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Teacher Motivation and Academic Performance of Learners in Government-Aided Primary Schools in Uganda: A Case Study of Mbarara District

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Abstract: *This study examined the relationship between teacher motivation and the academic performance of learners in government-aided primary schools in Mbarara District, Uganda. Motivated by persistent concerns about declining performance at the Primary Leaving Examination (PLE) level, the study investigated how intrinsic and extrinsic motivational factors—remuneration, working conditions, professional development, recognition, and school leadership support—relate to pupils' learning outcomes. A cross-sectional survey design combining quantitative and qualitative approaches was adopted. Data were collected from a sample of 210 teachers and 30 head teachers drawn from 40 government-aided primary schools using structured questionnaires and interview guides. Descriptive statistics, Pearson correlation, and multiple linear regression were used to analyse the data. Results revealed a positive and statistically significant relationship between teacher motivation and learners' academic performance ($r = 0.62$, $p < 0.01$). Regression analysis indicated that teacher motivation explained approximately 48.6% of the variance in academic performance ($R^2 = 0.486$), with remuneration and working conditions emerging as the strongest predictors. The study concludes that improving teacher motivation is central to raising pupil achievement and recommends that the Ministry of Education and Sports, district authorities, and school managers prioritise timely payment of salaries, provision of adequate teaching materials, and structured recognition schemes.*

Keywords: teacher motivation, academic performance, government-aided primary schools, Mbarara District, Uganda, intrinsic and extrinsic motivation

1.0 Introduction

Education is widely recognised as the cornerstone of national development, and the quality of learning outcomes at the primary level lays the foundation upon which all subsequent education is built. In Uganda, the introduction of Universal Primary Education (UPE) in 1997 dramatically expanded access to schooling, with enrolment rising from approximately 2.5 million to over 8 million pupils within a decade(Victoria et al., 2023). However, this remarkable expansion in access has not been matched by a corresponding improvement in the quality of learning outcomes. National assessments and Primary Leaving Examination results continue to reveal that a substantial proportion of pupils in government-aided primary schools complete the primary cycle without acquiring foundational competencies in literacy and numeracy(Kintu et al., 2017). This persistent gap between access and quality has focused the attention of researchers, policymakers, and practitioners on the factors that shape academic performance, among which the teacher occupies a central position(Alex & Julius, 2024).

The teacher is universally acknowledged as the single most important school-based determinant of learning(Julius et al., 2024)l. No education system can rise above the quality of its teachers, and the quality of teaching is itself heavily conditioned by the extent to which teachers are motivated to perform. Teacher motivation refers to the internal and external forces that initiate, direct, and sustain the effort teachers invest in their work(Nicholas & Nancy, 2024). It encompasses intrinsic dimensions—such as the sense of purpose, professional pride, and satisfaction derived from helping learners succeed—and extrinsic dimensions such as salary, allowances, housing, working conditions, recognition, promotion prospects, and supportive leadership(Julius & Kazaara, 2026). When teachers are motivated, they prepare lessons diligently, attend school regularly, engage learners actively, provide timely feedback, and hold high expectations for their pupils. When motivation is low, absenteeism rises, lesson preparation deteriorates, and the quality of classroom interaction declines, with predictable consequences for learner achievement.

In the Ugandan context, and particularly in rural and semi-urban districts such as Mbarara, teachers frequently work under difficult conditions. Salaries are modest and sometimes delayed, housing near schools is scarce, class sizes are large, and teaching and learning materials are often insufficient(Mercy et al., 2023). Opportunities for professional growth and recognition are limited, and many teachers supplement their incomes through additional economic activities that divert attention from teaching(Nancy & Prudence, 2024). These conditions have raised concerns that low teacher motivation may be undermining the returns on the substantial public investment in primary education. Mbarara District, located in the Western Region of Uganda, provides an instructive setting for examining these dynamics because it combines a mix of urban, peri-urban, and rural schools, allowing the relationship between teacher motivation and academic performance to be studied across varied conditions(Anthony et al., 2023).

Although the general importance of teacher motivation is widely accepted, empirical evidence on the specific magnitude and pattern of its relationship with learner performance in Ugandan government-aided primary schools remains limited and fragmented schools (Suzan & Gracious Kazaara, 2023). Much of the existing literature is descriptive, focusing on the levels or sources of motivation without systematically quantifying how motivation translates into measurable learning outcomes. Furthermore, few studies have simultaneously examined the relative contribution of different motivational factors—distinguishing, for example, the effect of remuneration from that of working conditions, recognition, or professional development(Christopher et al., 2022)a. This gap limits the ability of policymakers to prioritise interventions and allocate scarce resources efficiently.

It is against this background that the present study was undertaken to examine the relationship between teacher motivation and the academic performance of learners in government-aided primary schools in Mbarara District. The study is significant because it provides empirical, district-specific evidence that can inform school management practices, district education planning, and national teacher-management policy. By quantifying the strength of the relationship and identifying the most influential motivational factors, the study offers a practical basis for designing targeted interventions to improve teaching quality and, ultimately, learner achievement. The remainder of this article presents the problem statement, objectives, a review of relevant literature, the methodology, the results and their interpretation, and concluding remarks with recommendations.

2. Statement of the Problem

Despite sustained government investment in Universal Primary Education and repeated policy commitments to improving the quality of basic education, the academic performance of learners in government-aided primary schools in Mbarara District has remained persistently below expectations(Ntirandekura & Christopher, 2022). Primary Leaving Examination results in the district show that a considerable proportion of candidates obtain low grades, and internal assessments indicate weak mastery of foundational literacy and numeracy competencies. Ideally, the substantial resources channelled into teacher salaries, school facilities, and instructional materials should translate into strong and improving learner outcomes. In practice, however, this expected return has not been realised, and the quality of learning continues to lag behind the gains achieved in access(Suzan & Gracious Kazaara, 2023).

A recurring explanation advanced by education stakeholders in the district points to low teacher motivation, manifested in high rates of teacher absenteeism, inadequate lesson preparation, limited engagement with learners, and, in some cases, the abandonment of teaching for more lucrative activities(Moses, 2023). Teachers report dissatisfaction with delayed and modest salaries, poor housing, heavy workloads, inadequate teaching materials, and limited recognition and professional advancement (Julius, 2025). Yet the precise extent to which these motivational deficits account for the observed performance gap has not been rigorously established through empirical research within the district. Without such evidence, interventions risk being misdirected or based on assumptions rather than data. If this problem remains unaddressed, the district and the nation will continue to bear the cost of poor learning outcomes, including high repetition and dropout rates, weak transition to secondary education, and a workforce inadequately prepared for the demands of a modern economy. This study therefore sought to establish the nature and strength of the relationship between teacher motivation and learners' academic performance, and to identify which motivational factors most strongly influence performance, so as to provide an evidence base for effective intervention.

3. Main Objective

The main objective of the study was to examine the relationship between teacher motivation and the academic performance of learners in government-aided primary schools in Mbarara District, Uganda.

3.1 Specific Objectives

i. To assess the level of teacher motivation in government-aided primary schools in Mbarara District.

ii. To examine the level of learners' academic performance in government-aided primary schools in Mbarara District.

iii. To establish the relationship between specific motivational factors (remuneration, working conditions, recognition, and professional development) and learners' academic performance.

4. Literature Review

The theoretical foundation of research on teacher motivation is grounded in several established motivation theories, most notably Herzberg's two-factor theory, Maslow's hierarchy of needs, and Vroom's expectancy theory. Herzberg's two-factor theory distinguishes between motivators—intrinsic factors such as achievement, recognition, responsibility, and advancement that generate genuine satisfaction—and hygiene factors—extrinsic conditions such as salary, working conditions, and supervision whose absence produces dissatisfaction but whose presence merely prevents dissatisfaction rather than actively motivating. Applied to teaching, the theory suggests that while adequate salaries and working conditions are necessary to prevent discontent, sustained high performance

depends additionally on recognition, professional growth, and a sense of accomplishment. Maslow's hierarchy similarly implies that teachers whose basic physiological and security needs are unmet through inadequate pay and housing are unlikely to be driven by higher-order needs for esteem and self-actualisation. Vroom's expectancy theory adds that teachers exert effort when they believe that effort will lead to valued outcomes, underscoring the importance of clear links between performance and reward.

Empirical studies across sub-Saharan Africa consistently affirm the importance of teacher motivation for learning outcomes, though they differ in emphasis. Studies in Kenya, Tanzania, and Ghana have documented that inadequate remuneration and poor working conditions depress teacher morale, increase absenteeism, and reduce instructional time, all of which undermine pupil achievement(Nancy & Prudence, 2024). Research in Uganda has shown that UPE teachers frequently experience low job satisfaction linked to delayed salaries, large classes, and limited career progression, and that these conditions correlate with reduced classroom effort(Julius & Kazaara, 2026). Other scholars caution against an exclusive focus on financial incentives, noting that non-monetary factors—recognition, participatory leadership, a supportive school climate, and opportunities for professional development—can exert substantial influence on teacher commitment even where salaries remain modest(Julius & Audrey, 2026).

A significant strand of literature examines remuneration specifically. Financial reward is repeatedly identified as a dominant concern among teachers in low-income settings, where salaries often fail to cover basic living costs, compelling teachers to seek supplementary income(Derrick et al., 2023). This moonlighting fragments attention and reduces the energy available for teaching. Studies suggest that timely and adequate payment is associated with lower absenteeism and higher levels of lesson preparation. However, several authors observe that beyond a threshold, additional pay yields diminishing motivational returns, and that the manner in which pay is administered—its predictability and fairness—may matter as much as its absolute level.

Working conditions constitute a second major theme. Overcrowded classrooms, scarcity of textbooks and teaching aids, poor sanitation, and lack of staff housing are commonly cited as demotivating factors that impair teaching quality(Julius & Audrey, 2026). Where teachers must contend with class sizes exceeding official norms and insufficient instructional materials, individualised attention to learners becomes difficult and performance suffers. Conversely, schools that provide adequate facilities and manageable workloads tend to report higher teacher satisfaction and stronger learner outcomes.

Recognition and professional development form a third theme. Studies indicate that teachers who feel their efforts are acknowledged—through public appreciation, awards, or fair promotion—display greater commitment, while those who feel overlooked disengage(Julius & Nancy, 2026). Access to in-service training, coaching, and continuous professional development enhances both teachers' competence and their sense of professional worth, translating into improved classroom practice. School leadership emerges across the literature as a cross-cutting influence: supportive, instructionally focused head teachers who involve staff in decision-making and provide constructive feedback foster environments in which motivation flourishes(Julius & Audrey, 2025).

In synthesis, the literature establishes a broad consensus that teacher motivation, in both its extrinsic and intrinsic dimensions, is positively associated with learner achievement. Nevertheless, most studies are descriptive or qualitative, and relatively few quantify the relative contribution of distinct motivational factors within a single analytical framework in the Ugandan primary context. The present study addresses this gap by using correlation and regression analysis to isolate the effects of remuneration, working conditions, recognition, and professional development on academic performance in government-aided primary schools in Mbarara District, thereby extending and refining the existing body of knowledge.

5.0 Methodology

5.1 Research Design

The study adopted a cross-sectional survey design employing a mixed-methods approach that combined quantitative and qualitative techniques. The quantitative component enabled the measurement of variables and the testing of relationships through statistical analysis, while the qualitative component provided depth and context to the numerical findings(Olanrewaju et al., 2021a). A cross-sectional design was appropriate because data were collected at a single point in time from a representative sample of teachers and head teachers, allowing efficient examination of the association between teacher motivation and academic performance.

5.2 Study Population and Area

The study was conducted in government-aided primary schools in Mbarara District, located in the Western Region of Uganda. The target population comprised teachers and head teachers of government-aided primary schools in the district(Abiodun et al., 2022). Teachers were selected because they are the direct implementers of the curriculum and the principal subjects of the motivational factors under study, while head teachers provided managerial and institutional perspectives on motivation and performance.

5.3 Sample Size and Sampling Techniques

A sample of 240 respondents was drawn, comprising 210 teachers and 30 head teachers from 40 government-aided primary schools. The sample size was determined using the Krejcie and Morgan table for a known population, ensuring adequate statistical power. Stratified random sampling was used to select schools, stratifying by location (urban, peri-urban, and rural) to capture variation in conditions, after which teachers were selected using simple random sampling within each school(Olanrewaju et al., 2021b). Head teachers were selected purposively as key informants.

5.4 Data Collection Instruments

Two principal instruments were used. A structured, self-administered questionnaire measured teacher motivation across four dimensions—remuneration, working conditions, recognition, and professional development—using a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5). Academic performance was measured using pupils' average scores in end-of-term examinations and recent Primary Leaving Examination results at the school level. An interview guide was used with head teachers to obtain qualitative insights into motivational practices and performance challenges.

5.5 Validity and Reliability

The validity of the instruments was established through expert review by supervisors and specialists in educational management, who assessed the content validity index, which exceeded the acceptable threshold of 0.70. Reliability was tested through a pilot study in schools not included in the main sample, and the Cronbach's alpha coefficient for the motivation scale was 0.84, indicating high internal consistency.

5.6 Data Analysis

Quantitative data were analysed using the Statistical Package for the Social Sciences (SPSS)(Nelson et al., 2022). Descriptive statistics (means, standard deviations, frequencies, and percentages) summarised the levels of motivation and performance. Pearson's product-moment correlation examined the strength and direction of relationships between variables, and multiple linear regression assessed the combined and relative effects of the motivational factors on academic performance. Qualitative data from interviews were analysed thematically to complement the statistical findings.

5.7 Ethical Considerations

Ethical clearance and permission were obtained from the relevant authorities. Informed consent was sought from all respondents, participation was voluntary, and confidentiality and anonymity were assured throughout the study.

6.0 Results and Interpretation

6.1 Descriptive Statistics

Table 1 presents the descriptive statistics for the study variables based on responses from the 240 participants. The mean scores indicate the general level of each motivational dimension and of academic performance.

Variable	Mean	Std. Dev.	Interpretation
Remuneration	2.48	0.91	Low
Working conditions	2.63	0.88	Low
Recognition	3.02	0.79	Moderate
Professional development	2.87	0.83	Moderate
Overall teacher motivation	2.75	0.72	Moderate
Academic performance	2.91	0.68	Moderate

Source: Primary Data, 2026

The descriptive results in Table 1 reveal that teacher motivation in government-aided primary schools in Mbarara District was, on the whole, moderate, with an overall mean of 2.75 and a standard deviation of 0.72. However, the disaggregated picture is more telling. Remuneration recorded the lowest mean (2.48), indicating that teachers were largely dissatisfied with their pay, and working conditions were similarly rated low (2.63), reflecting concerns about class sizes, materials, and facilities. Recognition (3.02) and professional development (2.87) attracted comparatively higher, though still only moderate, ratings, suggesting that non-monetary aspects of the work environment were perceived somewhat more favourably than material ones. Academic performance recorded a moderate mean of 2.91, consistent with the district's persistent performance concerns. The relatively large standard deviations indicate meaningful variation between schools, hinting that some schools managed to sustain higher motivation and performance than others despite shared systemic constraints.

6.2 Correlation Analysis

Pearson's correlation was computed to establish the strength and direction of the relationships between the motivational factors and academic performance. The results are presented in Table 2.

Variable	Academic Performance (r)	Sig. (p)
Remuneration	0.58	0.000
Working conditions	0.55	0.000
Recognition	0.44	0.001
Professional development	0.47	0.000
Overall teacher motivation	0.62	0.000

Source: Primary Data, 2026

The correlation results in Table 2 demonstrate that all four motivational factors were positively and significantly associated with learners' academic performance at the 0.01 level. Overall teacher motivation showed a strong positive correlation with academic performance ($r = 0.62$, $p < 0.01$), indicating that as teacher motivation rises, learner achievement tends to rise correspondingly(Victoria et al., 2023). Among the specific factors, remuneration exhibited the strongest association ($r = 0.58$), closely followed by working conditions ($r = 0.55$), which together underscore the salience of material conditions in this context(Seth & Ntirandekura, 2022)academic . Professional development ($r = 0.47$) and recognition ($r = 0.44$) also correlated significantly, though somewhat less strongly, confirming that intrinsic and developmental factors matter but that their standalone association with performance is more modest than that of the extrinsic factors. The consistency of the positive relationships across all dimensions lends robust support to the study's central proposition that teacher motivation and academic performance are meaningfully linked.

6.3 Regression Analysis

Multiple linear regression was conducted to determine the combined predictive power of the motivational factors and the relative contribution of each to academic performance. The model summary and coefficients are presented in Tables 3 and 4.

Model Summary	Value		
R	0.697		
R Square	0.486		
Adjusted R Square	0.477		
Std. Error of Estimate	0.492		
F (4, 235)	55.62 (p = 0.000)		
Predictor	**Beta (β)**	**t**	**Sig. (p)**
Remuneration	0.31	5.02	0.000
Working conditions	0.27	4.28	0.000
Professional development	0.19	3.11	0.002
Recognition	0.14	2.36	0.019

Source: Primary Data, 2026

The regression model summary in Table 3 indicates that the four motivational factors jointly explained approximately 48.6% of the variance in learners' academic performance ($R^2 = 0.486$), a substantial proportion in social-science research where outcomes are influenced by numerous factors. The model was statistically significant ($F(4, 235) = 55.62$, $p < 0.01$), confirming that teacher motivation, taken collectively, is a meaningful predictor of academic performance. The remaining 51.4% of variance is attributable to factors outside the model, such as learner characteristics, home background, and school leadership, which fall beyond the study's scope(Julius, 2024).

The standardised coefficients in Table 4 clarify the relative importance of each predictor. Remuneration emerged as the strongest predictor ($\beta = 0.31$, $p < 0.01$), meaning that improvements in pay are associated with the largest gains in performance, holding other factors constant. Working conditions followed ($\beta = 0.27$, $p < 0.01$), reinforcing the finding that material provision is decisive in this setting(Godfrey et al., 2023). Professional development ($\beta = 0.19$, $p < 0.01$) and recognition ($\beta = 0.14$, $p < 0.05$) made smaller but still significant contributions. Taken together, the regression results indicate that while all dimensions of motivation matter, extrinsic material factors—remuneration and working conditions—exert the greatest influence on learner outcomes in Mbarara's government-aided primary schools, a pattern consistent with Herzberg's proposition that unmet hygiene factors dominate concern in resource-constrained environments. These findings suggest that interventions targeting pay and working conditions are likely to yield the most immediate improvements in performance, while sustained gains will additionally require attention to recognition and professional growth.

7.0 Conclusion and Recommendations

The study concludes that teacher motivation is positively and significantly related to the academic performance of learners in government-aided primary schools in Mbarara District, with remuneration and working conditions being the most influential factors. Given these findings, it is recommended that the Ministry of Education and Sports and district authorities ensure timely and adequate payment of teachers, improve staff housing and instructional facilities, reduce class sizes, and institute structured schemes for recognition and continuous professional development. School managers should cultivate supportive, participatory leadership that acknowledges teacher effort. Future research could extend the analysis to other districts and incorporate learner and household variables to build a more complete model of academic performance.

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