- Makoelle, T. M., Mestry, R., & Plessis, P. D. (2023). *Schools Effectiveness and Schools Improvement in South Africa: A Guide for School Leaders*. Cambridge Scholars Publishing.
- Martinez, A. (2023). *VAGUS NERVE BIBLE 2 in 1: A Practical Guide on How to Overcome Stress and Physical Pain Through Activation of the Longest Nerve in Our Body. Bonus: Breathing Techniques for Vagus Nerve Stimulation*. BoD – Books on Demand.
- Moher, D., Glasziou, P., Chalmers, I., Nasser, M., Bossuyt, P. M., Korevaar, D. A., Graham, I. D., Ravaut, P., & Boutron, I. (2016). Increasing value and reducing waste in biomedical research: Who's listening? *The Lancet*, 387(10027), 1573–1586.
- Murray, S. L., & Thimman, M. S. (2016). *Human Fatigue Risk Management: Improving Safety in the Chemical Processing Industry*. Elsevier Science.
- Nations, F. and A. O. of the U., Apimondia, Sciences, C. A. of A., & Toscana, I. Z. S. L. e. (2021). *Good beekeeping practices for sustainable apiculture*. Food & Agriculture Org.
- Rifai, N. (2023). *Tietz Fundamentals of Clinical Chemistry and Molecular Diagnostics - E-Book: Tietz Fundamentals of Clinical Chemistry and Molecular Diagnostics - E-Book*. Elsevier Health Sciences.
- Samardzic, J. (2018). *GABA And Glutamate: New Developments In Neurotransmission Research*. BoD – Books on Demand.
- Selvaraj, H., Chmaj, G., & Zydek, D. (2023). *Advances in Systems Engineering: Proceedings of the 30th International Conference on Systems Engineering, ICSEng 2023, Las Vegas, Nevada, USA August 22-24, 2023*. Springer Nature.
- Shapiro, L. E. (2017). *Overcoming Depression: 44 Therapeutic Activities to Bring Happiness and Fulfillment Back Into Your Life*. Between Sessions Resources.
- Shepherd, D. A., & Williams, T. A. (2022). *Spontaneous Venturing: An Entrepreneurial Approach to Alleviating Suffering in the Aftermath of a Disaster*. MIT Press.
- Zilberter, T., Bregestovski, P., Zilberter, Y., & Paoli, A. (2021). *Metabolic Shifting: Nutrition, Exercise and Timing*. Frontiers Media SA.