

**TEACHER MOTIVATION AND LEARNER ACADEMIC PERFORMANCE IN
PRIVATE SECONDARY SCHOOLS IN ARUA CITY, UGANDA**

BY


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2021/U/MED/00343**

**A DISSERTATION SUBMITTED TO THE FACULTY OF EDUCATION IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF
MASTER OF EDUCATION IN EDUCATIONAL PLANNING
AND MANAGEMENT OF MUNI UNIVERSITY**

FEBRUARY 2024

DECLARATION

I Onzia Hellen, declare that this dissertation is my original work which has never been published in any University for the award of a degree.

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APPROVAL

This dissertation entitled “*Teacher motivation and learner academic performance in private secondary schools in Arua City*” has been prepared and submitted under my supervision in partial fulfilment for the requirement of the award of a degree of Master of Education in Education Planning and Management.

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DEDICATION

I dedicate this work to my spouse Samuel Dramadri, my children Jovia Atizuyo, Jonathan Oguzu, Joel Drileba, Joash Econi, and my brothers Dan Lema, Benard Abima for the support in various ways.

ACKNOWLEDGEMENT

With great pleasure, I give glory to Almighty God for all the blessings and protection accorded. In a special way I take this opportunity to thank and appreciate my supervisors, Paul Edabu, PhD and Mr. Ijosiga Wahid for the endless support accorded for the success of this study.

Similarly, I thank my mentors Rev. Fr. Prof. Odubuker Picho Epiphany, Joyce Bukirwa, PhD and all the staff and MED EPM students of Muni University who in one way or the other contributed to this study, remembering the authors whose ideas enlightened this study. With great concern I owe apologies to anyone who contributed in any way to this study but has been omitted.

TABLE OF CONTENTS

DECLARATION	Error! Bookmark not defined.
APPROVAL	Error! Bookmark not defined.
DEDICATION	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES.....	x
LIST OF FIGURES	xii
LIST OF ABBREVIATIONS.....	xiii
ABSTRACT.....	xiv
CHAPTER ONE: INTRODUCTION.....	1
1.0 Introduction.....	1
1.1 Background to the study	1
1.1.1 Historical Perspective	2
1.1.2 Theoretical Perspective.....	3
1.1.3 Conceptual Perspective	4
1.1.2 Contextual perspective.....	7
1.2 Statement of the problem.....	9
1.3 Purpose of the study.....	10
1.4 Objectives of the study	10
1.5 Research questions	10
1.6 Research Hypotheses.....	11
1.7 Scope of the study	11
1.8 Significance of the study.....	12
1.8 Justification of the study	12
1.9 Conceptual frame work.....	13
1.10 Operational definition of terms.....	15
CHAPTER TWO: LITERATURE REVIEW.....	18
2.1 Introduction	18
2.2.1 Abraham Maslow' need theory (1970):.....	18
2.2.2 Two factor Theory; By Herzberg, (1959).....	20
2.3 Conceptual review	21
2.4 Review of related literature.....	27
2.4.2 Teacher Reward and learner Academic performance	32

2.4.3	Teacher Job Security and learner academic performance	36
2.4.4	Teacher working condition and learner academic performance.	40
2.5	Learner Academic performance.....	44
2.6	The Summary of literature review	47
CHAPTER THREE: RESEARCH METHODOLOGY		50
3.1	Introduction	50
3.2	Research Design	50
3.3	Study population	51
3.4	Sample size and selection	51
3.4.1	Sampling techniques	51
3.4.2	Sampling	52
3.4.3	Sample size	52
3.5	Methods of data collection	52
3.5.1	Questionnaire	53
3.5.2	Interviews.....	53
3.5.3	Documentary Analysis.....	53
3.6	Research Instruments.....	53
3.6.1	Structured questionnaire.....	54
3.6.2	Interview guide	54
3.6.3	Documentary check list.....	55
3.7	Data Quality Control	55
3.7.1	Validity	55
3.7.2	Reliability.....	57
3.9	Data collection Procedure.....	58
3.10	Data Analysis	58
3.10.1	Quantitative data analysis	58
3.10.2	Qualitative data Analysis	59
3.11	Measurement of variables.....	59
3.12	Ethical considerations.....	59
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION ...		61
4.1	Introduction	61
4.2	The response Rate.....	61
4.3	Background Results.....	62
4.3	Relationship between teacher professional development and Learner Academic performance	64
4.3.1	Descriptive statistics results on teacher professional development.....	64
4.3.2	Descriptive statistics results on learner academic performance.....	69

4.3.3	Inferential statistics results on teacher professional development and learner academic performance.....	75
4.4	Relationship between teacher reward and learner academic performance	76
4.4.1	Descriptive statistics result on teacher reward	76
4.4.2	Inferential statistics result on Teacher reward and learner academic performance.....	81
4.5	Relationship between Teacher Job security and learner academic performance	82
4.5.1	Descriptive statistics results on teacher job security	82
4.5.2	Inferential statistics results on teacher job security and learner academic performance	87
4.6	Relationship between Teacher working conditions and Learner academic performance.....	88
4.6.1	Descriptive statistics results on teacher working conditions.....	88
4.6.2	Inferential statistics results on teacher working conditions.....	93
4.7	Regression Analysis	95
CHAPTER FIVE: SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS.....		98
5.1	Introduction	98
5.2	Summary of Findings	98
5.2.1	Relationship between teacher professional development and learner academic performance	98
5.2.2	Relationship between teacher reward and learner academic performance.....	99
5.2.3	Relationship between teacher job security and learner academic performance	100
5.2.4	Relationship between teacher working conditions and learner academic performance	101
5.3	Discussions.....	102
5.3.1	Relationship between teacher professional development and learner academic performance.....	102
5.3.2	Relationship between teacher reward and learner academic	107
5.3.3	Relationship between teacher job security and learner academic performance.....	112
5.3.4	Relationship between teacher working conditions and learner academic performance	117
5.4	Conclusion.....	122
4.1	Relationship between teacher professional and learner academic performance	122
5.4.2	Relationship between teacher reward and learner academic performance	123
5.4.3	Relationship between teacher job security and learner academic performance.....	123
5.4.4	Relationship between teacher working conditions and learner academic performance.....	124
5.5	Recommendations	125
5.5.1	Relationship between teacher professional development and learner academic performance	125
5.5.2	Relationship between teacher reward and learner academic performance in private.....	125
5.5.3	Job security and learner academic performance.....	125
5.5.4	Teacher working conditions and learner academic performance.....	126
5.6	Contribution of the study.....	126
5.7	The Limitations of the study.....	126
5.8	Areas for further study.....	127

REFERENCES.....	128
LETTER OF INTRODUCTION.....	144
APPENDICES	153
Appendix 1. Table for Determining sample Size From a given Population	153
Appendix 2: Questionnaire	154
Appendix 3: Interview Guide	160

LIST OF TABLES

Table 1: Pay structure in Private secondary schools in Arua City.....	7
Table 2: UCE performance for schools in Arua City 2019 to 2020:	8
Table 3: Population, sample size, sample techniques	51
Table 4: Representing Validity of questionnaire	56
Table 5: Reliability	57
Table 6:: Showing the Response Rate of the study.....	61
Table 7: Shows findings of respondents according to Gender	62
Table: 8: Showing categories of respondents by Age group	62
Table 9: Showing results on the level of experience of respondents	63
Table 10: Results on Respondents' level of Education	63
Table 11: Teacher professional development descriptive statistics.....	64
Table 12: Descriptive statistics results for learner Academic Performance	69
Table 13: Summary of Learner Academic performance for eight private secondary schools for the year 2018 to 2021.....	72
Table 14: Correlation and coefficient of determination on teacher professional development and learner academic performance	75
Table 15: Descriptive statistics results on teacher reward.....	76
Table 16: showing Correlation coefficient and coefficient of determination results of Teacher reward	82
Table 17: Descriptive results on teacher job security	83
Table 18: Correlation and coefficient of determination on teacher job security and learner academic performance	87
Table 19: showing Descriptive statistics results on teacher working conditions.....	88

Table 20: Correlation and coefficient of determination on teacher working conditions and learner academic performance	94
Table 21: Regression Analysis Results showing the joint effect of the independent variable on the dependent variable.	95

LIST OF FIGURES

Figure 1 : Conceptual diagram to indicate Relationship between teacher motivation and learner academic performance	14
Figure 2: Bar graph depicting Learner academic performance in Eight private schools in Arua City	73

LIST OF ABBREVIATIONS

DIV	:	Division.
ICT	:	Information Communication Technology.
NAPE	:	National Assessment of Progress of Education.
NCDC	:	National Curriculum Development Centre.
PTA	:	Parents' Teachers' Association.
SACMEQ	:	Southern and Eastern Conference for Monitoring Education Quality
UCE	:	Uganda Certificate of Education.
UNEB	:	Uganda National Examinations Board.
UNESCO	:	United Nations Educational Scientific Cultural Organization.
UNICEF	:	United Nations International Children's Emergency Fund.

ABSTRACT

The fact that teachers are facilitators and motivators of learning who need to be motivated connected to declining academic performance necessitated this study on teacher motivation and learner academic performance. With specific objectives to examine relationship between teacher professional development, reward, job security, working conditions and learner academic performance. Informed by Abraham Maslow's theory. Using cross-sectional study design, mixed method, on a sample of 156 respondents. The schools were clustered into rural and urban, stratified according to similar characteristics, purposive sampling was used to select administrators, random sampling to select teachers. Quantitative data analysis employed Descriptive statistics involving frequencies and percentages; inferential statistics involving Pearson correlation, and ANOVA while qualitative analysis involved grouping data into themes. Findings revealed a moderate positive correlation ($r = 0.555$) between teacher professional development and learner academic performance, a strong positive correlation ($r = 0.6$) between teacher reward and learner academic performance, a strong positive correlation ($r = 0.678$) between teacher job security and learner academic performance, a strong positive correlation ($r = 0.667$) between teacher working condition and learner academic performance. ANOVA for testing which elements of teacher motivation explained the variance in learner academic performance most, indicated teacher job security had coefficient of 0.330, sig. $p = 0.003$, teacher working condition had coefficient of 0.243, sig. $p = 0.005$, teacher reward coefficient of 0.127 sig. $p = 0.159$, teacher professional development had coefficient -0.009, sig. $p = 0.931$. Indicating teacher job security explained the variance most, coefficient of 0.330. Then working condition coefficients of 0.243 and they had significant relationship with learner academic performance; teacher professional development and teacher reward having insignificant relationship with learner academic performance. Multiple regression analysis to determine the combined effect of independent variable on the dependent variable showed Multiple $R = 0.712$, Adjusted $R^2 = 0.491$ where teacher motivation explained learner academic performance by 49.1%. compared to other factors not included in this study. It was concluded that teacher job security and teacher working conditions were of significance in explaining the relationship between teacher motivation and learner academic performance than teacher professional development and reward. The study recommends need to focus more on teacher job security and teacher working conditions that explained learner academic performance most. Support teacher professional development initiatives especially further studies. improve on teacher reward (salaries, fringe benefits),

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The study investigated relationship between teacher motivation and learner academic performance, examining teacher motivation in regard to teacher professional development, teacher reward, job security, working conditions as constructs of independent variable, alongside learner academic performance indicated by UCE results, learner participation learner discipline, passion for learning and self-efficacy as constructs of dependent variable; commitment of other stake holders as extraneous variable in ordinary level private secondary schools in Arua City since most of the private schools in Arua City are majorly O-level schools. Every good practice of motivating teachers is aimed at improving their moral and passion to work hard with an intention of achieving good learner academic performance and quality education (National Teacher Policy, 2019). Despite these efforts, schools have generally performed poorly over the years, a subject of concern by many scholars. Yet Chika, (2018) asserted that the productivity of teachers measured by their performance depends on their motivation, skills, abilities, in achieving the institutional goals inclusive of learner academic performance.

Chapter one consists of background to the study in four perspectives of historical, theoretical, conceptual, and the contextual perspective, Statement of the problem, purpose, objectives of the study, research questions, hypotheses, scope, significance, justification of the study and the operational definitions of the terms.

1.1 Background to the study

The background to the study consists of four perspectives; historical, theoretical, conceptual and contextual background.

1.1.1 Historical Perspective

Globally, more emphasis has been on teacher motivation and learner academic performance. Several studies explored the effect of motivation on learning. In Turkey, Akdemir, (2020) studied the determination of teachers' motivation informed by Herzberg's theory, discovered teacher motivation was high recommended for teacher motivation to be examined for better learner academic performance. In Africa, Elock, (2020) studied the role of motivation theories in shaping teacher motivation and performance whose considerations and implications might motivate teachers to improve quality of education as a measure of their work performance. In East Africa, Awuwalu, (2021) studied motivation and student performance in Tanzania with a strong positive relationship. Emphasis was made on the role motivation tools play in making workers put efforts to work (Edabu & Anumaka, 2014). Nduhura et al., (2022) in Uganda examined motivation on teacher performance in private secondary schools in Lwengo district. Aliwaru, (2019) studied motivation on performance of lecturers in tertiary institutions in Arua. The author recommended introduction of more financial rewards for teacher motivation for good learner performance.

Much as a number of scholars had studied motivation in various contexts to date teacher motivation explains the willingness of teachers to work hard for better performance (Awase et al., 2003). The case of teacher motivation and learner academic performance in private secondary schools in Arua City was not clear. That the researcher studied to build on their work, bridged the knowledge gaps in teacher motivation and learner academic performance advanced by the previous scholars. Specifically emphasizing teacher professional development, reward, job security, working conditions related to learner academic performance measured by UCE results, learner participation, learner discipline, passion for learning, learner self-efficacy. This is supported by the low academic performance in UCE in private secondary schools in Arua City (UNEB, 2018, 2019, 2020).

1.1.2 Theoretical Perspective

By the fact that research is authentic when backed by a theory prompted the study to rely on theories to inform the study (Maloku et al., 2022). That is hierarchy of needs theory by Abraham Maslow (1970); Herzberg's two factor (1959). Abraham Maslow's theory, (1970) explained how an individual can be motivated for better performance. He posits a need hierarchy, a set of needs arranged in hierarchy, from the lower level to the highest, consisting of physiological needs, a fundamental biological function of hunger and thirst; safety and security needs, derived from a peaceful, smooth, and stable society; belonging, love and social needs, love, acceptance, that drives human behavior; esteem needs reflects the desire to be highly regarded by others, satisfied by achievement, competence, recognition, academic accomplishments, team participation; self-actualization needs, where people become self-aware, concerned with personal growth. To him individuals are discontented with any goal unless they are motivated according to the hierarchy.

He proposed; unmet needs make individuals to focus exclusively on achieving such needs, whose accomplishment motivates them more than already achieved need. Lower-level needs be satisfied before higher level- needs are felt and chased for motivation (Kendra, 2022). This highlighted the best methods schools can adopt to motivate teachers for improved performance.

Therefore, before teachers satisfy their higher-level esteem needs of achievement, competence, measured by academic achievement of learners, they must first fulfil their basic physiological, needs. A hungry teacher cannot be motivated to motivate learners for better academic performance. School administrators need to cater for teachers according to the proposition of Maslow, unless the lower-level needs of teacher reward, working conditions, job security are attained, teachers may not strive to attain

growth and development needs, self-actualization needs through achievement in form of learner academic performance.

Two factor theory by Herzberg, (1959) is another theory that was used to investigate the elements of teacher motivation, who proposes two factors; factors for satisfaction (motivators/satisfiers), factors for dissatisfaction (hygiene or dissatisfiers) an organization can offer to motivate teachers at the work place. Motivators relate to self-actualization needs like the work itself, recognition advancement and responsibility (intrinsic factors related to the job and the individual). Hygiene factors are lower-level needs (extrinsic factors) salary, working conditions (Lunenburg, 2010). He highlighted the way teacher motivation elements be administered in an organization, proposing that teachers have intrinsic and extrinsic needs, meaning a teacher with intrinsic motivation performs a task for accomplishment and self-actualization inform of academic achievement. A teacher obsessed with extrinsic motivation works for some reward, with no positive effect on performance. Therefore, schools need to care for intrinsic and extrinsic motivation for better academic performance as explained by the two-factor theory.

This study explored the propositions by the two theories on teacher motivation; that, Hygiene factors relate to lower-level needs which are extrinsic inform of salary, working conditions. Motivators are upper-level need for intrinsic motivation.

1.1.3 Conceptual Perspective

Motivation is the process by which the efforts of an individual or group are energized and sustained toward attaining any educational goal (Murongo & Nzaghale, 2019). Motivated and sound academic staff are required for any education system in the world. Ensuring teachers have the essential competencies they require for effective teaching and learning since motivation in any form is key for learner academic achievement (Poro et al., 2019). Closely, motivation is the process by which the

efforts of an individual or group are energized and sustained toward attaining a goal. This included a chain reaction beginning with felt needs, which results into motives that raise unfulfilled desires that lead to action towards goals. Motivation on the other hand is a force that deals with the reasons underlying behavior (Murongo & Nzaghale, 2019). The definition of motivation in this study was adopted from Engin, (2020) who defined motivation to mean factors stimulating, directing and strengthening behavior for continuity in performance. To him when teachers are motivated it has great influence on teaching processes, educational outcomes, student motivation and academic performance. Additionally, motivation for any employee is of paramount importance world over in order to achieve the mission and vision of an organization. Teachers are becoming increasingly aware that motivation increases productivity. The economic situation in the working place brings new challenges to employees (Murongo & Nzaghale, 2019). In this study, teacher motivation was conceptualized as teacher professional development, teacher reward, job security, working conditions related to learner academic performance.

Teacher professional development refers to successful production of quality human beings by education institutions capable of bringing change for better performance (Mahulae et al., 2020). The adopted definition for this study is a strategy schools use to ensure teachers focus on students' performance (Mizell, 2020). In this study, teacher professional development meant trainings, further studies, workshops, mentorship and observation visits.

According to Mghweno et al., (2013) monetary and non-monetary teacher reward increases the rate of action for performance. Non-monetary reward is more motivating helping to build confidence and satisfaction than monetary reward (Keller, 1999). It needs to be part of comprehensive performance

improvement strategy (Mghweno et al., 2013). In this study teacher reward was meant to be financial performance bonus, salary, praises, events outside school and gifts.

Teacher Job security is the assurance an employee has for continuity of his job, as a result of specification of clear terms of employment, collective bargaining, labor legislation preventing arbitrary dismissal. Job security has been a key element of the development of labour practice in modern times where many attempted definitions and concepts have been offered. It has been defined as the ‘‘Protection of an employee’s job, usually through a union contract (Kwame et al., 1999). The definition adopted in this study is possibility of an individual to keep his or her job (Laura, 2018). In this study job security was meant to be involvement in decision, promotion, effective communication, appraisal systems.

Rwigema, (2022) defines working condition as a set of welfare packages and programs to satisfy teachers different need for better performance though it is hard to implement in schools. In another aspect work condition concerns the physical condition of the school. For example, the comfort of the workspace, school infrastructure, psychological conditions such as unpleasant feelings that affect the performance (Selpiyani et al., 2021). Research showed the following working conditions influenced teacher attrition in schools: indiscipline situation in schools among students, inadequate infrastructure and instructional resources, political interference, ethnicity, poor leadership, heavy workload among others (Mabeya et al., 2019). In this study working condition was conceptualized as Instructional materials, Fringe benefits, leadership styles, Management of discipline, Stress Management.

Most teachers have been observed exhibiting poor performance reflected in their irregular attendance failing to do full day’s work, failure to meet deadlines reflected in learner academic performance (Aliwaru, 2019). The level of motivation that influences performance of teachers are considered

important factors for success of an organization consequently learner academic performance (Byaruhanga, 2018). Improved academic performance is achieved through the teachers who are better assets for performance Masembe, (2022), who associates performance to quality, timeliness of output, effectiveness of work being completed. In this study academic performance basically implied Uganda Certificate examinations (UCE) results, learner participation, learner discipline, passion for learning, learner self-efficacy related to teacher motivation in private secondary schools in Arua City.

1.1.2 Contextual perspective

The expectation and curiosity of ministry of education is to witness teachers exhibit a very good performance demanding high level of loyalty, patriotism, dedication, hard work and commitment from teachers (National Teacher Policy, 2019). Teacher motivational practices are a means of achieving educational goals of enhancing learner academic performance, imparting skills in learners (National Teacher Policy, 2019). Developing a competent learner who can solve societal problems. Source: New lower competency based secondary curriculum. Similarly, Celestin, (2022) recommended need to have a process where teachers’ intrinsic and extrinsic motivation influence their behavior towards a positive experience for high performance in schools.

On the contrary the school stakeholders had not fully met their obligations of motivating teachers to deliver up to the required standards resulting into a good number of teachers manifesting low effort levels in performing their tasks, working for a shorter period of time, not performing tasks willingly, low level of persistence to achieve a task. Evidenced by the fact that the parents support to teachers morally, financially in most cases was negligible. Reflected in the pay structure of teachers indicated on table 1:

Table 1: Pay structure in Private secondary schools in Arua City

School	Pay structure	Rate
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Manibe Public	300,000 UGX	Per month
All Saints Ociba	120,000 UGX	Per month
St Peters Aliba	100,000 UGX	Per month
Oluko secondary	200,000 UGX	Per month
Cornerstone	500,000 UGX	Per month
Arua Islamic	170,000-200,000 UGX	Per month
Standard College Arua	200,000 UGX	Per month
Nile High Arua	200,000 UGX	Per month

Source: Arua City District Education Office Report, (2022)

On the other hand, review of UCE performance records for the last three years (2018, 2019, 2020), revealed four schools in Arua City on the national grid out of the 300 best performing schools in the country Source: UNEB (2018, 2019, 2020). These were St. Josephs College Ombaci, St. Peter and Paul Seminary, St Mary’s Ediofe and Corner stone. With Cornerstone as the only private school in Arua City on the National grid as follows:

Table 2: UCE performance for schools in Arua City 2019 to 2020:

School	2019					2020				
	Div 1	Div2	Div3	Div4	Position	Div 1	Div 2	Div3	Div 4	Position
St Joseph’s College Ombaci	41	42	5	3	94	67	50	4	1	86
St Peter and Paul Pokea	4	9	4	-	177	8	10	4	-	170
St. Mary’s Ediofe	28	83	34	3	206	31	99	33	2	178
Cornerstone	13	28	13	3	213	-	-	-	-	-

Source: UNEB Portal, (2018)

In country wide, district ranking of performance in (2018) UCE results, Arua District (city inclusive) was 50th position out of 125 districts (UNEB, 2018). Portraying persistent low academic performance that might continue to affect learners' progress to A- level and higher institutions, and preparation for job market, if not addressed. The low performance might be attributed to teacher motivation, it is not clear whether a recent research has been done on learner academic performance, that the researcher investigated by studying teacher motivation in terms of teacher professional development, teacher reward, teacher job security, working conditions and learner academic performance measured by UCE results, learner participation, learner discipline, passion for learning, learner self-efficacy specifically targeting private secondary schools in Arua City.

1.2 Statement of the problem

Ideally, teachers are considered facilitators and motivators of learning (Nwokeocha, 2022). There is need to motivate teachers in order to achieve improved performance (Byaruhanga, 2018). In line with this, the government of Uganda in an attempt to achieve its Sustainable Development Goal (SDG) 4 of ensuring quality education has implemented several strategies in schools. Including privatization of education for competition, enhancement of teachers' salary, supplementing scholastic materials, infrastructure, standardizing education policies (National Teacher Policy, 2019). Training teachers for 21st Century skills to improve teacher motivation, standard of education and learner academic performance.

Actually, despite all these efforts learner academic performance continued to decline in Arua city, indicated in Table 1. The low performance could be related to teacher professional development, reward, job security, working conditions or other factors. This was a matter of concern if left un

attended to, might continue to affect learners' progress to A-level and higher institutions of learning. This therefore necessitated carrying out this study on teacher motivation in form of teacher professional development, reward, job security, working conditions in relation to learner academic performance in private secondary schools in Arua City.

1.3 Purpose of the study

The study investigated relationship between teacher motivation and learner academic performance in private secondary schools in Arua City.

1.4 Objectives of the study

The study was guided by the following objectives:

1. To examine the relationship between teacher professional development and learner academic performance in private secondary schools in Arua City.
2. To assess the relationship between teacher reward and learner academic performance in private secondary schools in Arua City.
3. To investigate the relationship between teacher job security and learner academic performance in private secondary schools in Arua City.
4. To ascertain the relationship between teacher working conditions and learner academic performance in private secondary schools in Arua City.

1.5 Research questions

The study addressed the following research questions:

1. What is the relationship between teacher professional development and learner academic performance in private secondary schools in Arua city?
2. What is the relationship between teacher reward and learner academic performance in private secondary schools in Arua city?

3. How does teacher job security relate to learner academic performance in private secondary schools in Arua city?

4. What is the relationship between teacher working conditions and learner academic performance in private secondary schools in Arua city?

1.6 Research Hypotheses

The study tested the following research hypotheses:

1. There is a significant relationship between teacher professional development and learner academic performance in private secondary schools in Arua city.
2. There is a significant relationship between teacher reward and learner academic performance in private secondary schools in Arua city.
3. There is a significant relationship between teacher job security and learner academic performance in private secondary schools in Arua city.
4. There is a significant relationship between teacher working conditions and learner academic performance in private secondary schools in Arua city.

1.7 Scope of the study

Content scope: This research investigated relationship between teacher motivation in reference to professional development, reward, job security, working condition as independent variables; believed to have influence on learner academic performance measured by UCE results, learner participation, learner discipline, passion for learning, learner self-efficacy as dependent variables; commitment of other stake holders as extraneous variable. Believed to be key elements of motivation that influences learner academic performance.

Geographical scope: The study was conducted in ordinary level private secondary schools in Arua City, specifically Manibe Public, 'All' Saints Ociba, Oluko Secondary, Aliba, Cornerstone, Arua

Islamic, Standard College Arua, Nile High Arua because of the low academic performance in UCE for private secondary schools indicated in Table 1.

Time scope: The research considered the period between 2018 to 2021 with persistent decline in learner academic performance in UCE.

1.8 Significance of the study

This research confirmed theories that explained human (teachers) behavior in terms of motivation factors that induce teachers to be productive in improving performance, which are applied continuously by the management in a school for consistent improved performance. It added on the knowledge of motivation and learner academic performance advanced by other scholars, exposed weaknesses and strengths in teacher motivation and academic performance for improvement. Additionally, the study provided useful information to the school stakeholders, local government officials, ministry of education and sports to enable policy makers formulate better policies and recommendations for improving teacher motivation and learner academic performance in the country.

1.8 Justification of the study

Given the persistent low academic performance of private secondary schools in Arua City evidenced by UCE results 2018 to 2020; relating it to low pay structure for teachers, which might affect teacher motivation consequently learner academic performance; Yet no evidence of a similar study to address these problems was found, justified the need for this study, to enlighten on teacher motivation and learner academic performance and the findings might be used to address the problems identified during the study for better learner academic performance in Arua city and elsewhere.

1.9 Conceptual frame work.

The conceptual diagram illustrated teacher motivation as independent variable and learner academic performance as dependent variable that were examined, explaining how they relate with one another after figure 1.

INDEPENDENT VARIABLE

Teacher motivation

Teacher Professional

- Training
- Further studies
- Workshops
- Mentorship
- Observation visits

DEPENDENT VARIABLE

Learner Academic Performance

Source: Adopted from Morris Maddocks (1981), amended by the researcher

Figure 1 : Conceptual diagram to indicate Relationship between teacher motivation and learner academic performance

This conceptual diagram portrays a scheme of variables operationalized to achieve set objectives, explaining the study variables that is independent and dependent variables, including extraneous variables, independent variables show motivation elements for good learner academic performance,

dependent variable was the learner academic performance. Teacher professional development, reward, job security, working conditions were independent variables while learner academic performance was investigated in form of UCE results, learner participation, self-discipline, passion for learning, learner self-efficacy. It is assumed that the constructs of independent variable directly affect constructs of the dependent variable indicated in (figure 1). Teacher motivation which is the independent variable was hypothesized to influence learner academic performance (dependent variable) in private secondary schools in Arua City positively or negatively.

The frame work postulates that a favorable status of professional development, reward, job security and working conditions in a school positively relates to the UCE results, learner participation, self-discipline passion for learning, learner self-efficacy towards the academic performance of the school. However, this relationship might be modified by leadership styles, parent involvement, and supervision, of other stakeholders as extraneous variables that indicate other avenues that will impact on learning.

1.10 Operational definition of terms

Teacher professional development is an obligation for school system that are committed (Yangambi, 2021). Teacher professional development in another context refers to necessary avenue for ensuring better quality teaching practices despite the fact that to date no comprehensive study established effects of teacher professional development on students' achievement (Didion et al., 2019). In this study teacher professional development refers to training, further studies, workshops. Mentorship, and observation visits.

Teacher reward is compensation that may lead to continuous intention Lai et al., (2018). An organization's reward system needs to be commensurate to effort levels of individual teacher based on

performance, compared to rewards offered in similar organizations' operating in the same country (Peer et al., 2020). In this study teacher reward was conceptualized as financial performance bonus, remuneration/salary, praises, events outside school, and gifts.

Teacher job security according is an expectation about the continuity of the current job (Skaalvik & Skaalvik, 2018). Better work life contributes much to teacher job security, workers require good working conditions in form of job security to perform effectively (Laura, 2018). Job security of an employee is a major concern worldwide as a major way employees are motivated in an organization to achieve the mission and vision (Murongo & Nzaghale, 2019). In this study job security refers to employment terms, involvement in decision, promotion, effective communication, appraisals.

Teacher working condition is influenced by some activities in their environment identified as a place in which the teacher works. It further refers to every aspect affecting teachers in the work place, including social and professional environment where teachers work (Chika, 2018). The working condition in schools refers to the school environment that in one way or other makes teachers to have turnover intentions(Mabeya et al., 2019). In a different opinion teacher working condition is very crucial for improved quality of education and retention of teachers (Budiharso & Tarman, 2020). Similarly, working conditions need to be enhanced for staff to teach and research effectively for students' academic achievement (Practices et al., 2018). In this study teacher working condition refers to instructional materials, fringe benefits, leadership styles, management of discipline, stress management.

Learner academic performance is a means of accomplishment of a given task as planned. Likely learner academic performance depends on factors such as spirit of achievement and professional competence (Aliwaru, 2019). Learner academic performance refers to change in behavior, skills, abilities that

increases achievement levels. Therefore learner academic performance is the final result successively achieved by a student in any education cycle that depends on professional competence and the spirit of achievement possessed by a student (Mandasari, 2020). Academic performance according to this research was operationalized in terms of UCE results, learner participation, self-discipline, passion for learning, learner self-efficacy.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents literature review comprising three main parts; theoretical review examining theories that guided the research; Conceptual review expounding into details the concepts used to understand the research problem to guide the development and analysis of the research; Review of relevant literature where literature related to objectives of the study were reexamined objective by objective on teacher professional development, teacher reward, teacher job security, working Conditions and learner academic performance to identify gaps addressed.

2.2 Theoretical framework.

2.2.1 Abraham Maslow' need theory (1970):

This theory was relevant in expounding relationship between teacher motivation and learner academic performance. It searches for factors of motivation that are complex constructs not easily understood, operating at different levels having impact on learner academic performance. The theory is associated with different perspectives and tested the validity of the integrated concepts of motivation and revealed their strengths and limitations (Panayious et al., 2021). Different postulates and levels of hierarchy of the theory explained how motivation elements are related to other factors including learner academic performance. Offers concrete guide for school management for designing management work structures, a prime sight for people to fulfil their needs ideal to study and cultivate motivation (Lussier, 2019). Maslow's theory proposes that human motivation is based on people seeking fulfilment of their needs in an order of hierarchy. He posits a need hierarchy which are categories of motivation needs arranged in an order from the lowest to the highest. From physiological needs, safety needs, love and belonging needs, esteem needs and self-actualization needs (Navy,2020). Whose fulfilment motivates an

individual to perform. This theory postulates that individual needs are universal arranged in hierarchy where individuals focus most on unmet needs. Lower-level needs must be satisfied first before higher level-level needs can be felt and pursued (Cherrington, 1999). Once the most fundamental needs are met other desires emerge to fuel human motivation (Navy, 2020). Unmet needs make individuals to focus exclusively on achieving such needs, whose accomplishment motivates them more than already achieved need. Lower-level needs be satisfied before higher level- needs are felt and chased for motivation (Kendra, 2022). This highlighted the best methods schools can adopt to motivate teachers for improved performance. Maslow's theory provided implications for educators to lay practical strategies for teachers to understand how to motivate themselves to motivate learners for better performance (Navy, 2020). Maslow, (1987) pointed out that most behavior is multi motivated, determined by more than one basic need.

The theory therefore elicits need to engage on teacher motivation in relation to performance. That before teachers could satisfy their higher-level esteem and self-actualization needs derived through achievement, competence, measured by the academic achievement of learners and growth, they must first fulfil their basic physiological needs of hunger and thirst. A hungry and tired teacher will not be motivated and finds it difficult to motivate learners to focus on teaching and learning for better academic performance. Then proceed to meet the needs according to the order of hierarchy for better motivation and performance (Arif, 2022). Therefore, school administrators need to cater for the basic physiological needs of teachers by providing attractive rewards inform of financial performance bonus, salaries, fringe benefits. Then proceed to safety needs by providing favorable working conditions; belonging and social need by providing job security inform of involving teachers in decision making, effective communication, performance appraisal systems; Self-esteem needs through providing form instructional materials, fringe benefits, leadership styles, management of discipline, stress

management; Self-actualization needs through teacher professional development inform of training, further studies , workshops, mentorship, observation visits to meet their needs according to the five levels as postulated by Maslow to be motivated and be able to motivate learners for better academic performance. While implementing the postulates of the theory is ideal for teacher motivation and quality education, it appeared to be difficult and expensive for some schools; evidenced by low salaries for teachers in private schools as shown in the pay structure (table,1). Which might affect learner performance.

The variations in schools in fulfilling the needs of teachers' according to the five tiers of Maslow's theory might impact on teacher motivation and learner performance; creating gaps in knowledge, theory, gaps in concept of motivation, differences in theory and the actual motivation practices in schools, that this study underpinned focusing on teacher professional development, reward, job security, working conditions and its relationship to learner academic performance indicated by UCE performance, learner participation, self-discipline, passion for learning, learner self-efficacy to bridge the gaps identified in teacher motivation practices in schools related to learner academic performance.

2.2.2 Two factor Theory; By Herzberg, (1959)

The two factors; Factors for motivation (“motivators/satisfiers) and hygiene or dissatisfiers ‘that an organization can use to motivate workers at work place. Motivators are closely linked to self-actualization needs such as the work itself, recognition, advancement (professional development) and responsibility which are intrinsic factors to the job and the individual. Hygiene factors are lower-level needs which are extrinsic inform of salary, working conditions (Lunenburg, 2010). The implication of this theory to this research is that teachers have both intrinsic and extrinsic needs, an intrinsically motivated teacher performs a task for its own sake for accomplishment and self-actualization and is self-motivated in teaching and learning for better performance. On the other hand, an extrinsically

motivated teacher performs a task to obtain some reward which may or may have no positive effect on performance.

Herzberg categorized human needs into two main groups unlike Maslow who has five tiers of needs. Two factor theory however puts less emphasis on lower-level needs that are basic for motivating teachers, he focused on employee satisfaction instead of employee motivation and performance. It might be necessary for school leaders to nature hygiene factors to serve employees best for improved performance. Necessitating testing effectiveness of the two theories in relation to teacher motivation in terms of professional development, reward, job security, working conditions and its relationship to learner academic performance that the researcher investigated in this study.

2.3 Conceptual review

The conceptual review considered motivation of teachers and learner academic performance. The concept of motivation is not new, different scholars and practitioners offered different definitions and recommendations on the concept. Byaruhanga, (2018) supported the assertion when he recommended the need to motivate teachers in order to achieve improved performance. Likewise, Byaruhanga, (2018) defined motivation as a propensity of an individual to expand effort in work. Motivation is pertinent in influencing success in teaching learning process of a curriculum. It drives both the learners and teachers to achieve learning goals (Reviews, 2021). Teacher motivation has emerged to be a prominent research area that needs to be examined (Kolleck, 2019). Because of the role motivation plays in education Kuswati, (2020) investigated the effect of motivation on workers performance and its findings explained the effect of motivation on employee performance is quite good. In a different opinion related to motivation Nwokeocha, (2022) in his policy recommendations on education considered teachers as facilitators and motivators of learning. Motivation as an element to satisfy employee desire and want

is mandatory at workplace, providing adequate motivation to employees is usually a challenge that affects employee satisfaction (Forson et al., 2021). Furthermore a study that investigated teachers' perception of teacher evaluation policy newly implemented and its impact on teacher motivation found improving teacher practice through intrinsic motivation was challenged by weaknesses in policy design (Mintz & Kelly, 2021). According to the researcher teacher motivation is one of the important aspects of achieving improved academic performance; revealing gaps in the concept of motivation that the researcher explored in terms of professional development, reward, job security, working conditions in relation to learner academic performance.

According to Limin, (2019) teacher professional development is a process of continuous renewal of teachers' professional growth. Therefore, teachers need to exhibit professionalism, expertise and confidence while performing duties assigned to them. Likewise, Marissa, (2020) defined teacher professional development as a typical approach for ensuring high quality instructional practices but to date there has been no comprehensive study on effects of teacher professional development on learner academic performance. Another study on teacher professional development and student achievement results indicated that teacher professional development has a moderate and significant positive effect on reading achievement (Didion et al., 2019). Previously a systematic support to teachers for designing high-quality instructions for interactive learning experiences was limited (Hartshorne et al., 2020). That necessitated a shift to remote teaching new models of teacher professional development and support (Hartshorne et al., 2020). Additionally, a study that analyzed the influence of professionalism and competence on teacher performance and student academic outcomes results revealed professionalism has a positive and significant effect on teacher performance (Mahulae et al., 2020). Research that established the relationship between Teachers' Professionalism and Students' Discipline in secondary schools in Arua Municipality found that the elements of teacher professionalism such had significant

relationship with student discipline, concluded that teachers need to adhere to teachers' Code of Conduct in order to eliminate cases of students' indiscipline in secondary schools (Alioma, 2021). Otherwise, Andria, (2022) asserted that teachers find assessment for learning difficult because it requires complex professional competence that was limited. In this study teacher professional development was conceptualized in terms of teachers' access to training, further studies, workshops, mentorship, observation visits and its relationship to teacher motivation and learner academic performance to bridge the gaps in the findings of the above scholars and build on the body of knowledge.

According to Elock, (2021) reward in form of financial incentives has been proven to motivate teachers for better learner academic performance. In a corresponding view, Alhmoud & Rjoub, (2020) proclaimed extrinsic rewards had a significant effect on retention of workers, social rewards had no effect, while intrinsic rewards were more effective. Likewise, extrinsic motivation is believed to have a short-term effect, it disappears when the particular reward is achieved (Abdelrahman, 2020). Relatedly, rewards and punishments are used to evaluate feedback of a target behavior in learning in order to achieve pedagogical goals (Ho et al., 2019). In a similar manner the role of the headmaster in enhancing innovation and creativity of teachers includes rewarding and punishment among others (Sekolah et al., 2020). Yet Yegoh, (2018) concluded that teachers complain of low motivation due to low salaries. On the other hand Nwokeocha, (2022) further asserted that rewards need to be more pronounced and given enough awareness. Added to this correlation between reward and students' motivation is low, where contribution of reward to student learning motivation is 10,2% (Margolang et al., 2019). Contrary to Yegoh, (2018); Elock, (2021) & Abdelrahman, (2020) exposing gaps in the implication of reward that was investigated in this study, specifically financial performance bonus, salary, praises, events outside school, gifts in comparison with learner academic performance.

Job security is considered a teacher quality that is hard to measure yet vital for student learning (National Teacher Policy, 2019). Added to this, a problem in education today is a growing attrition rate in the educational profession part of which is being ignited by absence of job security for teachers (Demil, 2021). Likely, a study results showed organizational commitment partially has a relationship with job security and turnover intentions. It can help Employers to enhance the overall level of job security making them more emotionally attached, retained to build their career with the organization, minimizing the chances of losing talented employees for competitive advantage (Wokali, 2022). In a related manner, relying on social cognitive theory, self-efficacy mediated the impact of job insecurity on absenteeism, performance and service innovation behavior and sheds new light on linking job insecurity to valued behavioral consequence in an organization (Etehadi & Karatepe, 2019). An identical factor associated with teacher well-being that explained why teachers' well-being was less negatively affected by COVID pandemic is the fact that teachers have higher job security than other professionals. A reliable data indicated that teachers' perceived chance of losing their job in the next three months was five per cent, compared to seven and ten per cent for other professionals in 2020. Further still, research has proved a significant relationship between job security and higher well-being (Faulkner-ellis, 2021). Additionally, Worth & Faulkner-ellis, (2021) asserted that teachers had a significantly higher level of feeling of worthwhile in their job compared to other professionals in 2020. Otherwise perceived job insecurity revealed a significant negative impact on work satisfaction, job insecurity is associated with low levels of job satisfaction (Nemteanu et al., 2021). Addressing teacher turnover is critical to halting the country's continuing teacher shortages, important for school effectiveness, reducing the academic and financial costs of teacher turnover to student learning. The study revealed that several factors are associated with higher turnover rates including lack of administrative support, teacher salaries, as well as job insecurity. Then reviewed policy strategies to

address teacher turnover (Carver-thomas & Darling-hammond, 2019). In this study job security was defined as employment terms, involvement in decision making, promotion and effective communication, appraisal systems, granted to teachers that might have related to their motivation and learner academic performance. That was investigated in this study to address gaps in the concept of job security and its implication on teacher motivation and learner academic performance.

Rwigema, (2022) defined working condition as a set of welfare packages and programs for teachers that satisfy their varied need. Compared to a paper that investigated how working conditions in schools' influence teacher attrition defined working condition as school environment that makes teachers to have attitudes of leaving a school. A research carried in Gishu County with increased rates of teacher attrition and shortages showed working conditions among other factors influenced teacher attrition in schools (Mabeya et al., 2019). Ali et al., (2019) explains the need to tackle working conditions and other factors prompting teachers to resign, discourage other people from joining the profession, making it difficult for schools to retain and attract highly qualified teachers. Such as low pay, unconducive school environment, weak professional development. In addition, there is need to provide extra support and funding to schools battling with high poverty where teacher shortages are a major problem. In support of this, Lauc, (2020) stated that sensory curiosity is ignited by teachers' work environment such as sound, image, movement, and in educational computer programs which can be enhanced by manipulating digital elements and interactivity. In line with Abenawe, (2022) findings that indicated the effects of socio-Economic status on the quality of education were moderate with an average index mean of 3.09, the level of quality of education in secondary schools was moderate with an average index mean of 1.004. The findings showed a positive significant relationship between socio-Economic status and quality of education in secondary schools in Ibanda District at ($r = 0.132$, $p = 0.016$). Yet, the assertion of Amuge, (2018) is that teacher working condition is even worse when it comes to fringe

benefits, subsidized facilities, and loan schemes. Just like Anumaka et al., (2021) who concluded that low remuneration to teachers disrupts high job performance, specifically when basic pay is low and there is absence of bonuses and allowances. Therefore, it was recommended that school stakeholders such as Government, head teachers, and Board of governors, design a way of enhancing the remuneration of teachers. Teachers be given bonuses and allowances for excellent performance, attractive social welfare benefits to improve teacher working conditions. Additionally, a study recommended review of teacher training approaches and a remodeling of school environments and working conditions to facilitate the teaching- learning process (Nzarirwehi, 2019). According to the researcher a positive working environment can improve teacher's motivation and learner academic performance by fostering a healthy working condition through providing instructional materials, fringe benefits, leadership styles, management of discipline, stress management that might impact on teacher motivation and learner academic performance that the study investigated and proved the previous assertions in line with learner academic performance.

The focus of Education worldwide is directed towards delivering quality education at global policy level. The fourth sustainable development goal (SDG4) of the UN 2030 agenda focuses on achieving quality education (UNESCO, 2021). Under this goal it is emphasized that providing a quality education for all learners is the foundation of improving people's lives and sustainable development providing quality education requires sufficiently qualified adequately remunerated and well-motivated teachers (UNESCO, 2021) in which motivation is commonly believed to play a vital role in teacher performance consequently learner academic performance (Lubega et al., 2022). For any education system to produce qualified man power for rapid economic development and to address society's real problems students' need to graduate with good academic results (Mulu, 2022). To this effect, academic performance has been described in various ways by different authors, in one-way academic performance is referred to

as the act of accomplishing a particular task. This explained performance as the potential eagerness and skillful combination of right attitude to achieve instructional goals and objectives (Eze et al., 2023). Twesigye, (2022) defines academic performance as being achieved through teachers considered to be an important asset. But Madigan, (2020) confirms worse academic achievement and lower motivation associated with teacher burnout. Similarly, the trend of learners graduating from various levels of education is not proportional to the number that enrolled due to failure rates resulting from poor academic performance (Mulu, 2022). In this study academic performance was conceptualized as learner achievement in O-level UCE results, learner participation, self-discipline, passion for learning, learner self-efficacy brought about by teacher motivation.

2.4 Review of related literature

This part displays review of related literature; grouped into sub-sections. The first section consists of review of related literature on teacher professional development; the second part presents related literature on teacher reward; the third sub-section included related literature on teacher job security, the fourth sub- section reviewed literature on teacher working conditions and fifth reviewed literature on learner academic performance.

2.4.1 Teacher professional development and learner academic performance

The researcher reviewed literature by Selpiyani et al., (2021) who studied working conditions on teacher performance in Negeri, using descriptive method with quantitative approach that showed teachers are leaders in learning, their quality deserves improvement for better learner academic performance through professional development, discovered a positive and significant relationship between motivation elements like professional development and performance. Whose findings are similar to scholars such as Utomo, (2018) who argued that teachers play greater roles in transforming

knowledge, development of potential of learners realized through teacher professional development. And Rwigema, (2022) who discovered professional development programs inform of training motivate teachers to perform highly, makes them creative and innovative for better performance. Besides a qualitative case study by Mintz & Kelly, (2021) on teacher motivation in United States with sample size of 5 teachers found intrinsic motivation aspects like teacher professional development improves performance of teachers and learners.

Much as the findings of Selpiyani, Utomo, Rwigema similarly are in favour of the role professional development plays in influencing performance, it differs from the findings of Lu et al., (2019) who studied impact of teacher professional development initiatives on learner performance in rural China discovered gaps existed in learner academic achievement that professional development is to bridge but the findings of the study showed professional development did not have significant influence on practices within the class and learner academic performance. Though teachers improved their knowledge, they were not using it for classroom practices and for improving learner academic performance. Different from the findings of (Selpiyani et al., 2021; Rwigema, 2022 & Utomo, 2022). Much as the findings of Seipiyani, Rwigema, Utomo, Mintz & Kelly are similar, their studies were conducted at different points in time, different locations, for example Mintz and Kelly in United states, Rwigema in East African Community, whose findings cannot be generalized to Arua city. Additionally, they used different research design, approaches, and sample size which might have contributed to their results. It is not clear whose view is correct regarding teacher professional development and learner academic performance. That necessitated a study on teacher motivation in form of teacher professional development in terms of training (skills), further studies, workshops, mentorship, observation visits related to learner academic performance, employing cross sectional study design, both quantitative and

qualitative approaches with sample size of 156 respondents for in-depth investigation, better results, and to prove their findings.

On reviewing literature by National Teacher Policy, (2019) that explained teachers are very crucial in education sector to impact on student learning, results showed improving the quality of teacher by professional development greatly improves performance. These findings and recommendations of National teacher policy are similar to the assertions that trainings organized for in-service teachers is an avenue for teacher professional development for handling constantly changing situations in education (Nzarirwehi, 2019). Juust like Ali, (2018) in Saudi Arabia who affirmed that organizing teacher training constantly can make students attitudes students' and performance change for the better for the better.

Which is contrary to the finding of Kolleck, (2019) in Germany that teacher professional development initiatives advanced for enhancing quality education in Africa and Uganda is still low. This concurs with Nzarirwehi, (2019) in southern Uganda, Busenyi District who discovered teacher professional development through training has been supported through training which is said to have improved the qualifications of teachers, motivated them for better performance. Though weaknesses continue to exist in teacher professional development and learner academic performance. That needs revising training plans for effective teaching. Likewise Kagema & Irungu, (2018) in Kenya affirmed teachers still consider government policies regarding professional development by training not favoring for in-service teachers. This makes the findings and recommendations of (National Teacher policy, 2019,; Nzarirwehi, 2019) & Ali, 2018) different from (Kolleck, 2019 ; Nzarirwehi, 2019) Irungu, 2018 in terms of findings, lapse of time and location. For example, Nzarirwehi, (2019) did his study in southern Ugandan district of Bushenyi, Ali, (2018) studied in Saudi Arabia, Kolleck (2019) in Germany;

Kagama & Irungu in (2018) in Kenya. Whose findings might not be generalized to teacher motivation in terms of teacher professional development through training in private secondary schools in Arua City. That the researcher investigated to bridge the gaps in milieu and findings of the different scholars.

From the review of literature by Abenawe, (2022) in Ibanda Uganda on teacher motivation elements with a sample size of 80 teachers, 240 students and 10 head teachers, employing mean, standard deviation and Pearson correlation coefficient the results showed a positive significant relationship between socio-economic condition like professional development and quality of education (academic performance) in secondary schools. He further asserted that worldwide, education is regarded a key stone in development of a country, without higher education and further studies a nation cannot grow better. Though these findings are similar to Kumar et al., (2019) who believed the need for achievement will explain the effort of an individual to attain success through further studies.

It differs from Abenawe by the fact that Kumar employed sample size of 300 respondents using structural equation modelling technique. Likely, Nwokeocha, (2022) in Nigeria who employed 150 respondents, applied mean and standard deviation to ascertain that success is defined by not only teachers mastering new strategies but impact of the change in practices in learning through further studies are valued. Though findings of the above scholars are similar in regard to teacher professional development in form of further studies, Abenawe carried the study in (2022) in Ibanda on different sample size and study approach compared to (Kumar et al., in 2019; Nwokeocha in 2022). It was not certain whether the situation of teacher professional development through further studies in Arua City can be the same as for the above scholars. That the researcher investigated using 156 respondents, both qualitative and quantitative research approaches since a lot of changes in policies took place, changes in education levels of respondents took place, in order to obtain rigorous results.

Akdemir, (2020) in Turkey investigated teachers' motivation informed by Herzberg's theory recommends ascertaining teacher motivation through workshops to have greater importance in education. Just like Utomo, (2018) who asserts that qualified teachers will still require continuous professional development through workshops for upgrading their qualification to improve motivation and learner academic performance. Besides capacity building in new curriculum implementation in Uganda re-examined priority sectors in education to deal with, inclusive is teacher professional development for competency that can be attained through workshops (New Lower Secondary Curriculum, 2020).

But on a different note, the findings of Nwokeocha, (2022) indicates that teachers still have limited competencies and support to deliver effectively, that contradicts the findings of Akdemir, Utomo, Nwokeocha. It is not clear whose findings are true regarding teacher motivation through teacher professional development inform of workshops. That made the researcher to carry out this study to bridge the gaps in the findings of the previous scholars.

From review of literature, findings of a study revealed teachers' efforts to be perfect in teaching has significant role in achieving educational goals including academic achievement that is possible through teacher professional development initiatives among which mentorship is important (Prasetyo et al., 2019). Supported by the findings of a study on teachers that emphasized government initiatives in uplifting mentorship practices in various school levels to build capacity of new teachers for good performance is still low (Worth & Faulkner-ellis, 2021). A similar finding showed mentoring students portrayed increased interest in physics ($P = 0.000 < 0.05$) compared to students who were not mentored, giving significant difference in students' level of interest in physics ($P = 0.00 < 0.05$) (Eriba & Achor, 2020). Though the findings of these scholars are similar, it could not explain the case of mentorship of

teachers in Arua City due to lapse of time that comes with changes in policies, population that might affect the results that called for this study on teacher motivation inform of teacher professional development through mentorship related to learner academic performance to compare the results in 2023.

A research by Afrianti et al., (2021) determined the effectiveness of study tour towards students' speaking skill, discovered students' various skills are not acquired by teaching in classroom alone but through study tour among others. To this effect Bafadal & Irawan, (2018) examined study tour in teaching, revealed study tour allows learning through experiences in order to discover new concepts in teaching. Also higher education institutions promote programs to study abroad as a way of study tour for learning different experiences not obtained in a class for a greater learner performance and change (Chiocca, 2021). Though the findings of Afrianti et al., (2021), Bafadal & Irawan, (2018), (Chiocca, 2021) on study tour as an element of professional development were similar, the researcher undertook this study on observation visits as a way of enhancing professional development for teacher motivation and learner academic performance to verify if the findings in Arua City was similar to the previous scholars.

2.4.2 Teacher Reward and learner Academic performance

While Margolang et al., (2019) examined correlation between reward and student learning on motivation applying quantitative approach on a sample of 115 students, simple random sampling, employing product moment correlation technique contents that correlation between reward and students learning was a positive and significant. Whose findings correspond to Oboko, (2020) who studied teacher motivation and commitment in primary schools in Kabooge subcounty Nakasongola district in Uganda, using descriptive correlational design , sample size of 112 teachers, 12 head teachers, 2 education officers, by self-administered questionnaire and interviews,. Who showed

rewarding teachers improve their motivation and commitment with $r = 0.900$, $p = 0.000$. where motivation had significant influence on commitment. Suggested handling teacher motivation before student performance worsens, evidenced by low committed and late coming of teachers. But Rwothumio et al., (2020) who examined the role of financial rewards in enhancing performance of academic staff in private universities in Uganda, employing a mixed design, convergent parallel approach for data analysis, from a sample of 299 academic staff, directors and vice chancellors, showed a weak positive relationship between financial reward and academic staff teaching results including students' performance in public universities where ($r= 0.282$, $p = 0.01$). Argues rewarding academic staff on the basis of a living wage. Giving divergent view from (Margolang et al., 2019 ; Oboko, 2020).

From the differences in findings, research design, methods of data collection etc. exposed by the literature review, the researcher carried out this study on teacher motivation through rewards in form of financial performance bonus, salaries, praises, events outside school gifts related to learner academic performance in private secondary schools in Arua City. Employing cross sectional research design, both quantitative and qualitative approaches on a sample of 156 respondents to ascertain whether the results would be the same with the previous scholars, and add on to the body of knowledge advanced by them.

Financial reward is very crucial to appreciate efforts of employees which finally determines performance (Rwothumio et al., 2020). Resulting from this assertion. Jiban, (2021) contented rewards encourage output and efficiency in an organization. He examined how teachers perceive rewards in Nepali private school, Kathmandu district, applying phenomenological design, purposive sampling technique on 4 respondents, qualitative approach. Whose results indicated financial and non-financial rewards is believed to be motivate teachers than time-based rewards on like financial performance

bonuses. They opt for performance-based rewards like financial performance bonuses to be implemented. The findings of Jiban, (2021) were similar to Eren, (2019) who investigated effects of performance benefit elements in schools using data from administrators that revealed teachers improved their way of teaching with the application of performance-based compensation such as financial performance bonus. Though their methods of data collection, sample size, study design varied. Accordingly, from the variations in sample size, methods of data collection, different locations, the researcher carried out this study on teacher motivation by rewards inform of financial performance bonuses to bridge these gaps, and confirm the results.

Teachers believed to have excellent performance in promoting relationship between the school and the community deserve being rewarded for their efforts for better performance (Poro et al., 2019). To this effect, Asaari et al., (2019) posits reward is vital to motivate employees in an organization to achieve organization goals. He examined reward by salaries among other elements related to motivation using self-administered questionnaire. Concluded a positive and significant relationship between rewards and motivation. These findings were in line with Kaamaruddin et al., (2023) who investigated the effects of salaries on teacher output employing quantitative research approach, questionnaires to collect data in Della Strada North Jakarta that showed salary and motivation has positive significant relationship on teacher outcome. Much as (Asaari et al., 2019; Kaamaruddin et al., 2023) had similar findings, it cannot be generalized to the case of teacher motivation by rewards inform of salaries in Arua City that necessitated this study to prove their findings and add on to the body of knowledge.

Mayanja, (2020) recommended creating motivation system deliberately to support unique human capital strategy in schools for improved performance of teachers consequently learner performance. Because of this recommendation among other similar recommendations Nduhura et al., (2022) in his

study, using cross-sectional descriptive design examined relationship between financial and non-financial rewards inclusive of praises on teacher motivation and performance from 10 schools using interview and documentary review for data collection. The findings indicated a positive and significant relationship between financial motivation and performance. Non-financial rewards such as praises having significant and positive relationship with performance. Therefore, recommended need to use both financial and non-financial rewards such as praises for teacher motivation and performance. In a different opinion, Moore et al., (2019) reviewed what evidence is there to support praise in schools. The findings showed there is insufficient evidence to support praising teachers for and performance recognition in schools. Recommended future research to be carried on the implications of praises. Making the results, study population and recommendations of Moore et al., (2019) different from Nduhura et al., (2022) regarding teacher reward in form of praises. This therefore exposed gaps in study population, findings, in the concept of teacher motivation by rewards inform of praises and learner academic performance. That the researcher investigated on a target population of teachers and administrators based on the recommendation of Moore et al., (2019) to have further research on praises. Misaki, (2020) affirmed the success of any organization is significantly based on its ability to achieve its strategic objective, by focusing on motivation of employees, through non-financial rewards such as organizing events outside school for teachers such as wedding parties, birth day parties that increase intrinsic motivation for better performance. But most organizations focused on extrinsic rewards such as money that mostly does not motivate for better performance. Unlike Misaki, (2020), Siddiqui et al., (2019) in a study on less privileged pupils in England showed they had lower levels of achievement than the counterpart for not being exposed to wider learning experiences outside classroom learning. Just like organizing events outside school like parties is believed to reward teachers for improved performance. It is not clear whose views are correct regarding teacher motivation by rewards inform of

organizing events outside school that the researcher investigated to confirm their views and build on the body of knowledge on rewards inform of organizing events outside school and its influence on teacher motivation and learner academic performance.

It has been discovered gifts of any value can create a long time relationship where an employee becomes loyal to the giver (Guide on managing gifts in the Public Service, 2019). On the other hand, Behaviorism theory proposes reward among other factors for the success of learning, discovered theoretically rewards increase interest and motivation to learn. This is similar to the findings of a research by Sidin, (2021) that indicated if rewards are applied carefully, it has positive effects on motivation and performance. Just like the findings of Margolang et al., (2019) who examined the correlation between reward and students' learning motivation using quantitative method whose results indicate a significant correlation between reward and students' motivation. After reviewing literature on guide for managing gifts in the public service, relating it to Sidini, (2021) & Margolang et al., (2019), their views have been similar on teacher reward. Therefore, the researcher found it mandatory to prove their findings by studying teacher reward inform of gifts in relation to teacher motivation and learner academic performance.

2.4.3 Teacher Job Security and learner academic performance

The researcher reviewed literature by Ibrahim & Al-taneiji, (2019) on teacher motivation in United Arab Emirates informed by two factor theory that revealed factors for maintaining workers like job insecurity among other factors explained teacher dissatisfaction recommended policy makers to revisit practices for job security and motivation. Related to the relevance of job security in enhancing teacher motivation and performance Sohail Butt et al., (2020) explored job security and its related happiness for motivation and performance of employees on a sample of 515 workers in Pakistan using structural

equation modelling discovered job security satisfied employees for performance. Similarly, Asad khan et al.,(2019) reviewed factors related to human resource and its effect on performance and job security in public sector universities using descriptive and inferential statistics, discovered human resource practices had significant effect on performance and job security for policy makers to take keen interest in. Though Ibrahim and sohal and Asad had similar findings on the effect of job security on employee motivation and performance they differ in study population, location and time of study. Because their findings could not be generalized to the case in Arua City due to the differences, it gave rise to this study on teacher motivation through job security inform of employment terms involvement in decision, promotion, effective communication and performance appraisal systems.

On review of literature by Atama, (2021) who investigated professionalism for safety in a job and performance in Arua Municipality using cross sectional survey design, mixed method, focus group, interviews, questionnaires, observation for data collection in 10 schools; revealed, communication, and contact of management affected performance in private secondary schools in Arua municipality. Relatedly, Sohail Butt et al., (2020) examined job insecurity due to Covid 19 pandemic using 474 US employees with online surveys, employing linear regression, showed job insecurity was related to depression that affected performance. Suggested employers to reduce job insecurity for better performance. Similarly, from the review of National Teacher Policy, (2019) the teacher characteristics such as job security which are very important aspects in teaching and learning, but difficult to measure require more attention. The findings of all the three scholars have been similar, however Oyeh did the research in secondary schools in river states, Butt studied in US, and National teacher policy in Uganda. These results could not be generalized to the case of teacher job security through employment terms related to teacher motivation and learner academic performance in Arua City because of differences in location. That this study underpinned.

Irum et al., (2020) investigated motivation and strategies that workers use for decision-making, using correlational analysis which showed a significant and inverse relation between decision making and intrinsic and extrinsic motivation. This findings differ from the assertions of the Symposium on General, (2022) that demands teachers to have keen interest in barriers to involvement in decision and other factors for job security. To give more light, researchers in an organization consider decisions as veins of an organization because of its significance (Irum et al., 2020). Resulting from the differences in the findings of the previous scholars, the researcher had developed a hypothesis in teacher job security, indicated by involvement in decision making, related to teacher motivation and learner academic performance that the study underpinned by using cross-sectional survey design to address the gaps in research design and knowledge.

After reviewing literature by Ndiujye & Tandika, (2019) on timely promotion as a motivation element of pre-primary school teachers in Tanzania, it was discovered that for teachers to achieve their role, it depended entirely on timely promotion and other motivation elements. A similar study that established relationship between promotion and other factors of work engagement of teachers using correlational research design, showed promotion had positive and significant relationship with work engagement in case it is transparently applied (Mugizi et al., 2020). Likewise, workers in formal organizations, apart from adequate pay, demand good working conditions like job security (Oyeh, 2018). The circumstances relating to teacher job security in Arua City might differ from (Oyeh, 2018; Mugizi et al., 2020; Ndiujye & Tandika, 2019) because their studies were conducted from different locations, different times whose findings might have been affected by changes in policies, demography over time. To verify the findings on teacher job security the researcher then explored teacher job security in terms of promotion and learner academic performance to bridge the gaps identified by literature review.

From the review of literature by Sihotang et al., (2021) on communication style of leaders and its influence on teacher motivation and performance in secondary schools in Medan City using in-depth interviews, observations, documentation on population of teachers and non-teaching staff. The results showed communication system used was more of controlling style, casual communication was used for activities that are informal to motivate teachers. There was a harmonious relationship between teachers and the administration. However the leaders were slow in communicating information to teachers that reduces teacher motivation. Sihotang et al., (2021) views were different from (Febriyanti et al., 2023) who examined effect of communication on performance of workers using case study, correlation path analysis and coefficient of determination. Where communication among other factors had a strong relationship with performance ($r = 0.660$). It affects performance of workers by 71.9%. Due to differences revealed in findings, research approach and design on effective communication as an element of job security. The researcher carried out this study to bridge the gaps revealed by the literature review.

Performance appraisal lately has become an important area of interest on the plans of higher institutions of learning (Sułkowski et al., 2020) as a case in secondary schools to foster job security. Their findings showed performance appraisal was not fully applied in management of public offices and education sector necessitating a study in this concept. Unlike the findings of a study that aimed to discover if performance appraisal and motivation are useful in explaining teachers' performance in selected secondary schools in Kampala, Uganda discovered performance appraisal and motivation had significantly relates to performance of teachers in secondary schools (Mbabazi, 2023). Backed by findings of (Jelagat & Edabu, 2022) who assessed effects of performance appraisal on teachers in public secondary schools in Eldoret Sub-county Kenya using a mixed methodology and descriptive survey design obtained a correlation $r = 0.521$ and Sig. $p = 0.021$, performance appraisal having

significant influence on teacher productivity in public secondary schools. Because of the differences in findings, milieu, the researcher investigated performance appraisal as an element of job security related to teacher motivation and learner academic performance because these results could not be generalized to private secondary schools in Arua city.

2.4.4 Teacher working condition and learner academic performance.

From the review of literature by Toropova et al., (2021) on job satisfaction related to working conditions in Sweden, employing confirmatory factor analysis and structural equation modelling methods, the results showed significant relationship between school working conditions and teacher motivation and performance. This results concur with Bashir et al., (2020) who posits that to have employees who are satisfied and motivated, they need favourable working conditions to performance highly. The results of this research showed working condition has a positive influence on workers motivation and performance. Though the results of (Toropova et al., (2021 ; Bashir et al., 2020) are similar, they were conducted in separate locations and time period which could not be generalized to the case in Arua City. This necessitated a study on teacher motivation through working conditions inform of instructional materials, fringe benefits, leadership styles, management of discipline, stress management related to learner academic performance in Arua City in the year 2023, to bridge the gaps in time, location, findings.

The researcher reviewed literature by Zaka & Muhammad, (2021) on perception of effectiveness of instructional practices used by teachers in Pakistan on sample of four PHD professors from public universities using qualitative research approach, whose results showed most teachers used variety of methods to motivate low interest group in class activities. Employed different kinds of instructional approaches that catered for students with various abilities, improved student interest and performance. The findings were related to the findings of Malunda & Atwebembeire, (2018) who examined effects

of instructional materials on performance of teachers in government schools in Uganda, using descriptive cross-sectional survey design, quantitative data analysis on sample size of 82 headteachers, 1024 teachers whose results revealed using instructional materials had significant impact on performance of teachers, though sometimes instructional materials are inadequate and not properly used for learner centered activities to enhance better understanding. Just like the findings of Luac, (2020) who examined motivation and learner academic achievement resulting from instructional materials, using field quasi experiment on 170 pupils from four Croatian school, and discovered higher motivation had positive correlation with good learner performance. Though their findings were related, due to differences in study design, research approach, study population revealed by the literature review, the researcher investigated teacher motivation in terms of working conditions through availability of instructional materials related to learner academic performance in Private secondary schools in Arua City using cross sectional study design, mixed method on a sample of 156 to ascertain whether the results will still be similar.

Examination of the study on workers benefits inform of remuneration type in a population of workers in business field showed workers benefit of any form supports motivation and performance to achieve organization goals (Bashir et al., 2020). This finding match an examination on how fringe benefits affect loyalty of worker in a garment industry, that indicated favorable working hours was so significant in explaining employee loyalty (Tarafdar et al., 2021). Though these studies were conducted on different study population. Yet, according to Shikalepo, (2021), whose study population was the rural poor and urban population with different education levels discovered rural schools are characterized by poor working conditions compared to urban schools, that had effect on teacher motivation and learner academic performance. The findings and study population of (Alamelu, 2020; Tarafdar et al., 2021) differ from Shikalepo, (2021). From the literature review gaps existed in time of study, study

population. That the study addressed, specifically tackling working conditions through offering fringe benefits in relation to learner academic performance on a study population of sub-urban and urban schools in Arua City to add on to the body of knowledge advanced by these scholars.

While Madjid, (2021) contents the level of motivation of teachers resulting from using transformational leadership style had significantly positive impact on performance of teachers, Saleem et al., (2020) argues leaders who are considered to be achievement oriented make their expectations known to subordinates, set clear goals, encourage persistent improvement in performance. Similarly, Adi et al., (2021) affirmed leadership styles of heads of institutions to improve performance of teachers is mostly democratic and authoritarian style. Authoritarian leadership style emphasis greatly observing timeliness of teacher attendance of activities in school and class. While democratic style is concerned with providing opportunities to teachers on the basis of the needs of the school for better motivation and performance. These findings differed from the study findings of some scholars.

In a contrary view, Elisado, (2022) asserted that much as leadership styles create stability in schools, various setbacks are met while trying to use a suitable leadership style which might impact teacher motivation and learner academic performance. The findings of Madjid, 2021; Saleem et al., 2020; Adi et al., 2021) differs from Elisado, (2022) . It is not known which scholars held the correct view of teacher motivation through leadership styles related to learner academic performance that the study underpinned to ascertain whether the findings of teacher motivation through working conditions indicated by leadership styles in Arua City would produce the same results.

While the finding of a descriptive quantitative study by Putra et al., (2021) on work discipline and performance with 74 students using tests and documentation is that discipline and working condition affect performance of workers. The case of a quantitative study by Lynnette et al., (2021) on

management of discipline and performance in public secondary schools with a sample of 271 principals, 271 deputies, and 1759 teachers using questionnaire was that learners who study in outside countries return with higher levels of confidence, self-discipline, high level of motivation for performance than their counterparts who study locally. However, Haas & Hutter,(2020) argues that teachers face numerous challenges in teaching with negative impact on quality of learning being provided affecting management of discipline which demotivates teachers. Despite the fact that School (2018/2019) guide on school administration outlined step by step discipline management approach to rectify unacceptable behavior to reduce cases of indiscipline in schools. Related to this, discipline management in schools has continued to challenge different stakeholders including teachers (Rhodes & Milby, 2020.) Exposing gaps in findings of Putra et al., (2021) & Putra et al., (2021) compared to Haas & Hutter, (2020) & (Rhodes & Milby, 2020.) in terms of teacher motivation related to teacher working conditions in form of management of discipline and learner academic performance that the study investigated using a mixed research approach with sample size of 156 teachers and administrators to discover the state of teacher motivation through working conditions in form of management of discipline in Arua City.

On review of literature by Le et al. (2021) a confirmation that difficult working conditions associated with teaching profession indicates the facts surrounding the teaching profession. This concurs with the findings of Ssenyonga & Hecker, (2021) that stress imposed to teachers with its negative impact such as bad emotions has amounted to most violence on students in many schools.

Yet very little information has been availed on factors that contribute to teachers' stress. Comparably, a quantitative analysis with descriptive-analytical model of a cross-sectional study by Sharma & Devasiachan, (2022) who assessed the impact of stress on motivation discovered different elements of motivation contribute to performance of teachers, occupational stress is intricately related to working

conditions. Giving differences in findings of the previous scholars, and the fact that these studies were conducted at different times where a number of changes have taken place in population, policies on teacher motivation, working conditions and performance, the study was conducted to investigate the relationship between motivation through working conditions in form of stress management and learner academic performance to determine the case in private secondary schools in Arua City.

2.5 Learner Academic performance.

Sustainable development goals 2030 agenda goal 4, calls for improving the quality of education by including all categories of learners in an education system that promotes equality and opportunities for all in lifelong learning, achieved through improved learner academic performance for which teacher motivation is essential (Bakar et al., 2022). Despite the assertion by Bakar et al., (2022), Wara, (2018) affirmed that low performance is not attributed to urban schools alone but worldwide. Therefore, there is need to review literature on academic performance in relation to teacher motivation and learner academic performance to expose gaps in the literature and other issues that have been exposed by scholars. According to Poro et al., (2019) ensuring that teachers have the required competencies for effectiveness in the classroom is major in improving achievement levels; it is crucial to develop teacher competencies in the world that is changing very fast. Because of the differences in the opinions of Bakar et al., (2022), Wara, (2018) Poro et al., (2019), it is not known whose view is correct regarding teacher motivation and learner academic performance that necessitated this study on teacher motivation and learner academic performance in terms of UCE results, learner participation, self-discipline, passion for learning, learner self-efficacy to prove their findings.

Promoting effective learning and academic success in today's complicated world is a topic of concern in education (Akpur, 2021). This assertion relates to National Teacher Policy, (2019) that teachers are vital in student learning, raising the quality of teachers improves performance, however some of the

important teacher quality aspects cannot be captured by indicators like motivation among others. This concurs with Akankwasa, (2018), the qualities of an effective teacher affect learning outcomes shown by students' academic performance (Akankwasa, 2018). To the researcher an effective teacher is one who is extrinsically and intrinsically motivated to enhance academic performance. To verify the above research findings and fill the knowledge gaps in teacher motivation and learner academic performance it was mandatory to carry out this study on learner academic performance measured by UCE performance as a result of teacher motivation.

Class participation has also attracted much attention as one of the essential elements for the successful conduct of a learning activity (Akpur, 2021). This view concurs with the findings of a study on vulnerable learners in England that revealed clearly that after an opportunity to participate in outside school activities and social action there was a slight progress in pupils' reading and mathematics performance effect (Siddiqui et al., 2019). This results by Akpur, (2021; Siddiqui et al., 2019) differs from a study by Akankwasa, (2018) in Uganda whose findings showed teachers having a greater impact on students' academic performance and lifelong success. This differences in findings on learner academic performance made the researcher carryout this study based on learner participation as an indicator of learner academic performance that the study underpinned.

Tohir et al., (2022) investigated learning interest and discipline on learning motivation established good learning outcomes can be achieved through several factors among which includes discipline. This findings are similar to the findings of Kennedy & Hesbon, (2021) who contends that the level of learner self-discipline is necessary for attainment of academic performance in schools. But the findings of (Tohir et al., 2022; Kennedy & Hesbon, 2021) which are similar differs from Kumar et al., (2019) who investigated relationship between achievement motivation and academic achievement in English

among high school students and results suggested achievement goals are key drivers of changes in academic performance in high school and it is attained by seeking help from teachers. Because of the gaps in the findings from the literature review the researcher investigated learner academic performance in terms of learner self-discipline to bridge the gap.

A research which examined passion for learning in high school students in Saudi Arabia shows passion for learning was high among high school students in studying new curricula (Najmuldeen, 2021). Similar to the findings that revealed the passion in learning and discipline had a positive influence on learning motivation and academic performance (Tohir et al., 2022). Contrarily, according to Hu & Moreno-murcia, (2020) passion did not show any significant indirect effect on learner performance, that the researcher investigated in this study. Though (Najmuldeen, 2021) (Tohir et al., 2022) held similar view, they carried their study in different periods, there might have been changes in demography, policies that could alter the results necessitating this study on learner academic performance and passion for learning.

The researcher reviewed literature by Hayat et al., (2020) who examined effects of metacognitive learning strategies on learning emotions posits various factors of motivation affect performance, assessed the impact of stress on motivation of educators through a quantitative analysis using a descriptive-analytical model of a cross-sectional study; found out self-efficacy impact on students' learning and academic achievement. In a similar study Schürholz, (2018) suggested the need to have optimal range of self-efficacy for better learning and decision making. Though (Hayat et al., 2020; Schürholz, 2018) held similar views on learner academic performance related to self-efficacy. Their studies differ in terms of time, method of data analysis and location. Therefore, their results cannot be generalized to the case of learner academic performance in Arua City. That this study underpinned.

2.6 The Summary of literature review

Discussions on literature review concerning different aspects of teacher motivation gave a deeper meaning on motivation elements and how they influence learner academic performance, exposed the gaps in the literature and other issues that have been favored by researchers and publications and finally recommended and taught lessons to schools; that having motivational aspects available for teachers enhances teacher motivation which is an important factor in providing better standard of education, subsequently improving learner academic performance.

The concept of motivation has been perceived and applied differently, similarly people are motivated in various ways.; it is likely that schools having motivational elements in place is recommended, but not enough, what matters is their positive effect on teacher motivation and learner academic performance that was investigated in this study.

Motivation has been defined in many ways by different scholars. It refers to both intrinsic and extrinsic factors that directs and sustains a certain behavior to act in achieving a specific goal (Kennedy & Hesbon, 2021). At the work place, motivation can mean a positive feeling towards accomplishing a task (Ndiujye & Tandika, 2019). Yet in recent years' teachers have been a focus of blame for job underperformance leading to failures. Therefore, it is advisable to critically examine the elements that can motivate each and every teacher basing on their individual interests, needs, talents, qualifications and other factors in order to achieve quality education that is why the researcher studied teacher motivation inform of professional development, reward, job security, working conditions related to academic performance to build on knowledge advanced by the above scholars, bridge the gaps identified in population, concept of motivation, methodology, methods etc.

Failure rates in sciences continue to be a problem to students' performance with 40% of candidates unable to meet the minimum required competency for grading, additionally, USE schools still continue

to perform poorly, overall, most of the passes were in division four, “Prof Okwakol Said” (UNEB report). This could have been as a result of numerous factors including teacher motivation. Contradicting Trestiza Comighud and Arevalo, (2020) whose findings reveal a high level of teacher motivation in terms of growth needs, such as professional development consequently, high level of job performance. Although, achievement of learning outcomes among high school students may not be separated from the roles of teachers. (Mahulae et al., 2020). The above scholars seem to agree on the relationship between teacher motivation as a result of professional development and its influence on performance, they did not investigate professional development through training, further studies, workshops, mentorship, observation visits, which was investigated in this study.

The findings of Nanyiri, (2018) are that, rewards need to be more pronounced and given enough awareness to enable students to comprehend them better. Likewise total reward factors induce retention among employees/teachers (Alhmoud & Rjoub, 2020). Supported by the suggestion “ Rewards in form of communicating evaluation feedback induces a behavior that facilitates learning (Ho et al., 2019). Much as Alhmoud & Rjoub, (2020) & Nanyiri, (2018) had acknowledged the importance of reward to motivation and performance, it was not investigated in terms of financial performance bonuses, salary, praises and organizing events outside school, gifts that the study underpinned.

Hunsaker, (2020) considers job security a necessity for all staff since its absence causes persistent stress. (Nyamubi, 2017) supports this in his assertion that teacher’s job security may result into their desire to search for other economic activities to earn a living. The concerned parties should carefully address issues concerning teachers especially promotions for physical and mental attachment to work place. It is not confirmed whether their findings/recommendations are true in relation to teacher motivation which the researcher investigated by focusing on specific aspects of good employment

terms, involvement in decision, promotion, effective communication, appraisal systems and how and its relation to teacher motivation and learner academic performance.

Hass & Hutter, (2022) findings revealed teachers have multiple roles to play in education system ranging from being a parent to the least of a social worker. This is only possible in case the working conditions are favorable. Otherwise, leadership style is mandatory for teacher effectiveness, supported by the findings that show secondary schools head teachers in Kibuli mostly applied directive language in communicating to teachers, failed to consult teachers in decision making, creating uncondusive work environment. The contradicting findings above in relation to teacher working conditions and its effect on motivation leaves a knowledge s in the concept of teacher working conditions that the researcher investigated in line with instructional material, fringe benefits, leadership, styles, discipline, stress management as aspects of working conditions related to teacher motivation and learner academic performance,

From the gaps identified in literature review in content, time of study, study population, methodology, findings of the previous scholars, the researcher examined relationship in teacher motivation to learner academic performance, specifically addressing teacher motivation in form of professional development, reward, job security, working conditions and learner academic performance measured by UCE results, learner participation, discipline and passion for learning, learner self-efficacy.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology, procedure used to investigate the problem; presenting the study design, population, sample, sample techniques, methods of data collection, research instruments (structured questionnaires, interviews, documentary analysis), validity and reliability of research instruments, data analysis method, finally measurement of variables.

3.2 Research Design

The researcher used descriptive cross-sectional survey design that picked only some representative sample across the study population. The study was carried out for a short period of time without any further follow up of participants (Amin, 2005). That helped to record exposure to many experiences, assessed more than one outcome for detailed examination of the relationship between teacher motivation and learner academic performance in private secondary schools in Arua City (Amin, 2005). The fact that the design is economical and allowed rapid data collection with ability to understand a population from a representative of the population justified its use (Amin, 2005). Both Quantitative and qualitative research approaches were applied to ensure clear explanation and interpretation of data and in-depth investigation of the problem that gave elaborate results (Creswell, 2002). The quantitative approach was used to understand meanings of statistics and numbers for deeper analysis, interpreting, presentation of the findings (Creswell, 2003). Descriptive statistics (frequencies, percentages) was used to describe how many times a certain score occurs in that presentation and conclude on the population from which the sample was collected. Inferential statistics using Pearson correlation coefficient tested the hypothesis (Saragih & Andarini, 2019). While qualitative approach provided firsthand information and related the idea of teacher motivation and learner academic performance to a wider context (Eyisi, 2016), including coded and textual information for better interpretation of the findings (Elliot, 2018).

3.3 Study population

The study population comprised 200 teachers and 24 administrative staff, totaling to 224, from eight private schools in Arua City, who were the key stakeholders in a school setting, knowledgeable about the variables under investigation, believed to be an adequate number about which generalization was drawn on the study objectives (Mugenda & Mugenda, 2003).

3.4 Sample size and selection

Table 3: Population, sample size, sample techniques

Categories of Respondents	Sampling Technique	Methods of data collection	Target Population	Sample size
Head teachers	Purposive	Interview	8	8
Deputy Head Teachers	Purposive	Interview	8	8
Director of Studies	Purposive	Interview	8	8
Teachers	Random sampling	Questionnaires	200	132
Total			224	156

Source: Field Data, (2023)

3.4.1 Sampling techniques

In order to obtain reliable data to answer the research questions purposive sampling technique was used to select administrative staff who were believed to have knowledge and experience about the problem under investigation and are directly affected by the problem to provide quality data that achieved the aims and objectives of the study (Campell, 2010). The respondents provided rich information that enhanced understanding of the problem under investigation (Shona, 2019). The schools were clustered into urban and sub-urban private secondary schools since these are two broad categories of schools to

obtain a satisfactory result that was unbiased (Daniel, 2016). Gives results with confidence, saves time and money (Henderson & Sundaresan, 1990). Stratified schools into groups of similar characteristics such as day schools, day and boarding schools to account for the differences in sub-group characteristics (Shi, 2015). Teachers were randomly selected to represent a particular school without bias in cases of large numbers, ensuring each member of the target population had an equal and independent chance of being included in the sample for credibility of results on the topic of investigation (Shaheen et al., 2019).

3.4.2 Sampling

Information was solicited from Head teachers, Deputy Head teachers, director of studies, teachers in selected private secondary schools from which sample size was drawn. These included: Urban private schools such as cornerstone, standard college Arua, Arua Islamic, Nile High Arua. Sub- Urban schools; Manibe public, All saints Ociba, St peters Aliba, and Oluko secondary.

3.4.3 Sample size

Basing on Krejcie & Morgan, (1970) 156 respondents were obtained for this study; believed to be the relevant group about which generalization was drawn with credible information (Amin, 2005). This included 8 head teachers, 8 deputy head teacher, 8 director of studies and 132 teachers who were knowledgeable and experienced about teacher motivation and learner academic performance.

3.5 Methods of data collection

Guided by the research problem under examination selected data collection methods were used including questionnaires, interviews, documentary analysis, for methodological triangulation to give credible information on teacher motivation and learner academic performance (Amin, 2005).

3.5.1 Questionnaire

The researcher Self-administered questionnaires to teachers in the selected private schools that offered necessary explanation on the questions for efficiency as recommended by (Amin, 2005). This was because questionnaires offered a quick and easy way to get results from a larger group at low cost, bias free, created less pressure on respondents who were free to express their views on teacher motivation and learner academic performance (Jones, 2008).

3.5.2 Interviews

The interview was administered face to face to administrative staff that solicited information on teacher motivation and learner academic performance in Arua city, as they were a small number much knowledgeable about the topic under study(Tokan & Imakulata, 2019). Since interviews allow in-depth probing to solicit more detailed information and useful to follow up certain responses to questionnaires for the purpose of triangulation (Tuker, 2012).

3.5.3 Documentary Analysis

The researcher studied the available records, reports on UCE performance of the schools as a secondary data to build on the findings from the questionnaires and the interviews (Amin, 2005)). As it gives elaborate information for better understanding of the context of teacher motivation and learner academic performance (Mutekwe, 2017).

3.6 Research Instruments

The researcher employed structured questionnaire, interview guide, documentary checklist for triangulation purposes, developed in line with the objectives of the research, the nature of data collected, conceptual framework and literature review (Bukuluki et al., 2020).

3.6.1 Structured questionnaire

Quantitative data with large number of items, respondents (132 teacher) having busy schedules and limited time was collected using structured questionnaires with closed-ended questions (Bruce et al., 2019). Since the variables under study could not be directly observed such as views on motivation and performance from a large population and information needed could be easily described in writing (Tokan & Imakulata, 2019).

A set of questionnaires containing six parts was administered to the teachers. Section A consisted of items of the background, soliciting information on respondents' background. Section B to E, contained items of the independent variables; section B, solicited information on teacher professional development, section C, solicited information on teacher reward, section D on teacher job security, section E, solicited information on teacher working condition and section F consisted of items of dependent variables, soliciting information on learner academic performance (Twinamasiko et al., 2021).

3.6.2 Interview guide

To collect qualitative data an interview guide containing open-ended questions was used as recommended by Amin, (2005) to allow soliciting in-depth information as it did not limit responses from the respondents. The guide consisted of five sections; teacher professional development, teacher reward, teacher job security, teacher working conditions and learner academic performance. Where a set of items was developed for each of the sections, for the researcher to pose tactful questions to the respondents to elicit in-depth information, gain insight into the thoughts of the respondents, which were written down. Data obtained during the interview was used to build data from questionnaire to obtain good results.

3.6.3 Documentary check list.

Documentary check list was drawn to critically examine the records on learner academic performance to obtain unobtrusive information at the pleasure of the researcher for accurate information required by the study (Mackieson et al., 2019). Since it enabled the researcher to access data at a convenient time (Amin, 2005).

3.7 Data Quality Control

Any data collected would be useful if only it was valid (that is, it is able to measure the subject accurately; and the data is reliable (that is data gathered using this same instrument by a number of people at different times in the same location must be consistent (Amin, 2005). To obtain valid and reliable data, the researcher ensured the instruments observed content validity, construct validity, criterion, face validity and Cronbach Alpha respectively.

3.7.1 Validity

Accurate information was obtained by the researcher using relevant instruments that observed content, construct, criterion and face validity.

Content validity: The instruments were adapted from previous scholars and given to the supervisors (experts) to determine their accuracy by carefully and critically examining the items that made the instruments for content validity (Munich, 2017). The researcher also calculated the content validity index of the questionnaires in order to design instruments with ability to solicit relevant and accurate data (Amin,2005). Subjecting the questionnaires to rating and content validity index computed as follows:

Content Validity Index CVI = No of items rated relevant divided by all the items in the questionnaire

Which is equal to 41

$$50 = 0.8$$

Table 4: Representing Validity of questionnaire

Raters	Items rated relevant	Items not relevant	Total
Supervisor 1	20	5	25
Supervisor 2	21	4	25
Total	41	9	50

Source: Field Data, (2023)

The CVI for the questionnaire for teachers was derived as 0.8, compared to the standard validity measure by Amin (2005) at 0.7 to 1, making it Valid for data collection.

Construct Validity: To ensure that the instruments measure a hypothetical concept the construct validity was determined by comparing scores on one instrument with scores on another instrument. That is integrating scores from questionnaires with scores from interview guide. High correlation (similarity in responses) meant the two instruments were measuring the same things (constructs) of teacher motivation and learner academic performance (Onen, 2007).

Criterion Validity: That is the extent to which scores of an instrument were related to external independent criterion (variable). To ensure that scores from the instruments accurately predict a criterion measure/ standard on which judgement is based (predicting future UCE performance); For example to be able to use the scores from the instruments to predict UCE performance of 2023, the researcher made the instruments relevant and free from bias and ensured investigative rigor such that the results obtained from the instruments can be used to predict some future academic performance in UCE (Phil et al., 2022).

Face Validity: To ensure genuine appearance of the instruments for measuring what they are supposed to measure, the questionnaire was adapted from the previous scholars modified by the researcher and given to the supervisors to determine their accuracy and ensure practitioners have confidence in the results (Phil et al., 2022).

3.7.2 Reliability

To ensure consistent responses across variables, the same from individuals incase instruments were administered a second time with minimum errors, the instruments were piloted in two secondary schools (Amin, 2005). To determine the consistency of the instruments over time a test-retest reliability was done by piloting the instruments in two schools at different times.

Internal-Consistency Reliability, was done to determine the stability of items in the instruments, that is whether all the items in the instrument were measuring the same thing by piloting the instruments only once in St Joseph’s College Ombaci. Analyzed data was subjected to reliability test (Cronbach alpha) using SPSS, then a CVI computed as recommended by Amin (2005), findings indicated in Table 5.

Table 5: Reliability

Variable	No. of items	Crombach Alpha
Teacher professional development	10	0.839

Teacher reward	10	0.868
Teacher job security	10	0.890
Teacher working condition	10	0.860
Learner Academic performance	10	0.838

The cronbach alpha coefficient for the variables exceeded 0.7 recommended by (Amin, 2005) making the items of the variables reliable for data collection.

3.9 Data collection Procedure

After obtaining introduction letter from the office of the graduate innovation/ Research in Muni University and permission from the head teacher, the researcher proceeded to the private secondary schools to administer the research instruments.

3.10 Data Analysis

3.10.1 Quantitative data analysis

For thorough investigation of relationship between teacher motivation and learner academic performance, objective by objective; the data collected was cleaned by removing unticked items and outliers then subjected to analysis. The quantitative data from structured closed ended questionnaire was first subjected to descriptive statistics (frequencies and percentages); then subjected to inferential statistics using Pearson Correlation Coefficient and characteristics of general population was derived from sample (Phil et al., 2022). Then regression Analysis and Analysis of Variance (ANOVA) was employed. Frequencies and percentages ascertained respondents' views about teacher motivation related to learner academic performance by determining the number of times a certain score occurred in that presentation, converted into percentage, then a range is considered to give general information on each of the variables. Since data organized in frequency counts were easy to analyze (Ganyaupfu,

2014). Pearson correlation coefficient and regression analysis tested the hypothesis. Correlation coefficient (r) determined the strength/direction of the relationship between constructs of independent and dependent variables, revealing nature of their relationship whether positive(direct) or negative (inverse relationship). Significance of the correlation coefficient (p) indicated the level of confidence in the findings and; regression coefficient R explained the linear relationship between variables, then squared and adjusted to ascertain the percentage of variance caused by independent variable on dependent variable. Analysis of variance (ANOVA) ascertained which of the elements of teacher motivation explained learner academic performance most.

3.10.2 Qualitative data Analysis

For accurate analysis qualitative data from interview was subjected to content analysis that was edited, re-organized into meaningful information, categorized, analyzed, interpreted in their respective themes, objective by objective to add on findings from quantitative data analysis (Eyssi, 2016).

3.11 Measurement of variables

The researcher measured the variables on a five-point Likert scale (5 = strongly agree, 4 =agree, 3 = neutral, 2 = disagree, 1 strongly disagree); an ordinal measurement that categorized and ranked the items(variables) in the questionnaire, to capture views about possible answers, level of agreement, feelings related to the topic (Bandari and Kasiani, 2022). A sum of responses from ten items was computed using the Likert scale.

3.12 Ethical considerations

The researcher ensured that the following ethical considerations were applied in this study:

Ethics of informed consent: Adequate knowledge on purpose of the study, risks, benefits, extent of privacy/confidentiality, was provided for the respondent before deciding to participate in the study and they were left to withdraw or continue at any point of the study.

Privacy (confidentiality): The participants had a right to keep some information concerning them secret from the public, data collected was kept confidential, under key and lock, not accessed by any unauthorized person.

Anonymity: All participants in this study had the right to protect their individual identities not to be exposed in giving information for the study, especially when they demanded that the list of respondents should not be generated.

Use of research findings: Study findings are intended to be used for productive purposes to inform other similar studies and authorities concerned, not for any other wrong purposes.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter displayed analysis and interpretation of results grouped as response rate, results of respondents' background, results of teacher professional development and learner academic performance; results on teacher reward and learner academic performance; results on teacher job security and learner academic performance; results of teacher working conditions and learner academic performance in private secondary schools in Arua City, Lastly, results of joint effect of independent variables on the dependent variable.

4.2 The response Rate

In this research response rate was used to mean number of people who started and completed responding to this research divided by number of people who constituted the total sample (Sulliva, 2023). In this particular research sample size consisted of 156 respondents although the study attained a response rate of about 97.4% indicated in table (6) below:

Table 6:: Showing the Response Rate of the study

Class of population	Target population	Sampled Size	Response Rate	Percentage
Head teachers	8	8	8	100%
Deputy Head teachers	8	8	6	75%
Director of studies	8	8	6	75%
Teachers	132	132	132	100%
Total	156	156	156	100%

Source: Field Data, 2023

Table 6 shows response rate of 97.4% above 67% standard advocated by (Amin, 2005) making the results to represent what would have been obtained from the whole population.

4.3 Background Results

To understand how representative, the sample is to the broader population, explore areas for further research Warren, (2021) the researcher obtained relevant background information on gender of respondents, Age of respondents, experience in the same school, level of education, the responses indicated in Table 7, 8, 9, 10. The findings on gender of respondents are as shown in Table 7.

Table 7: Shows findings of respondents according to Gender

Respondents' Gender	Results	
Gender	Frequency	Percentage
Males	98	74.2
Females	34	25.8
Total	132	100.0

Source: Field Data, (2023)

In Table 7 demographic information related to respondents' gender is reflected revealing most of the respondents were males 98 (74.2%) while females were 34 (25.8%) implying the participation of both males and females to the findings of the study though females were fewer. The results on age of respondents are as shown in Table 8.

Table 8: Showing categories of respondents by Age group

Age Group of respondents	Frequency	Percentage
20-29 years	54	40.9
30-39 years	44	33.3
40-49 years	25	18.9
Above 49 years	9	6.8
Total	132	100.0

Source: Field Data, (2023)

Table 8, shows majority of the respondents belonged to age group of 20-29 years that is 54 (40.9%). 30-39 years were 44 (33.3 %), 40-49years were 25(18.9%) while very few were above 49 years 9(6.8%). Implying a composition of young and energetic teachers in private schools willing to serve and give correct information. The results on level of experience of respondents are as shown in Table 9.

Table 9: Showing results on the level of experience of respondents

Period of time in the same school	Frequency	Percentage
Less than 5 years	81	61.4
5-10 years	32	24.2
11-15 years	10	7.6
15-20 years	4	3.0
Over 20 years	5	3.8
Total	132	100.0

Source: Field Data, (2023)

Information in Table 9 indicates a greater percentage of the respondents 81(61.4%) with working experience of less than 5 years in the same school, whereas 32(24.2%) had worked for 5-10 years, 10 (7.6%) worked for 11-15 years, only4 (3.0%) had worked for 15-20 years and 5 (3.8%) had worked for over 20 years in the same school. Implying a greater majority of 81 (61.4%) were fresh in the same school having new ideas for innovation and creativity, easily motivated for better performance. The results on education level of respondents are as shown in Table 10.

Table 10: Results on Respondents' level of Education

Level of Education	Frequency	Percentage
Secondary level	1	0.8
Diploma holder	100	75.8
Bachelor's Degree	27	20.5
Masters level	3	2.3
PhD level	1	0.8
Total	132	100.0

Source: Field Data, (2023)

Table 10 shows a greater percentage of the respondents'(teachers) 100 (75.8%) in the private schools were diploma holders, 27 (20.5%) were degree holders while a minority 3(2.3%) were masters holders, 1 (0.8 %) PhD, 1 (0.8%) secondary lever. Implying greater majority were learned to give credible information for this study.

4.3 Relationship between teacher professional development and Learner Academic performance

It was mandatory to attain the results of descriptive statistics (frequencies and Percentages) on each of the continuous variables having data that are scaled using Likert scale in order to make it ordinal/ranked. Before examining the relationship between teacher professional development and learner academic performance. Presented in the sub-sections as follows:

4.3.1 Descriptive statistics results on teacher professional development

The teachers' responses were drawn to ten items regarding teacher professional development by ticking responses of agreement or disagreement on a five- point Likert scale in the Table11. Then the items are exhibited together with responses to them on the Likert scale denoted by the basics SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree. There after analysis and interpretation of results follows the table.

Table 11: Teacher professional development descriptive statistics

Teacher professional development	SD	D	N	A	SA	TOTAL
In my school different kinds of training are organized for teachers to enhance skills and competence	10 (7.6%)	18 (13.6%)	13 (9.8%)	69 (52.3%)	22 (16.7%)	132 (100%)
Training improved teachers' skills, innovation for better performance	10 (7.6%)	22 (16.7%)	22 (16.7%)	48 (36.4%)	30 (22.7%)	132 (100%)
The management gives time and support for further studies in various levels and courses	21 (15.9%)	34 (25.8%)	26 (19.7%)	32 (24.2%)	19 (14.4%)	132 (100%)
Further studies enabled teachers' proficiency, effectiveness for learning outcomes.	9 (6.8%)	21 (15.9%)	8 (6.1%)	55 (41.7%)	39 (29.5%)	132 (100%)

Attending several workshops organized made me understand my work better.	3 (2.3%)	10 (7.6%)	13 (9.8%)	59 (44.7%)	47 (35.6%)	132 (100%)
My school organizes workshops to handle teacher wellbeing, professional growth and performance.	11 (8.3%)	18 (13.6%)	29 (22.0%)	51 (38.6%)	23 (17.4%)	132 (100%)
I am assigned a mentor to supervise my lesson and lesson preparation.	16 (12.1%)	32 (24.2%)	12 (9.1%)	52 (39.4%)	20 (15.2%)	132 (100%)
In my school, there is team teaching and peer teaching to learn from one another for efficiency	10 (7.6%)	20 (15.2%)	11 (8.3%)	58 (43.9%)	33 (25.0%)	132 (100%)
Teachers often visit other schools to network for better motivation and learner academic performance.	23 (17.4%)	30 (22.7%)	32 (23.5%)	33 (25.0%)	15 (11.4%)	132 (100%)
Study tour re-energizes, provides an interactive and effective learning	7 (5.3%)	15 (11.4%)	19 (14.4%)	56 (42.4%)	35 (26.5%)	132 (100%)

Source: Field Data, (2023)

To simplify analysis of results, all the teachers whose views strongly disagreed and disagreed to the items were grouped in a category of teachers that “objected” to the items. Strongly agreed and agreed were grouped into teachers who “Consented” to the items. The third group was for teachers who remained neutral. The interpretation of the results was done by comparing the three groups after computation of the results as follows:

Results in table 11 revealed majority of the teachers consented to eight (8) items on teacher professional development opposed to the number that objected and remained neutral on these (8) items. Majority objected to two (2) items that is item 3 and 9. Taking the percentage of those who objected to item three on teacher professional development to 42%, neutral cases were 26%, a total of those who objected and neutral cases were 68% compared to those who consented to item three which were 51%. A total of

those who objected to item nine were 53%, and neutral cases of 32%, making a total of neutral cases and those who objected to item nine to be 85% which was higher than those who consented (48%). Therefore, the percentage of teachers who objected to items three and nine were higher than those who consented to these items. Findings however show that most teachers consented to items 1,2,4,5,6,7,8,10. In comparison those who objected to these (8) items had a low range of 13% to 48%, while neutral cases ranged between 8% to 32%, a group that consented to the items ranged from 48% to 106%, giving a higher percentage of those who consented than the objection and neutral cases. These comparisons evidenced that the percentages that consented to the items were greater than the neutral and objection cases. Following the analysis, it can be interpreted:

Findings portray teachers' view was that different kinds of training were organized for teachers to enhance skills for competence, training improved teachers' skills, innovation for better performance. The management did not give time and support for further studies in various levels and courses for teacher motivation and learner academic performance. Further studies enabled teachers' proficiency, effectiveness in learning outcomes. The schools organized workshops to handle teacher wellbeing, professional growth and performance. Attending several workshops organized made teachers to understand their work better. The management assigned mentors for effective supervision of lessons and team teaching to learn from one another that motivated teachers for better performance. Study tours for networking and interactive/ effective teaching and learning in most cases was not done to motivate teachers for better learner academic performance. Study tours re-energized teachers for interactive and effective learning.

Interview findings gave more insight into the nature of teacher professional development practices in private secondary schools in Arua City. For example, in relation to different kinds of training organized for teachers to enhance skills and competence:

Category A respondent from school three, revealed that “We organize such trainings on termly basis, yes, the teachers always implement the new skills acquired through trainings”. (Interview with school one, Informant A, 12th April, 2023)”

Category A respondent from school five, had to say,” Termly trainings are organized to impart skills in implementing LSC, to share experiences and challenges, our teachers are up dated with skills, the management encourages teachers’ professional growth in any way, constantly reminds them in every meeting. Yes, new methods of teaching and learning like active learning, group work project are applied, teachers’ retreats are organized at least once a year. NCDC workshops are organized once a year and the school sends teachers for such workshops (interview with respondent category A school five.13th April, 2023)”. Category C Respondent; in some other terms no trainings are organized to impart skills for teachers. Category B Respondent school five: At least once a term on lower secondary curriculum.

In addition, category B respondent from school four had to say termly we send teachers for workshops organized by other stakeholders, but some are still learning the skills (Interview with school four, category B respondent, 06 April, 2023)”.

Thus, interview results clearly conclude that most private schools organized and send teachers for training organized by other stake holders to enhance teachers’ skills for competence and better academic performance that concurs with descriptive statistics results.

Interview findings further highlighted the issues related to having a better understanding of work after attending several workshops in teaching profession and organizing workshops to handle teachers’ well-being, professional growth and performance as shown in the following responses from school Eight, respondent category B and school Five, Respondent category A.

We send out teachers for trainings organized by the ministry and NCDC and we do organize our own for effectiveness in subject delivery, workshops are organized every term for effective delivery of subject content, the management does not support teachers’ efforts for various further studies and courses (interview with school Eight, category B respondent, 16th April, 2023)

Yes, we do organize workshops, though in most cases we send them out for the ones organized by other bodies like NCDC (interview with school five respondent category A, 13th April, 2023).

School one respondent category C: “None of the trainings has been organized by the school, I am not sure whether the teachers are updated with skills for innovation in teaching, none of the teachers’ efforts for further studies has been supported in any way,

the school neither organizes nor send teachers for workshops, the school does not assign mentors for lesson supervision and team teaching. (Interview with school one respondent category C 18th April, 2023)”

These findings revealed that teachers understand their work better after attending several workshops in teaching profession, and organizing workshops to handle teacher wellbeing, professional growth and performance that agrees with findings of descriptive statistics.

It is also revealed that teacher motivation through teacher professional development in assigning a mentor to supervise lessons and lesson preparation and team teaching for efficiency and better performance was taken care of by most private secondary schools in Arua City. In this aspect school Seven respondent category C and school six respondent category B had the following views.

We do assign mentors to supervise lessons, as you have just found us doing with the student teachers, there is provision for peer teaching visiting other schools is not often done but part-time teachers come to share their experience from other schools during meetings, consultative talks etc. (interview with school seven category C informant, 17th April, 2023).

Sometimes teachers share topics to bring the aspect of team teaching for efficiency and better learner academic performance (interview with school Six respondent Category B, 11th April, 2023).

Thus, these findings show mentors are assigned to supervise lessons and lesson preparation.; there is team teaching and peer teaching to learn from one another for efficiency, teacher motivation and learner academic performance. That is in line with descriptive statistics results.

On the other hand, in relation to the management giving time and support for further studies in various levels and courses, Category A Respondent in school two revealed:

“We only allow them permission for further studies, scholastic materials, provision of data since we are financially handicapped (Interview with school two, key informant category A, 11 April, 2023)” Category B informant from school two revealed that “The

school does not have money for professional development support for teachers (interview with category B respondent from school two, 11th April, 2023)

A category C respondent from school five “No we do not give support for further studies, instead, teachers use other means like WhatsApp to share ideas (interview with school five, category C informant 15th April, 2023). Category B respondent from school eight: “No, it has not been done (interview with category B, school eight, 16 April, 2023)”.

These findings show management in private secondary schools in Arua City gave little support to teachers for teacher professional development in terms of further studies and study visits for better motivation and learner academic performance. It can be concluded that interview findings concur with findings from descriptive statistics with minor differences in opinion.

4.3.2 Descriptive statistics results on learner academic performance

Responses were drawn on 10 items about learner academic performance in private secondary schools in Arua City by showing agreement or disagreement on a five-point Likert scale in **Table 12**. There after analysis and interpretation of the findings is displayed as follows:

Table 12: Descriptive statistics results for learner Academic Performance

Learner Academic Performance	SD	D	N	A	SA	TOTAL
In UCE performance ranking my school is always in the national grid	31 (23.5%)	20 (15.2%)	15 (11.4%)	36 (27.3%)	30 (22.7%)	132 (100%)
In this school usually over 40% of the candidates are in grade one, 50% in division two, the rest in the remaining grades	27 (20.5%)	53 (40.2%)	26 (19.7%)	17 (12.9%)	9 (6.8%)	132 (100%)
In my school learners actively participate in class during lesson times.	3 (2.3%)	7 (5.3%)	12 (9.1%)	74 (56.1%)	36 (27.3%)	132 (100%)

I have always been impressed by my learner’s willingness to attend to preparations for exams, personal revision and research.	4 (3.0%)	14 (10.6%)	24 (18.2%)	66 (50.0%)	24 (18.2%)	132 (100%)
In my school learners are self-disciplined time conscious, obey school rules and regulations.	4 (3.0%)	17 (12.9%)	23 (17.4%)	51 (38.6%)	37 (28.0%)	132 (100%)
On average, over ninety percent of my learners attend lessons daily.	5 (3.8%)	13 (9.8%)	16 (12.1%)	68 (51.5%)	30 (22.7%)	132 (100%)
Continuous assessments, seminars are scheduled regularly, learners are willingly to attend.	4 (3.0%)	28 (21.2%)	26 (19.7%)	50 (37.9%)	24 (18.2%)	132 (100%)
In this school all learners willingly, have access to the library and the computer laboratory for research.	11 (8.3%)	22 (16.7%)	23 (17.4%)	53 (40.2%)	23 (17.4%)	132 (100%)
Learner self-efficacy in following missed lessons is high.	7 (5.3%)	24 (18.2%)	22 (16.7%)	46 (34.8%)	33 (25.0%)	132 (100%)
Most learners are confident in all school activities,	13 (9.8%)	28 (21.2%)	20 (15.2%)	49 (37.1%)	22 (16.7%)	132 (100%)

Source: Field Data, (2023)

Analysis of findings in table 12 reveals most teachers consented to 8 items (3 – 10) concerning learner academic performance opposed to those who objected and neutral cases. Most of them objected to items 1, 2. The percentage of those who objected to item one (1) was 51%, neutral cases were 15%, totaling to 66%. those who consented was 63% lower than total of objection and neutral cases. Those who objected to item two (2) were 80%, neutral cases 26%, consented to the item were 26% making the total of those who objected much higher than those who consented and were neutral. Most of the teachers consented to (8) items on teacher professional development than the neutral cases and objection cases. Equating it to a range indicates that teachers who objected ranged between 10% to

42% a low range neutral cases ranged between 12% to 24% a low range, consented cases ranged between 71 % to 110%, a higher range compared to objection and neutral cases. Regarding this analysis, the following interpretation was drawn: Findings revealed most teachers did not agree to the view that in UCE performance ranking their school was on the national grid; majority failed to agree with the fact that in their school usually over 40% of the candidates were in grade one, 50% in division two, the rest in the remaining grades.

Majority agreed with the items in their school learners actively participate in class during lesson times; I have always been impressed by my learner's willingness to attend to preparations for exams, personal revision and research; in my school learners are self-disciplined time conscious, obey school rules and regulations. On average, over ninety percent of my learners attend lessons daily. Furthermore, continuous assessments, seminars were scheduled regularly, learners are willing to attend; in their school all learners willingly have access to the library and the computer laboratory for research; learner self-efficacy in following missed lessons is high. Most learners are confident in all school activities that enhanced learner academic performance.

On the other hand, most of the teachers objected to two items, that is, in UCE performance ranking their school was always on national grid; usually over 40% of the candidates were in grade one, 50% in division two, the rest in the remaining grades. Based on the interpretation of the analysis, most teachers did not agree to the view in UCE performance ranking their schools were on the national grid, over 40% of the candidates were in grade one, 50% in division two, the rest in the remaining grades; revealing a low level of Learner academic performance in private schools in Arua City.

Results from documentary analysis complements the findings in the previous paragraphs from questionnaire as follows:

Table 13: Summary of Learner Academic performance for eight private secondary schools for the year 2018 to 2021

Period 2018 - 2021	Total	Percentage
Division one	107	4.30%
Division Two	378	15.19%
Division Three	534	21.48%
Division four	1011	40.64%
Division Seven	51	2.05%
Division Nine	395	15.88%
Division X	12	0.48%
Total	2488	100.00%

Source: Data from UCE Results (2018 – 2022)

To give an overview of the performance of the sample schools, for proper visualization of the results and back up on the themes on learner academic performance. Specifically, whether in UCE performance ranking the schools were on the national grid, over 40% of the candidates were in grade one, 50% in division two, the rest in the remaining grades. To show the totals and percentages for data visualization that is compatible with qualitative research methods like documentary analysis (Armrita chowdhvry & Maria, 2021).

The percentage of candidates who passed in grade one to two from 2018 to 2021 out of a total number of candidates (2488) was 19.49% compared to those who passed in grade three to (X) that was 2003 (80.5%). Showing a low learner academic performance for private secondary schools in Arua City.

Backed up by interview results as follows:

Category A respondent from school five confirmed, “UCE performance ranking in this school has been fair, less than 50% pass in grade one to three, interview with respondent category A, school five 13th April, 2023)”. Respondent category A school eight: “The

UCE performance ranking of this school in the national grid over the last four years has been 7 – eight in the city, interview with respondent category A school eight, 16th April, 2023)”.

Thus, indicating fairly a low learner academic performance for private schools in Arua City.

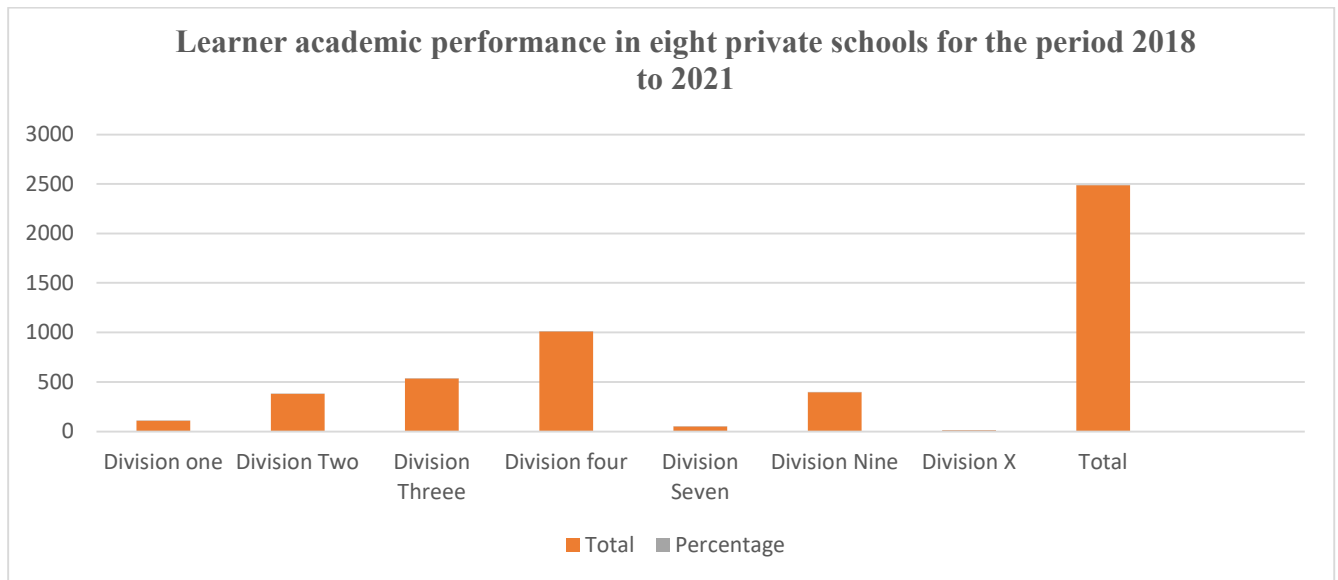


Figure 2: Bar graph depicting Learner academic performance in Eight private schools in Arua City
 This depicts majority of the learners passed in division four, division three, division nine, division two, division one and nine respectively. Where majority passed between division three to nine showing a low learner academic performance in Arua city.

Further still, the interview results emphasized more on the previous findings from the questionnaire, documentary analysis supporting the fact that a greater percentage of teachers consented to positive learner participation, willingness for school activities, high level of learner self-discipline, lesson attendance, access to facilities, self-efficacy and learner self-evaluation/ confidence. When a prominent

respondent from school three category A, school six category B, school five category A, school one category C had to confirm as follows:

“The learners are very active during lessons and this is always evidenced in assessments, ready and willing to learn as evidenced by attendance of remedial lessons, majority of the learners are disciplined, but some have bad morals towards their peers and teachers, over 98% do attend lessons daily since they are in boarding, continuous assessments are done termly, learners are willing since they make some contributions. They are willing to use all the facilities in the school to aid their research, lesson monitoring is for every class, and learner self-efficacy is high. (Interview with school three, respondent category A 12th April, 2023)”.

“Most of the learners are willing to attend to preparations for exams, personal revision and research work, few are reluctant, over 90% attend lessons daily, they do end of topic assessment, learners have discussion groups (interview with school six, respondent category B 11 April, 2023)”.

Respondent category A school five, “Learners fairly observe school rules, though some still do not turn early for lessons, on average the discipline is fair simply because they realized that the COVID 19 era exposed them to various issues that continued to school. The school has empowered the disciplinary committee not to tolerate any indiscipline cases, that is why there is improvement. Over 90% do attend daily, lower secondary curriculum demands are full of tasks and activities in every lesson, there is daily assessment of learners, learners borrow and return books from the library, (interview with respondent category A, from school five 13th April, 2023)”.

“Yes, we are always impressed by learner self-efficacy, resilience and self-awareness is moderate, very willing to access libraries and laboratories, with high self-efficacy, over 65% do attend lessons daily, their self-discipline and obedience to rules is moderate (interview with school one, respondent category C 18th April, 2023)”.

Respondent category A school seven revealed “Few learners are active, others are not, others are average, willingness for preparations for exams and personal revision is not positive, there is low attitude; they need to be followed on discipline and reminded from time to time. Percentage of learners who attend lessons is at 70%, they have poor attitude, family factors and school fees do affect. Attendance for continuous assessment is at 60%, willingness to access library is low and self-resilience is low. (Interview with respondent category A, school seven 11 April, 2023)”.

It can be concluded that descriptive statistics results concur with the interview results, then matched with results from documentary analysis portraying low learner academic performance for private secondary schools in Arua City.

4.3.3 Inferential statistics results on teacher professional development and learner academic performance

A test of the first hypothesis “There is a significant relationship between teacher professional development and learner academic performance in private secondary schools in Arua City” was carried. Using Pearson correlation coefficient (r) to ascertain how strong the relationship is between teacher professional development and learner academic performance in private secondary schools in Arua City. The coefficient of determination (R^2) explained the level of variance in learner academic performance brought about by teacher professional development. Significance of the coefficient (p) tested the hypothesis in comparison with the standard significance level advocated at (0.05) by Amin, (2005). Results for testing the first hypothesis are displayed in Table 14.

Table 14: Correlation and coefficient of determination on teacher professional development and learner academic performance

	Teacher professional development
Learner academic performance	$r = 0.555$ $R^2 = 0.308$ $p = 0.000$ $N = 132$ Correlation is significant at 0.01 level

Source: Field data, (2023)

Findings in Table 14 reveal a moderate/average positive correlation ($r = 0.555$) between teacher professional development and learner academic performance in private secondary schools in Arua City as assumed in the first objective, the coefficient of determination which is square of the correlation coefficient ($R^2 = 0.308$), was computed and expressed as a percentage to determine the variance in learner academic performance due to teacher professional development. Findings show teacher professional development accounted for variance in learner academic performance by 30.8%. The findings were subjected to significance test (p) and the significance of the correlation ($p = 0.000$) less

than standard critical level at 0.05, making the results to be accepted with confidence. Then the hypothesis “There is a significant relationship between teacher professional development and learner academic performance in private secondary schools in Arua City” was accepted. A conclusion teacher professional development moderately relates to learner academic performance in private secondary schools in Arua City was drawn.

4.4 Relationship between teacher reward and learner academic performance

Before ascertaining relationship between teacher reward and learner academic performance, descriptive statistics result on respondents’ opinions about teacher reward were displayed, using indicators of financial performance bonus, remuneration/salary, praises, events outside school, and gifts to measure the construct of teacher reward, the findings are displayed as follows.

4.4.1 Descriptive statistics result on teacher reward

Teachers’ responses were drawn to ten items explaining teacher reward by indicating their agreement/disagreement on a five-point Likert scale as shown in Table 15. The analysis and interpretation of findings follows findings presented in Table 15.

Table 15: Descriptive statistics results on teacher reward

Teacher Reward	SD	D	N	A	SA	TOTAL
In my school, a teacher whose candidates perform well is given financial bonus	33 (25.0%)	29 (22.0%)	21 (15.9%)	27 (20.5%)	22 (16.7%)	132 (100%)
Consistent, timely performance bonus was offered for teacher motivation.	21 (15.9%)	35 (26.5%)	19 (14.4%)	41 (31.1%)	16 (12.1%)	132 (100%)
salary paid to measure with work done, experience, education level that motivated teachers.	22 (16.7%)	32 (24.2%)	21 (15.9%)	26 (19.7%)	31 (23.5%)	132 (100%)
The basic salary provided is guaranteed	14 (10.6%)	16 (12.1%)	37 (28.0%)	41 (31.1%)	24 (18.2%)	132 (100%)

In this school teachers are praised in public/meetings/assemblies for their success and is celebrated.	11 (8.3%)	18 (13.6%)	25 (18.9%)	53 (40.2%)	25 (18.9%)	132 (100%)
The school recognized good performance by praising regularly.	14 (10.6%)	29 (22.0%)	14 (10.6%)	50 (37.9%)	25 (18.9%)	132 (100%)
The school organizes events outside school for teachers inform of birth day partied, graduations, weddings etc.	35 (26.5%)	43 (32.6%)	28 (21.2%)	16 (12.1%)	10 (7.6%)	132 (100%)
Simple staff activities like staff games are organized to build relationship and feeling of appreciation	16 (12.1%)	24 (18.2%)	20 (15.2%)	48 (36.4%)	24 (18.2%)	132 (100%)
The management often gives their time, knowledge and is available for teachers when need arises	6 (4.5%)	12 (9.1%)	16 (12.1%)	82 (62.1%)	16 (12.1%)	132 (100%)
The administration often considers giving gifts in kind and in any form on occasions deemed necessary	9 (6.8%)	22 (16.7%)	33 (25.0%)	50 (37.9%)	18 (13.6%)	132 (100%)

Source: Field Data, (2023)

Examination of the findings in Table 15 reveal a greater percentage of teachers consented to 5, 6, 8, 9, 10 than teachers who objected and were neutral. The percentage of teachers who objected was from 18% to 29%, that was lower, neutral ones ranged between 14% to 25%, those that consented to the items rose from 68% to 98% which was a much higher range than objection and neutral cases. Basing on these comparisons, it is clear that the percentages of those that objected and were neutral were slightly lower than for those that consented to the items. Majority objected to items 1, 2, 3, 4, 7 than those who consented. The range of those who objected to these items was 30% to 78%. Neutral cases ranged from 19% to 37%, those who consented ranged from 26% to 65%.

Interpretation of findings portray a greater percentage of teachers did not consent to the fact that consistent, timely performance bonus was offered for teacher motivation and learner academic performance; In their school salary paid measured with work done, experience education level; The basic salary provided was guaranteed; The school organizes events outside school for teachers inform of birth day partied, graduations, weddings etc. for teacher motivation and learner academic performance

Most of the teachers consented to the view that in their school teachers were praised in public/meetings/assemblies for their success and is celebrated; The school recognized good performance by praising regularly; Simple staff activities like staff games are organized to build relationship and feeling of appreciation; The management often gives their time, knowledge and is available for teachers when need arises; The administration often considers giving gifts in kind and in any form on occasions deemed necessary that motivated teachers for learner academic performance.

Additionally, Interview results from knowledgeable respondents supported the findings from questionnaires and put more emphasis on results of teacher reward in private secondary schools in Arua City. During the interviews with knowledgeable respondents ‘findings show most of the teachers whose candidates perform well were not given financial performance bonus; and the performance bonus offered was not consistent, not timely offered to boost motivation and performance; as shown in the following responses from school six respondent category B and school seven respondent A:

There is provision for meagre financial performance bonus for teachers whose candidates score from distinction one to credit five, but it is not offered consistently and at the right time to motivate teachers for better learner academic performance (interview with school six, respondent category B, 11 April, 2023).

Financial performance bonus is in plan but not yet implemented, teachers are given only psychological motivation because of limited funds, so I cannot talk of its consistency when it is not implemented, Basic pay does not keep teachers morale up they are only doing voluntary work (interview with school seven, informant category A, 11th April, 2023).

In the areas of whether the salary paid to teachers is according to the experience and teacher demand; and whether the basic salary provided is guaranteed; The school organizes events outside school for teachers inform of birth day partied, graduations, wedding parties. The knowledgeable respondents from School Eight Respondent Category A, school one respondent category C, School four, respondent category A, as follows:

“Not yet, we still pay very little amount which is not guaranteed to keep teachers morale up for better learner academic performance The school does not organize events like weddings for teachers, instead the school supports those who are involved in such events (interview with school eight, respondent category A, (14 April, 2023).

The salary paid to teachers is not enough we even struggle to pay the little, we do not organize events outside school for teachers like weddings, birth day parties and many more (interview with school one respondent category C, 18th April, 2023)

School four key respondent revealed “No, teachers receive the little salary but they seem to be committed, end of year parties are organized outside school once a year (interview with school four informant category A, 16 April, 2023).

Thus, these findings reveal that teacher motivation through teacher reward in form of financial performance bonus, salaries, organizing events outside school for teachers was not well taken care of for teacher motivation and learner academic performance, similar to findings from the questionnaires.

Relating to the agreement on elements of praises, that Private school teachers are praised in public/meetings/assemblies for their success and is celebrated; The school recognized good performance by praising regularly; Teachers' commitment of early arrival, staying late and going extra mile for students is honored tangibly; The responses from key respondents from school five respondent category C, school two respondent B, confirmed this as follows:

Sometimes teachers are praised for extraordinary success, effort and good performance, and the school honors teacher's commitment regularly Interview with school five, respondent C, 15th April 2023)

Teachers are called individually for appreciation verbally and those who come early and leave late sometimes receive little financial token that keeps their morale up for improved performance (interview with school two respondent category B 15th April 2023)

Related to teacher reward inform of organizing Simple staff activities like staff games to build relationship and feeling of appreciation; the management giving their time, knowledge and is available for teachers when need arises; the administration considering gifts in kind and in any form on occasions deemed necessary: Respondent category A from school three, respondent category C from school one, respondent category A from school five explained:

“Yes, football friendly match with prefects and neighboring school teachers is organized, and the management gives its time in a way of organizing weekly staff briefings “(interview with school three respondent category A 12 April 2024). “The

management is available for teachers on Daily basis to give their time and knowledge when need arises” (interview with school one respondent category C 18th April 2023).”

The management considers giving gifts during celebrations of UCE results” interview with school five category an informant 13th April 2023).

Thus, the two findings from questionnaires and interview guide related to teacher reward confirm that financial performance bonus, salaries and organizing events outside school were not taken care of in private schools, that demotivated teachers for better learner academic performance. On the other hand, praises, simple staff activities, gifts are taken care of to motivate teachers for better learner academic performance.

4.4.2 Inferential statistics result on Teacher reward and learner academic performance

The second hypothesis, “There is a significant relationship between teacher reward and learner academic performance in private secondary schools in Arua City” was tested. Using Pearson correlation coefficient (r) and the coefficient of determination (R^2) to determine the level of variation in learner academic performance caused by reward with the results of testing the hypothesis in Table 16.

Table 16: showing Correlation coefficient and coefficient of determination results of Teacher reward

	Teacher Reward
Learner Academic Performance	$r = 0.6$ $R^2 = 0.360$ $P = 0.000$ $N = 132$ Correlation is significant at 0.01 level

Source: Field data, (2023).

The findings in Table 16 portray a strong positive correlation ($r = 0.6$) between teacher reward and learner academic performance in private secondary schools in Arua City, with coefficient of determination ($R^2 = 0.360$) showing teacher reward explains the change in learner academic performance by 36.0%. Subjecting the finding to a significance test (p), indicated significance of the correlation ($p = 0.000$), which is less than the recommended critical level at 0.05, making the results to be accepted with confidence. As such the hypothesis, “There is a significant relationship between teacher reward and learner academic performance” in Arua City” was accepted.

4.5 Relationship between Teacher Job security and learner academic performance

Descriptive statistics results on teacher job security are displayed to represent the responses to the variable, followed by an assessment of the relation of the variable to learner academic performance.

4.5.1 Descriptive statistics results on teacher job security

Teachers were asked to give opinions on items 1 to 10 related to teacher job security by denoting agreement on a five-point Likert scale in Table 17. Then analysis and interpretation of the findings follows the table.

Table 17: Descriptive results on teacher job security

Job security	SD	D	N	A	SA	TOTAL
Good employment terms with appointment letters showing probation, permanency, contract is availed.	14 (10.8%)	30 (22.7%)	13 (9.8%)	35 (26.5%)	40 (30.3%)	132 (100%)
There is a clearly stated hierarchical structure with duties and responsibilities	9 (6.8%)	14 (10.6%)	12 (9.1%)	58 (43.9%)	39 (29.5%)	132 (100%)
Teachers have a sense of emotional attachment, belonging and involved in decision making.	6 (4.5%)	9 (6.8%)	16 (12.1%)	79 (59.8%)	22 (16.7%)	132 (100%)
There are committees in the school for team building, trust and ideas for better decisions.	9 (6.8%)	18 (13.6%)	9 (6.8%)	72 (54.5%)	24 (18.2%)	132 (100%)
The school has a policy statement from the management regarding promotion policy, communicated to employees.	15 (11.4%)	28 (21.2%)	27 (20.5%)	39 (29.5%)	23 (17.4%)	132 (100%)
Records of employee performance is properly maintained to determine suitability for promotion	11 (8.3%)	21 (15.9%)	20 (15.2%)	57 (43.2%)	23 (17.4%)	132 (100%)
There is effective communication that is clear, accurate,	5 (3.8%)	14 (10.6%)	16 (12.1%)	51 (38.6%)	46 (34.8%)	132 (100%)

considerate for teacher motivation.						
The management considers coherence, courtesy in communication.	11 (8.3%)	15 (11.4%)	19 (14.4%)	70 (53.0%)	17 (12.9%)	132 (100%)
Performance gaps are identified for every teacher periodically and joint action steps taken.	10 (7.6%)	31 (23.5%)	27 (20.5%)	51 (38.6%)	13 (9.8%)	132 (100%)
Performance plans are prepared at the beginning of every year giving the job schedule to boost performance	10 (7.6%)	20 (15.2%)	13 (9.8%)	71 (53.8%)	18 (13.6%)	132 (100%)

Source: Field Data, (2023).

In Table 17 findings reveal a greater number of teachers consented to 10 items about teacher job security (1 to 10) relative to the ones that objected and were neutral. Comparing these items shows that the percentages of those that objected was from 15% to 44%, opposed to neutral from 9% to 27%, consented to range from 64 % to 101% which was much greater. Evident that the percentages that consented to the items were much greater than those who objected and neutral cases. Giving an interpretation from this analysis as follows:

The findings reveal a greater percentage of teachers agreed that Teachers had appointment letters with clear specifications of job offer and employment contract. There was a clearly stated hierarchical structure with duties and responsibilities; Teachers had a sense of emotional attachment, belonging and involvement in decision making. There were committees in the school for team building, trust and ideas for better decisions. The school has a policy statement from the management regarding promotion policy, communicated to employees. Records of employee performance was properly maintained to

determine suitability for promotion; There was effective communication that was clear, accurate, considerate, Coherent, courteous, with smooth flow of information that was valued for teacher motivation. Performance gaps were identified for every teacher periodically and joint action steps taken. Performance plans were prepared at the beginning of every year giving the job schedule to boost performance.

The interview findings matched the findings from the questionnaire on teacher job security in the previous chapter. The majority of the key respondents from the eight schools consented to the ten items on teacher job security. For example, Extracts from school one, respondent category C; school three, respondent category B; school two, respondent category A; school eight, respondent category C; school five, respondent category A revealed the following:

Teachers have appointment letters, though on contract basis containing their responsibilities. There is a sense of belonging and attachment by involving teachers in making all the decisions concerning their well-being, there is no committee for team building, not sure of how promotional prospects are managed within the school (Interview with school one, respondent category C, 18th April 2023).

We consult teachers on most of the decisions taken ranging from fees issues, discipline and any other important decision in the school. We have in place committees like guidance and counselling, academic committee, disciplinary committee. (Interview with school three, respondent category B, 12 April 2023)

School seven respondent category A said: “Appointment letters are given, done verbally, only given to specific people who seek opportunities outside like NGOs, government job when required. Employees responsibilities are specified by availing guidelines in professional code of conduct, teachers collaborate in decision making, promotional prospects graded to those who show interest lesson monitoring committee put in place with clear communication. (Interview with respondent category A school seven 11th December 2023)”

Respondent category A, school two revealed: Teachers do not have appointment letters yet, it is not regularized, though some staff resist for fear of uncertainty, so duties are not specified, we consult teachers in most of the decisions, there is not much sense of

belonging and attachment, promotion are done through appraisal meeting, once they meet targets they are promoted, employee performance is managed through monitoring tools of lessons taught, updated notes. (Interview with respondent category A school two 11th April).

Therefore, findings reveal that private schools in Arua City have a tendency of maintaining teacher job security through giving appointment letters, specifying employee responsibilities, involving teachers in decision making, for better motivation and learner academic performance, though there were disagreements in some few responses.

Related to the findings that There are committees in the school for team building, the school has a policy statement from the management regarding promotion policy, communicated to employees; Records of employee performance is properly maintained to determine suitability for promotion; The management in its communication is clear, accurate, considerate, of the words spoken and their effects on teachers' morale; Coherence, courtesy, tone and smooth flow of information is valued to prevent misunderstanding. Key respondents from school four category A, school six category B, school two category A, school five category A, had to confirm this:

“Yes, promotion is usually done on merit, and by encouraging staff to work together (interview with school four, respondent category A, 16th April 2023)”. Done on merit by increasing allowances interview with school six, respondent category B 11th April 2023). Promotion is done through appraisal meetings, once the teachers meet targets, they are promoted (interview with school two, respondent category A 11th April 2023). Yes, the communication is clear, accurate, and considerate and we have a system in place to manage employee performance records, prepare performance plans (interview with school five, category A respondent 13th April 2023)”.

4.5.2 Inferential statistics results on teacher job security and learner academic performance

The third hypothesis, “There is a significant relationship between teacher job security and learner academic performance in private secondary schools in Arua City” was tested. Using Pearson correlation coefficient (r) to ascertain how strong the relationship is between teacher professional development and learner academic performance in private secondary schools in Arua City. The coefficient of determination (R^2) explained the level of variance in learner academic performance caused by teacher job security. The significance of the coefficient $p = 0.000$ was used to test the hypothesis by comparing (p) to the critical significance level advocated at (0.05). Results indicated in Table 18.

Table 18: Correlation and coefficient of determination on teacher job security and learner academic performance

	Job Security
Learner Academic performance	$r = 0.687$ $R^2 = 0.472$ $P = 0.000$ $N = 132$ Correlation is significant at 0.01 level

Source: Field Data, (2023).

In relation to teacher job security and learner academic performance in private secondary schools in Arua City, findings indicate a strong positive correlation ($r = 0.687$) between teacher job security and learner academic performance. The coefficient of determination ($R^2 = 0.472$) shows teacher job security explained variation in learner academic performance by 47.2%. A significance of the correlation ($p = 0.000$) obtained to be less than the recommended critical significance at 0.05, making the results to be accepted with confidence and the hypothesis “There is a significant relationship between teacher job security and learner academic performance in private secondary schools in Arua City” was accepted. Therefore, findings evidenced a strong positive relationship, a positive change in teacher job security contributed greatly to an improvement in learner academic performance in private secondary schools

in Arua City. The positive effect of the relationship means the change was in a positive direction from left to right meaning better teacher reward contributed to better learner academic performance in private secondary schools in Arua City.

4.6 Relationship between Teacher working conditions and Learner academic performance

First, descriptive statistics result for teacher working condition are presented to show the views of the respondents on this variable, with five indicators used to measure the relationship between teacher working conditions and learner academic performance; instructional materials, fringe benefits, leadership styles, management of discipline and stress management. There after the relationship between the two variables was presented.

4.6.1 Descriptive statistics results on teacher working conditions

Teachers responded to 10 items concerning teacher working conditions by ticking their responses using a five-point Likert scale as shown in Table 19, followed by analysis and interpretation of results.

Table 19: showing Descriptive statistics results on teacher working conditions

Teacher Working Conditions	SD	D	N	A	SA	TOTAL
There is easy access to print, audio-visual electronic instructional materials.	20 (15.2%)	30 (22.7%)	34 (25.8%)	33 (25.0%)	14 (11.4%)	132 (100%)
Scheme of work and lesson plan materials are availed for timely lesson preparation.	6 (4.5%)	21 (15.9%)	11 (8.3%)	57 (43.2%)	37 (28.0%)	132 (100%)
The school offers workers compensation, retirement benefits, computer benefits, health insurance.	37 (28.0%)	52 (39.4%)	21 (15.9%)	11 (8.3%)	11 (8.3%)	132 (100%)

Teachers are given additional benefits inform of medical allowances, NSSF, food, accommodation.	24 (18.2%)	31 (23.5%)	28 (21.2%)	34 (25.8)	15 (11.4%)	132 (100%)
The leadership focuses on effective supervision, teaching and teacher development.	9 (6.8%)	11 (8.3%)	21 (15.9%)	78 (59.1%)	13 (9.8%)	132 (100%)
The leadership creates an inspiring vision, motivates and builds team to effectively achieve the vision.	4 (3.0%)	11 (8.3%)	22 (16.7%)	74 (56.1%)	21 (15.9%)	132 (100%)
Guidance and counselling are provided to address particular individual behaviors	7 (5.3%)	13 (9.8%)	20 (15.2%)	58 (43.9%)	34 (25.8%)	132 (100%)
There is effective discipline management for safe environment and good performance.	4 (3.0)	9 (6.8%)	15 (11.4%)	46 (34.8%)	58 (43.9%)	132 (100%)
Stress preventive measures such as counseling programs, sports facilities, medical checkups, flexi- time are availed.	6 (4.4%)	20 (15.2%)	22 (16.7%)	50 (37.9%)	34 (25.8%)	132 (100%)
Teacher burnout symptoms are usually identified early and handled.	14 (10.6%)	38 (28.8%)	31 (23.5%)	39 (29.5%)	10 (7.6%)	132 (100%)

Source: Field Data, (2023)

Following the revelation of findings in Table 19, a greater percentage of the teachers consented to items 2, 5, 6,7 8 and 9 compared to the number of those who objected and were neutral. The percentages of those who consented to items 2,5,6,7,9 ranges from 84%to 104%, neutral cases range from 11% to 22%, those who objected ranges from 13% to 27%. Therefore, the percentages of those who consented to the six items were much higher than those who objected and were neutral. A greater number of the teachers objected to items 1, 3, 4, and 10 opposed to those who consented. In comparison of the items,

percentage of teachers who objected to items 1,3,4,10 ranges from 50% to 89%, neutral ranged between 21% to 35.0%, consented ranged between 22% to 49%. Therefore, the percentage of those who objected to these four items was higher than consented and neutral cases. Basing on this analysis, it can be interpreted that: Findings indicate majority of the teachers agreed to the items that Scheme of work and lesson plan materials are availed for timely lesson preparation. The leadership focused on effective supervision, teaching and teacher development; The leadership creates an inspiring vision, motivates and builds team to effectively achieve the vision. There is effective discipline management among staff for safe environment and good performance. Guidance and counselling are provided to address particular individual behaviors; Stress preventive measures such as counseling programs, sports facilities, medical checkups, flexi- time are availed. That motivated teachers for better learner academic performance.

On the other hand, teachers did not agree to the views that it is easy for the teachers to access print, audio-visual electronic instructional materials. The school offers workers compensation, retirement benefits, computer benefits, health insurance. Teachers are given additional benefits inform of medical allowances, NSSF, food, accommodation. Teacher burnout symptoms are usually identified early and handled, school that did not motivate teachers to improve learner academic performance.

Additionally, to elaborate on results from the questionnaire, for in depth understanding of teacher working conditions in private secondary school in Arua City, interview results indicate the following: The interviews conducted with school seven, respondent category A, school two respondent A, school three respondent category C.

“schemes/ lesson plans are availed at the beginning of each academic year, though some teachers do not scheme and Plan (interview with school seven, respondent category A, 11th April 2023)”. Quality teaching is done, supervision of lessons, lesson

coverage, learners note for effective teaching (interview with school two respondent category A, 11th April 2023). Yes. We have an inspiring vision that everyone works towards achieving it, that is, “To produce disciplined, determined, hardworking and God-fearing citizen” (interview with school three, respondent category C, 12th April 2023)”.

School three respondent category A said: There is access to audio visual instructional materials, we have computers in place, scheme and lesson plan materials are availed, fringe benefits inform of detergents, hoes, toilet tissues given to staff, guidance and counselling headed by careers mistress, the school teats everybody equally and handles indiscipline cases aggressively, we have a number of sports activities in place like volley ball, MDD among others. (Interview with respondent category A, school three 12th April 2023)”.

In a different opinion, school two respondent answered: All instructional materials are limited, a lot of challenges are faced in this area. Schemes/ lesson plan books are availed at the beginning of every year but the teachers do not scheme and plan. (Interview with respondent category A school seven)”.

Therefore, the views of the respondents in the previous paragraph elaborately supports the finding that in private secondary schools in Arua City, a greater percentage of teachers in private secondary schools agreed to the view that Scheme of work and lesson plan materials are availed for timely lesson preparation. The leadership focused on effective supervision, teaching and teacher development. The leadership creates an inspiring vision, motivates and builds team to effectively achieve the vision.

In addition, school five, respondent category A, school seven respondent category A, elaborated on the issue of Guidance and counselling being provided to address particular individual behaviors; Stress preventive measures such as counseling programs, sports facilities, medical checkups, flexi- time are being availed. As follows:

“Careers department is formed; senior woman and man teachers are in Charge (Interview with school five respondent Category A 13th April 2023)”. *Medical checkups where officials come for medical checkups, blood donations are done (interview with school seven respondent category A (11th April 2023))”.*

On the other hand, results show, a greater number of the teachers did not consent to the views it is easy for teachers to access print, audio-visual electronic instructional materials. The school offers workers compensation, retirement benefits, computer benefits, health insurance. Teachers are given additional benefits inform of medical allowances, NSSF, food, accommodation. Teacher burnout symptoms are usually identified early and handled.

School eight respondent category A had to say this:

“No, we do not have computer laboratory with these facilities, plans are underway, there is no provision for NSSF benefits and medical allowances, the leadership does not focus on the quality of teaching through effective supervision (interview with respondent category A, school eight 14th April 2023)”.

School eight respondent category B, school four, respondent category B, School seven, respondent category A, school two respondent category elaborated on disagreement by majority of the teachers on the issues of: The school offers workers compensation, retirement benefits, computer benefits, health insurance, teachers are given additional benefits inform of medical allowances, NSSF, food,

accommodation. Teacher burnout symptoms are usually identified early and handled; school as follows:

“No there is no provision for NSSF benefits, medical, insurance and other fringe benefits in the school (interview with respondent category B, school eight 16th April 2023)”. “Sometimes we do recognize the symptoms but take time to handle because of many responsibilities and limited finances (interview with respondent category B school four (16th April 2023)”.

“Fringe benefits offered inform of sports, airtime, duty allowance is small, NSSF not given due to unstable financial status (interview with respondent category A school seven 11th April 2023)”.

NSSF for few teachers, we have plans to bring everybody, medical allowance not there because of limited money. We have mechanisms to identify teacher burnout, symptoms, but there is lag in addressing it due to all members of the management not being present (interview with respondent category A, school two 11th April 2023)”.

4.6.2 Inferential statistics results on teacher working conditions

The fourth hypothesis “There is a relationship between teacher working conditions and learner academic performance in private secondary schools in Arua City” was tested. Coefficient of correlation (p) was used to test the hypothesis. Coefficient of determination R^2 was used to determine the variance in learner academic performance caused by teacher working conditions, the results were indicated in Table 20 as follows:

Table 20: Correlation and coefficient of determination on teacher working conditions and learner academic performance

	Teacher working conditions
Learner academic performance	r = 0.667 R² = 0.445 P = 0.000 N = 132 Correlation is significant at 0.01 level

Source: Field Data, (2023).

The implication of the finding was that a positive change in teacher working conditions contributed to a greater change in learner academic performance in private secondary. From the findings a strong positive correlation ($r = 0.667$) was seen between teacher working conditions and learner academic performance in private secondary schools in Arua City. With a coefficient of determination ($R^2 = 0.445$), indicating teacher working condition accounted for 44.5% variation in learner academic performance. After subjecting to a test of significance (p), the significance of the correlation ($p = 0.000$) was shown, less than the standard critical significance level at 0.05. As a result, the hypothesis, “There is a significant relationship between teacher working conditions and learner academic performance in private secondary schools in Arua City”. The positive type of the relationship indicated the change in teacher working condition and learner academic performance was in a direct positive nature (the same direction) were improvement in teacher working conditions improves learner academic performance in Private secondary schools in Arua City, while decline in teacher working conditions deteriorates learner academic performance.

4.7 Regression Analysis

Following ascertainment of the relationship of each independent variable with the dependent variable, a regression analysis was run to determine which of the independent variables influenced the independent variable most, findings are tabulated in table 21.

Table 21: Regression Analysis Results showing the joint effect of the independent variable on the dependent variable.

Model Summary					
R	R Square	Adjusted R square		Std. Error of the Estimate	
.712	.506	.491		5.253	
ANOVA					
	Sum of squares	df	Mean square	F	Sig.
Regression	3596.709	4	899.177	32.583	.000
Residual	3504.806	127	27.597		
Total	7101.515	131			
Coefficients					
	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta	4.871	.000
(Constant)	11.016	2.261			
Teacher professional development	-.009	.098	-.009	-.087	.931
Teacher reward	.127	.089	.146	1.417	.159
Job security	.330	.111	.375	2.978	.003
Teacher working Condition	.243	.122	.249	1.983	.050

Source: Data from the field, (2023)

Findings in Table 21 show a strong linear regression coefficient (Multiple R = .712) was obtained between constructs of teacher motivation (teacher professional development, teacher reward, job

security, teacher working conditions) on learner academic performance. Adjusted R Square, (.491) reveals the constructs of Teacher motivation (teacher professional development, teacher reward, job security, and teacher working conditions) explained the variation in learner academic performance by 49.1%. a relatively higher proportion compared to other factors that influence learner academic performance.

After subjection to analysis of variance (ANOVA) test to determine which variable affected the dependent variable most. The ANOVA test indicated a degree of freedom 4 and 127 ($df = 4, 127$), fisher's ratio ($F = 32.583$) with significant value of .000, less than the standard recommended critical significance at 0.05, giving an acceptable error and confidence in the findings in the previous paragraphs. It was concluded that the constructs of teacher motivation (teacher professional development, teacher reward, job security and teacher working condition) contributed to 49.1% variance in learner academic performance.

The 49.1 % variance in learner academic performance was a joint effect of the constructs of teacher motivation (teacher professional development, teacher reward, job security, and teacher working conditions) on learner academic performance. Thereafter, the effect of each of the constructs of independent variable was examined to find out which one affected learner academic performance most. In Table 21, one construct of teacher motivation (job security) had greater effect on learner academic performance in private secondary schools in Arua City with coefficient of 0.330, sig. p-value of .003, less than the critical significance at .05 that significantly influenced teacher motivation and learner academic performance. Followed by teacher working conditions with coefficient of 0.243, sig. p-value of .05 equal to the critical significance level. Which significantly influenced learner academic performance. Meanwhile, teacher professional development with coefficient of -0.009, sig. $p = 0.931$ and teacher reward coefficient of 0.127, sig $p = 0.159$ greater than the standard level advocated at 0.05,

insignificantly influenced learner academic performance in private secondary schools in Arua City. It can be interpreted that job security was of paramount importance in determining teacher motivation and performance followed by working conditions.

CHAPTER FIVE

SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter includes the summary, discussions, conclusions, recommendations and areas for further study, grouped into five sub-sections. Sub-section one gives summary of findings, second sub-section presents the discussions in line with the objectives of the study; sub-section three presents the conclusions, the fourth sub-section gives the recommendations and the fifth sub-section presents areas for further study.

5.2 Summary of Findings

5.2.1 Relationship between teacher professional development and learner academic performance

A moderate positive correlation ($r = 0.555$) was obtained between teacher professional development and learner academic performance in private secondary schools in Arua City. Teacher professional development explained the variance in learner academic performance by 30.8%. Meaning an improvement in teacher professional development moderately improves learner academic performance in private secondary schools in Arua City. ANOVA to ascertain which variable influenced learner academic performance most; showed coefficient of -0.009, sig. $p = 0.931$ far greater than the advocated level at 0.05, implying teacher professional development insignificantly influenced learner academic performance compared to teacher job security, working conditions and reward.

In line with descriptive statistics results integrated with interview findings on teacher professional development and learner academic performance it was revealed that the management in private schools in Arua City organized trainings and workshops for teachers to boost their skills for innovation which was motivating for better learner academic performance. The management did not give time and

support to teachers for further studies to motivate them for better learner academic performance. They assigned mentors for effective supervision of lessons and organized team teaching to learn from one another that motivated teachers. Observation visits/ study tours for networking and interactive/ effective teaching and learning in most cases was not done to motivate teachers for better learner academic performance.

5.2.2 Relationship between teacher reward and learner academic performance

A strong positive correlation ($r = 0.6$) was obtained between teacher reward and learner academic performance in private secondary schools in Arua City. Teacher reward explained learner academic performance by 36.0%. Implying improvement in teacher reward contributed to better learner academic performance and decline in teacher reward contributed to low learner academic performance by 36.0%. Therefore, a positive relationship existed between teacher reward and learner academic performance in private secondary schools in Arua City. ANOVA to determine which variable influenced learner academic performance most revealed teacher reward had coefficient of 0.127, sig. $p = 0.159$ greater than the recommended critical significance level at 0.05, meaning teacher reward insignificantly influenced learner academic performance compared to teacher professional development, job security and working conditions.

Descriptive statistics results integrated with interview findings on teacher motivation by rewards and learner academic performance discovered that reward in form of financial performance bonus was not offered to teachers for better performance. For the few schools that offered financial performance bonus, it was not consistent and timely given. Which was not motivating teachers to encourage performance. The reward in form of salary paid to teachers was not according to work done, experience and teacher education level which demotivated teachers. The basic salary provided was not guaranteed demotivating teachers for improved performance. In most cases private secondary schools did not

organize events outside school for teachers inform of birth day parties, graduations, weddings, community interactions that demotivated teachers.

5.2.3 Relationship between teacher job security and learner academic performance

A strong positive correlation ($r = 0.687$) was revealed between teacher job security and learner academic performance in private secondary schools in Arua City. Teacher job security explained learner academic performance by 47.2%. From ANOVA results to determine which variable influenced learner academic performance most, teacher job security had coefficient of 0,330, sig p of 0.03 less than the advocated at 0.05, implying a significant positive relationship between teacher job security and learner academic performance in private secondary schools in Arua City compared to the rest of the variables. That means an improvement in teacher job security contributed greatly to learner academic performance, insecurity in job contributed greatly to low learner academic performance compared to the other three independent variables studied. Comparably, the findings revealed a greater percentage of teachers agreed that all the elements of teacher job security examined in this study were availed by private secondary schools for teacher motivation consequently learner academic performance.

Specifically, descriptive statistics results in collaboration with interview results showed employment terms were clear revealed by teachers having appointment letters with clear specifications of the job offer and employment contract, clearly stated hierarchical structure with duties and responsibilities. Teachers were involved in decision making and had a sense of emotional attachment through consultation and involvement in decision making, they had committees in schools for team building, trust and ideas for better decisions. Better promotional prospects were followed where the schools had a policy statement from the management regarding promotion policy, communicated to employees, records of employee performance were properly maintained to determine suitability for promotion.

There was effective communication from the management where the communication was clear, accurate, considerate, Coherent, courteous. Appraisal systems were in most cases effected with performance gaps being identified for every teacher periodically and joint action steps taken, performance plans prepared at the beginning of every year giving the job schedule to boost teacher motivation and performance.

5.2.4 Relationship between teacher working conditions and learner academic performance

A strong positive correlation ($r = 0.667$) was established between teacher working conditions and learner academic performance in private secondary schools in Arua City. Teacher working conditions explained learner academic performance by 44.5%, this implied a positive change of 1% in teacher working condition contributed to 44.5% improvement in learner academic performance and a 1% decline in teacher working conditions contributed to 44.5% decline in learner academic performance. For the combined effect of the variables on learner academic ANOVA coefficient of 0.243, sig. $p = 0.05$ exactly at the recommended level of 0.05 that implied teacher working condition significantly influenced teacher motivation and learner academic performance.

Likewise, descriptive statistics and interview finding indicated teacher working conditions through availing instructional materials like scheme of work and lesson plan materials for timely lesson preparation were provided as agreed by most teachers that was motivating for better performance. There was effective leadership that focused on the quality of teaching and the development of teachers through effective supervision, the leadership created an inspiring vision, motivated and build teams to effectively achieve the vision that created a suitable working condition for teacher motivation and performance. There was effective management of discipline through providing Guidance and counselling to address particular individual behaviors that created a conducive working condition that

was motivating. It revealed proper management of Stress through stress preventive measures such as counseling programs, sports facilities, medical checkups, flexi- time are availed that was motivating.

Alternatively, it was not easy for the teachers to access instructional materials such as print, audio, visual, audio-visual and electronic instructional materials. Fringe benefits in form of workers' compensation, retirement benefits, computer benefits, health insurance were not provided to teachers, teachers were not given additional benefits inform of medical allowances, NSSF, food, accommodation. Stress management through identifying and handling teacher burnout symptoms early in most cases was not considered that created unfavorable working condition for teacher motivation and learner academic performance.

5.3 Discussions

5.3.1 Relationship between teacher professional development and learner academic performance

This study discovered there is a significant relationship between teacher professional development and learner academic performance (significance $p = 0.000$) as guessed in the first objective. There was a moderate positive correlation ($r = 0.555$) between teacher professional development and learner academic performance in private secondary schools in Arua City. The coefficient of determination ($R^2 = 0.308$). Findings show teacher professional development accounted for variance in learner academic performance by 30.8%. In conclusion teacher professional development had a positive significant relationship with teacher motivation and learner academic performance in private secondary schools in Arua City.

These findings agreed with a number of scholars who supported the significance of teacher professional development in teacher motivation and learner academic performance such as (Selpiyani et al., 2021; Utomo, 2018; Rwigema, 2022; Mintz & Kelly, 2021). The researcher reviewed literature by Selpiyani

et al., (2021) who studied working conditions on teacher performance in Negeri, using descriptive method with quantitative approach. showed teachers lead teaching-learning process in schools, the quality of teachers need improvement for better learner academic performance through professional development. Discovered a positive significant relationship in motivation elements like professional development and performance. Whose findings are similar to scholars such as Utomo, (2018) who argued that teachers play a number of roles in transforming knowledge, encouraging development of learner potential achieved through teacher professional development. And Rwigema, (2022) who discovered professional development plans such as training motivate teachers to be high performers, for improve performance. Besides Mintz & Kelly, (2021) who studied teacher motivation in United States using qualitative case study with sample size of 5 teachers found out intrinsic motivation elements like teacher professional development facilitated improving performance. That all concur with results of this study that added on to the body of knowledge advanced by the previous scholars which schools can adopt for teacher motivation and learner academic performance.

On the other hand the findings of this study disagrees with the findings of Lu et al., (2019) who studied effect of teacher professional development programs on learner performance in rural China found gaps in academic performance to be closed by professional development but the findings of the study showed professional development has no significant effect on practices in the classroom and learner academic achievement. Teachers might have improved their knowledge but they were not practically using for improving performance in class room situation. In conclusion teacher professional development had a significant positive relationship with learner academic performance. The variations in results could have been as a result of using different research designs, approaches, sample size, differences in time and location revealed by the literature review.

Additionally, when testing the combined effect of the independent variable on the dependent variable with multiple regression analysis, ANOVA findings to determine which variable influenced learner academic performance most, revealed teacher professional development had sig. $p = 0.913$, far greater than significant level advocated at 0.05 by (Amin, 2005). Having an insignificant effect in explaining the variance in learner academic performance compared to other variables of motivation such as reward, job security and working conditions. This could be attributed to what was postulated by Maslow's theory that "Lower-level needs be satisfied before higher level- needs are felt and chased for motivation Kendra, (2022)". It is possible that private secondary schools in Arua City were still satisfying the lower-level needs of teacher reward, working conditions, job security that explained the variance in performance more than teacher professional development. Justified by the background result where a greater percentage of the respondents' 100 (75.8%) in the private schools were diploma holders. Meaning majority had not reached the upper-level needs of professional development a self-actualization needs according to Maslow at the highest level, with a fairly low learner academic performance as in Table (13).

Abraham Maslow's theory was of importance to the findings of this study, it elicited need to examine teacher motivation and its effect on performance. That before teachers could satisfy their higher-level esteem and self-actualization needs derived through achievement, competence, measured by academic achievement of learners, they must first fulfil their basic physiological needs of hunger and thirst. A hungry teacher will not be motivated and finds it difficult to motivate learners to focus on teaching and learning for better academic performance. Then proceed to meet the needs according to the order of hierarchy for better motivation and performance. Therefore, the results of this study rightly proved this theory by the coefficient of determination of the variables as follows: reward 0.360, working conditions 0.455, job security 0.472 and teacher professional development which is a higher-level need with the

least coefficient of determination of 0.308. This clearly justified Maslow's theory that lower-level needs must be met first to motivate teachers for better performance before proceeding to meet higher level needs of growth (professional Development). In case lower-level needs are not rightly met, the impact of higher-level needs like professional development on performance is reduced, proven by the fact that teacher professional development had coefficient of determination of 0.308, being the least among the four constructs of teacher motivation in the study. Therefore, the level of teacher motivation through professional development needs to be improved further to improve teacher quality and performance in private secondary schools in Arua City.

Descriptive statistics findings supplemented by interview findings however show that teachers agreed schools organized trainings and workshops for teachers to boost their skills for innovation and performance. Assigned mentors and team teaching that was motivating for better learner academic performance. Concluded that teacher professional development through trainings, workshops and mentorship was considered in private secondary schools in Arua City which was motivating for improved learner academic performance.

This findings collaborate with (National Teacher Policy, 2019; Akdemir, 2020; Worth & Faulkner-ellis, 2021). National Teacher Policy, (2019) that explained teachers are very important in education for learner academic performance, results showed improving quality of teacher through professional development amounts to greater improvement in performance. Just like Akdemir, (2020) in Turkey who investigated teachers' motivation based on motivational scale from Herzberg's theory to collect data, recommends ascertaining teacher motivation through workshops has greater importance in education. Supported by the findings of a study on teachers that emphasized government initiatives in uplifting mentorship practices in various school levels to build capacity of new teachers to improve

their performance (Worth & Faulkner-ellis, 2021). Therefore it can be concluded that teacher professional development in terms of training, workshops, mentorship was considered for teacher motivation and learner academic performance in private secondary schools in Arua City.

On the other hand, descriptive statistics findings integrated with interview findings revealed management did not give time and support to teachers for further studies to motivate them for better learner academic performance. Study tours for networking and interactive/ effective teaching and learning in most cases was not done to motivate teachers for better learner academic performance. These findings disagree with the findings of (Abenawe, 2022; Nwokeocha, 2022; Afrianti et al., 2021; Chiocca, 2021). Abenawe, (2022) in Ibanda Uganda on teacher motivation elements with a sample size of 80 teachers, 240 students and 10 head teachers, employing mean, standard deviation and Pearson correlation coefficient, who asserted that throughout the world education is considered keystone in development of a country, without higher education and further studies no nation grows better. Nwokeocha, (2022) in Nigeria who employed 150 respondents, applied mean and standard deviation to ascertain that success needs to be defined not by teachers mastering new strategies but impact of change of practices through further studies are valued. Afrianti et al., (2021) who determined the effectiveness of study tour towards students' speaking skill, discovered students' various skills are not acquired by teaching in classroom alone but through study tour among others. To this effect Bafadal & Irawan, (2018) examined study tour in teaching revealed study tour allows learning by experiences to discover new concepts in teaching. Also higher education institutions promote programs to study abroad for learning different experiences not obtained in a class for a greater learner performance and change (Chiocca, 2021). The variations in results with the previous scholars could have been because of differences in study design and approach, target population and sample size, method of data collection milieu. It can be concluded that further studies and study tour was not considered in private

secondary schools in Arua City for teacher motivation and learner academic performance. Suggests need for private secondary schools to consider further studies and study tour for teacher motivation and learner academic performance in private secondary schools in Arua city.

5.3.2 Relationship between teacher reward and learner academic

An assessment of relationship between teacher reward and learner academic performance revealed Pearson correlation coefficient $r = 0.6$, indicating a strong positive correlation between teacher reward and learner academic performance in Private secondary schools in Arua City. Sig of correlation coefficient $p = 0.001$ making the results to be accepted with confidence. And the hypothesis “There is a significant relationship between teacher reward and learner academic performance” was accepted. Coefficient of determination $r^2 = 0.360$. Meaning teacher reward explained the variation in learner academic performance by 36%.

Results of this study concurred with the findings of (Margolang et al., 2019; Oboko, 2020; Sidin, 2021). Margolang et al.,(2019) who examined correlation between reward and student learning on motivation applying quantitative approach on a sample of 115 students, simple random sampling, employing product moment correlation technique contents a positive significant correlation between reward and student learning motivation. Whose findings correspond to Oboko, (2020) who studied teacher motivation and commitment to primary schools in Kabooge subcounty Nakasongola district in Uganda, using descriptive correlational design , sample size of 112 teachers, 12 head teachers, 2 education officers, by self-administered questionnaire and interviews,. Who showed rewarding teachers improves motivation and commitment. Where motivation had significant influence on commitment. Suggested handling teacher motivation before performance of students worsens. Behaviorism theory proposes reward among other factors for the success of learning, discovered theoretically rewards increase interest and motivation to learn. This is similar to the findings of a research by Sidin, (2021)

that indicated if rewards are applied carefully, it has positive effects on motivation and performance. Just like the findings of Margolang et al.,(2019) who examined the correlation between reward and learning motivation using quantitative method whose results indicate a significant correlation between reward and students' motivation in learning. After reviewing literature on guide for managing gifts in the public service, relating it to Sidini, (2021) & Margolang et al.,(2019), their views have been similar on teacher reward. Therefore, the researcher found it mandatory to prove their findings by studying teacher reward related to learner academic performance. The findings of this study added on knowledge advanced by these scholars that policy makers can adopt to improve teacher motivation and learner academic performance in schools.

But these results disagreed with Rwothumio et al., (2020) who examined the role of financial rewards in improving performance of academic staff in private universities in Uganda, using a mixed design, convergent parallel approach for data analysis, from a sample of 299 academic staff, directors and vice chancellors, whose results indicated a weak positive relationship between financial reward and academic performance in public universities where ($r= 0.282$, $p = 0.01$). Argues rewarding academic staff on the basis of a living wage. These differences in results could have been brought about by the fact that in these studies different research design, methods of data collection were used compared to this research that applied both quantitative and qualitative method, descriptive statistic with Pearson correlation coefficient that could have accounted for the differences in results.

Additionally, assessment of the findings of teacher reward from descriptive statistics and interview findings indicated most private school teachers agreed that the school recognized good performance by praising teachers regularly; Simple staff activities like staff games were organized to build relationship and feeling of appreciation; The management often gives their time, knowledge and is available for teachers when need arises; The administration often considers giving gifts in kind and in any form on

occasions deemed necessary. Which was motivating teachers for better learner academic performance. Concluded teachers were praised by celebrating commitment, gifts were offered for teacher reward that motivated them for better performance. Concluded teachers were rewarded inform of praises, organizing events outside school, gifts for teacher motivation and better performance in private secondary schools in Arua City.

These findings concurred with Nduhura et al., (2022) who in his study, using cross-sectional descriptive design examined relationship between financial and non-financial rewards inclusive of praises on teacher motivation and performance from 10 schools using interview and documentary review for data collection. Whose findings indicate non-financial rewards such as praises having significant and positive relationship with performance where ($r = 0.616$) significance level of 0.000. Misaki, (2020) affirmed the success of any organization is significantly based on its ability to achieve its strategic objective, by focusing on motivation of employees, through non-financial rewards such as organizing events outside school for teachers such as wedding parties, birth day parties that increase intrinsic motivation for better performance. But most organizations focused on extrinsic rewards such as money that mostly does not energize for better performance. Similarly, it has been discovered gifts of any value can create a long time relationship where an employee becomes loyal to the giver (Guide on managing gifts in the Public Service, 2019). Therefore, recommended need to use both financial and non-financial rewards such as praises for teacher motivation and performance.

The findings disagreed with Moore et al., (2019) These findings disagreed with Moore et al., (2019) who reviewed evidence to support praise in schools. The findings showed insufficient evidence to support teacher praise as being recognized in schools. The variations in results could have been due to gaps in study population, in the studies of the scholars. Siddiqui et al., (2019) in a study on less

privileged pupils in England showed they had lower levels of achievement than the counterpart for not being exposed to wider learning experiences outside classroom learning. Just like organizing events outside school like parties is believed to reward teachers for improved performance. The variations in results could have been due to gaps in study population, sample size, methods of data collection, variations in location and time of study.

On the other hand, this research discovered, in most private secondary schools in Arua City, teacher reward in form of financial performance bonus were not adequate, they were inconsistent and untimely; salary paid to teachers was not according to the job description, experience and teacher demand and the basic salary provided was not guaranteed; The schools in most cases did not organize events outside school for teachers in form of birth day parties, graduations, weddings. The study established that teacher reward in form of financial performance bonus, salary, organizing events outside school was not considered for teacher motivation and learner academic performance. Which might have contributed to decline in teacher motivation and learner academic performance.

These findings disagreed with the findings of (Jiban, 2021; Kaamaruddin et al., 2023; Misaki, 2020). Jiban, (2021) who investigated effects of performance pay elements in schools using administrative data that revealed teachers might have improved their teaching strategies with implementation of performance-based compensation such as financial performance bonus. Kaamaruddin et al., (2023) who investigated the effects of salaries on teacher productivity employing quantitative research approach, questionnaires to collect data in Della Strada North Jakarta that showed salary and motivation has positive significant relationship on teacher productivity. These findings were in line with Kaamaruddin et al., (2023) who investigated the effects of salaries on teacher productivity employing quantitative research approach, questionnaires to collect data in Della Strada North Jakarta that showed

salary and motivation has positive significant relationship on teacher productivity. Misaki, (2020) who affirmed the success of any organization is significantly based on its ability to achieve its strategic objective, by focusing on motivation of employees, through non-financial rewards such as organizing events outside school for teachers such as wedding parties, birth day parties that increase intrinsic motivation for better performance. But most organizations focused on extrinsic rewards such as money that mostly does not energize for better performance. The differences in the findings with the previous scholars might have been caused by variations in methods of data collection, sample size, study design. Therefore, the conclusion teacher reward informs of financial performance bonuses, salaries and organizing events outside school was not catered for by private secondary schools in Arua city. Recommended need for private secondary schools to consider rewarding teachers by providing salaries according to work done, level of experience, education etc., offer financial performance bonuses consistently and timely, organize events outside school for teacher motivation and learner academic performance.

Alternatively, from regression analysis ANOVA to determine which variable affected learner academic performance most, results indicated teacher reward had coefficient of 0.127, sig. $p = 0.159$, greater than the critical significance level advocated by Amin, (2005) at 0.05, implying it caused insignificant variation in learner academic performance compared to job security, working conditions, which could be attributed to Two factor theory that grouped reward as a satisfier not a motivator factor. From this study the researcher however noted that providing teacher reward may not matter so much in improving learner academic performance, what matters is whether the teachers are motivated by the rewards to benefit the school activities including learner academic performance. There for there is need for private secondary schools to seriously consider improving teacher reward for better learner academic

performance. Teachers need to use this reward for the benefit of school activities than using them for satisfaction only.

5.3.3 Relationship between teacher job security and learner academic performance

In investigating relationship between teacher job security and learner academic performance in Private secondary schools in Arua City, it was established teacher job security strongly relates positively to learner academic performance in private secondary schools in Arua City. With Pearson correlation coefficient $r = 0,687$, sig of the coefficient $p = 0.000$. Concluded teacher job security had a significantly a strong positive correlation with learner academic performance.

In collaboration with scholars such as Ibrahim & Al-taneiji, (2019) on teacher satisfaction in United Arab Emirates informed by two factor theory that revealed maintenance factors like job insecurity among other factors explained teacher dissatisfaction recommended policy makers to revise practices for job security and motivation. Related to the relevance of job security in enhancing teacher motivation and performance Sohail Butt et al., (2020) explored job security and happiness for motivation and performance of telecommunication employees on a sample of 515 workers in Pakistan using structural equation modelling discovered job security satisfied employees for performance. Similarly, Asad khan et al., (2019) reviewed human resource elements on performance and job security in public sector universities using descriptive and inferential statistics, discovered human resource practices had direct and significant effect on performance and job security for policy makers to note. Therefore, it can be concluded that teacher reward had a significant positive relationship with learner academic performance in Arua City That added on to the existing knowledge on teacher motivation in form of reward and learner academic performance advanced by these scholars.

In regard to results on elements of teacher job security descriptive statistics findings and interview findings found that the teachers agreed that the private schools provided job security inform good employment terms with appointment letters that have clear specifications of job offer, and employment contract, hierarchical structure with duties and responsibilities; a sense of emotional attachment through consultation and involvement in decision making, team building, trust and ideas for better decisions; a policy statement regarding promotion , records of performance was properly maintained to determine suitability for promotion; clear, accurate, considerate, communication with teachers; clear appraisal systems that involves identifying performance gaps periodically and joint action steps taken. That relates to learner academic performance in private secondary schools in Arua City. Therefore, all the indicators of teacher job security studied such as employment terms, involvement in decision, promotion, effective communication, performance appraisal was provided that motivated teachers for better learner academic performance.

These findings concurred with Oyeh,, (2018) who studied work life quality as a result of job engagement in public secondary schools in river States using correlational research design, discovered good quality work life attributed to factors such as job security contributed to performance. Similarly, from the review of National Teacher Policy, (2019) the teacher characteristics such as job security very important in teaching and learning, difficult to measure requires more attention. In line with the assertions of the Symposium on General, (2022) that calls for teachers to consider barriers to involvement in decision and other factors for job security. To give more light, Organizational researchers consider decisions to be veins of an organization due to its significance (Irum et al., 2020). Likewise, Ndijuye & Tandika, (2019) researched timely promotion as a motivation element among pre-primary school teachers in Tanzania, discovered achievement of teachers' roles depended entirely on timely promotion and other motivation elements. A similar study that established relationship in

promotion among other factors and work engagement of teachers using a correlational research design, showed promotion had positive and significant relationships with work engagement in case applied transparently (Mugizi et al., 2020). In a related development, Febriyanti et al., (2023) who examined effect of communication among other factors on employee performance using case study, correlation path analysis and coefficient of determination, established communication among other factors had a strong relationship with performance ($r = 0.660$). It affects employee performance by 71.9%. The findings of a study that aimed to discover if performance appraisal and motivation are useful in explaining teachers' performance in selected secondary schools in Kampala, Uganda discovered performance appraisal and motivation had significantly predicted performance of teachers in secondary schools (Mbabazi,2023). Baked by findings of (Jelagat & Edabu, 2022) who assessed effects of performance appraisal on teachers in public secondary schools in Eldoret Sub-county Kenya using a mixed methodology and descriptive survey design obtained a correlation $r = 0.521$ and Sig. $p = 0.021$, performance appraisal having significant influence on teacher productivity in public secondary schools. Therefore, the results of this study built on the knowledge on teacher motivation by job security in terms of employment terms, involvement in decision, promotion, effective communication, performance appraisal systems related to learner academic performance.

These findings disagreed with the findings of Irum et al., (2020) investigated motivation and decision-making strategies of workers, using correlational analysis which showed significant inverse relation between decision making and intrinsic and extrinsic motivation. Sihotang et al., (2021) on principal's communication style on teacher motivation and performance in secondary schools in Medan City using in-depth interviews, observations, documentation on teachers and non-teaching staff. The results showed communication system applied is a controlling style, use of casual communication for activities

that are informal. The relationship was harmonious between teachers and the administration. Sihotang et al., (2021) on principal's communication style on teacher motivation and performance in secondary schools in Medan City using in-depth interviews, observations, documentation on teachers and non-teaching staff. The results showed communication system applied is a controlling style, use of casual communication for activities that are informal to motivate teachers. The relationship was harmonious between teachers and the administration. However, the principal was slow in communicating information to teachers that limits teacher motivation. Performance appraisal of late has become an important aspect on the agenda of higher education institutions Sułkowski et al., (2020) just like a case in secondary schools to foster job security. Their findings showed performance appraisal was not fully applied in management of public offices and education sector necessitating a study in this concept.

The variations of the results of this study with the findings of the previous scholars could have been due to varied study design approaches, target population, variations in data collection methods etc. employed. Concluded teacher job security was provided by majority of the private secondary schools in Arua City in form of clear employment terms, involvement in decision, promotion prospects based on policy statements and performance records, effective communication that is clear, accurate, considerate; effective appraisal systems. Recommended need for continuous improvement in elements of job security since it was more motivating than any other factor. This was further, integrated with qualitative results that supported the previous findings from interviews as follows:

We consult teachers on most of the decisions taken ranging from fees issues, discipline and any other important decision in the school. We have in place committees like guidance and counselling, academic committee, disciplinary committee. (Interview with school three, respondent category B, 12 April, 2023)

School seven respondent category A said: "Appointment letters are given, done verbally, only given to specific people who seek opportunities outside like NGOs, government job when required. Employees responsibilities are specified by availing guidelines in professional code of conduct, teachers collaborate in decision making, promotional prospects grated to those who show interest lesson monitoring committee

put in place with clear communication. (Interview with respondent category A school seven 11th December, 2023)”

“Teachers have appointment letters, though on contract basis containing their responsibilities. (Interview with school one, respondent category C, 18th April, 2023)”.

In this study, guided by the research question “To investigate the relationship between teacher job security and learner academic performance in private secondary schools in Arua City. It was revealed that there was significantly positive relationship between teacher job security and learner academic performance an improvement in teacher job security greatly improves learner academic performance in a positive way illustrated by inferential statistics result from multiple regression analysis to test the combined effect of teacher motivation elements such as teacher professional development, reward, job security, working conditions on learner academic performance which indicated coefficient of determination $R = 0.472$ (47.2%); ANOVA coefficient = 0.330, sig. $p = 0.003$ less than the required critical level at 0.05, where job security significantly explained the variance in learner academic performance. It explained the improvement or decline in learner academic performance by 47.2% far much more than other factors of teacher motivation studied. Then the Hypothesis “There is a significant relationship between teacher job security and learner academic performance in private secondary schools in Arua City” was accepted.

These findings were similar to the findings of Oyeh, (2018) that job security induces commitment of (teachers). Ndiyuje & Tandika, (2019) who explored the role of timely promotion in Tanzania as a motivational factor among teachers, revealed achievement of teachers’ roles depends on timely promotion a construct of job security, recommends efforts to promote teachers for better job security and performance. As per the Symposium on General, (2022) a need for teachers to consider barriers to involvement in decision and how to overcome them was paramount in terms of job security.

Opposed to Irum et al., (2020) who asserted that many times, policy makers and school stake holders impose policies on teachers without involving them, impacting on job security and motivation affecting learner performance. Therefore, these discussions lead to a conclusion that there need to be a continuous improvement in teacher job security for continuous improvement in learner academic performance. The level of application of employment terms, involvement of teachers in decision making, promotion, effectiveness in communication, administration of performance appraisal system had a greater impact on teacher job security and learner academic performance in private secondary schools in Arua City, though learner academic performance was still fairly low, which might be attributed to other factors. The enormous literature emphasized the added importance of an intrinsic factor of motivation (teacher job security) that schools need to focus more on than other motivational factors to enhance learner academic performance.

5.3.4 Relationship between teacher working conditions and learner academic performance

A strong positive correlation between teacher working conditions and learner academic performance was revealed. With $r = 0.667$, significance of coefficient $p = 0.000$ less than the advocated standard of 0.05 , showing statistically significant relationship which accepts the hypothesis, “There is a significant relationship between teacher working conditions and learner academic performance”, and it explained academic performance by 44.5%.

These findings correspond to the findings of Toropova et al., (2021) on job satisfaction working conditions in Sweden, employing confirmatory factor analysis and structural equation modelling methods, whose results showed significant relationship between school working conditions, teacher motivation and performance. This results concur with .Bashir et al., (2020) who posits that to have employees who are motivated and satisfied , they need favourable working conditions for high

performance, working condition has a positive influence on workers motivation and performance. Thus, the conclusion teacher working condition had a positive significant influence on teacher motivation and learner academic performance in Arua City was drawn. It builds on the body of knowledge advanced by (Toropova et al., 2021; Bashir et al.,(2020)

In relation to this, considering teacher motivation through elements of working conditions, results from descriptive statistics and interview findings established that Scheme of work and lesson plan materials were availed for timely lesson preparation. The leadership focused on the quality of teaching and the development of teachers through effective supervision; The leadership created an inspiring vision, motivates and builds team to effectively achieve the vision. Guidance and counselling were provided to address particular individual behaviors. Stress preventive measures such as counseling programs, sports facilities, medical checkups, flexi- time were availed. To boost teachers psychological and physical working condition for better performance. That motivated teachers for better learner academic performance.

From this it can be concluded that private schools catered for teacher working conditions by providing effective leadership, effective management of discipline.

This concurs with findings of Majid, (2021) who contends that motivation of teachers resulting from transformational leadership style had significantly positive impact on performance of teachers. Similar to Saleem et al., (2020) who argues leaders who are achievement oriented set clear goals, encourage persistent improvement in performance. Just like Adi et al., (2021) who affirmed leadership styles applied by institution leaders that improves performance of teachers is mostly democratic and authoritarian style. In authoritarian style greatly considers observing timeliness of teacher attendance in school and activities in class. While democratic style is concerned with giving opportunities to

teachers on the basis of the needs of the school for better motivation and performance. While the finding of Putra et al., (2021) is that discipline and working condition affect productivity of workers, just like the case of Lynnette et al., (2021) who discovered that learners who study in outside countries return with higher levels of confidence, increased motivation for performance than their counter parts who study locally terms of teacher motivation related to teacher working conditions in form of management of discipline and learner academic performance that the study investigated.

The findings of this study disagreed with the findings of Elisado, (2022) who asserted that much as leadership styles create stability in the schools, many setbacks are faced while trying to use a suitable leadership style which has impact on teacher motivation and learner academic performance. In line with Haas & Hutter, (2020) who argues that teachers still face challenges in teaching having negative effects on education quality being provided affecting management of discipline which demotivates teachers Despite the fact that School (2018/2019) guide on school administration outlined step by step discipline management approach to rectify unacceptable behavior to reduce cases of indiscipline in schools. Discipline management in schools has continued to challenge different stakeholders including teachers (Rhodes & Milby, 2020). The variations in the result of this study with the results of the previous scholars might have resulted from the fact that the studies were not conducted at the same location, and time period. Different methods of data collection, sample size was employed that accounted for the variations in results. Therefore, the conclusion there was effective leadership style, effective management of discipline for teacher motivation inform of working conditions related to learner academic performance was drawn.

Furthermore, the descriptive research findings and interview findings proved it was not easy for the teachers to access print, audio-visual electronic instructional materials. The schools did not offer

workers compensation, retirement benefits, computer benefits, health insurance. Teachers were not given additional benefits in form of medical allowances, NSSF, food, accommodation. Teacher burnout symptoms were not usually identified early and handled for proper stress management. This somehow diluted the standard of teacher working conditions and consequently accounted for learner academic performance in private secondary schools in Arua City, supported by the fact that standard of working conditions determines learner academic performance (Alamelu, 2020).

This results concur with the findings of Malunda & Atwebembeire, (2018) who examined effects of instructional materials on performance of teachers in government schools in Uganda, using descriptive cross-sectional survey design, quantitative data analysis on sample size of 82 headteachers, 1024 teachers whose results revealed using instructional materials had significant impact on performance of teachers, though sometimes instructional materials are inadequate and not properly used for learner centered activities to enhance better understanding. Shikalepo, (2021), whose study population was on the rural poor and urban population with varied education levels discovered rural schools are characterized by poor working conditions of any kind compared to urban schools, that had effect on teacher motivation and learner academic performance. Also Le et al. (2021) confirmation that tasking working conditions associated with teaching profession definitely reflects realities surrounding the teaching profession was made. This concurs with the findings of Ssenyonga & Hecker, (2021) that stress caused to teachers with its negative impact such as unfavorable emotions has resulted to most violence against students in many schools. Yet very little information has been availed on factors that contribute to teachers' stress. Therefore, it was concluded that instructional materials of print, audio-visual electronic were not easily accessed by teachers. The schools did not offer fringe benefits in form of workers compensation, retirement benefits, computer benefits, health insurance, medical allowances, NSSF, food, accommodation. Management of stress in terms of identifying Teacher burnout symptoms

were not done early and handled. This somehow diluted the standard of teacher working conditions and consequently accounted for learner academic performance in private secondary schools in Arua City. The study concluded need to step up provision of fringe benefits, audio visual instructional materials, stress management through identifying teacher burnout symptoms since they were not motivating for better performance in private secondary schools in Arua City.

Similarly, the qualitative results support the fact that the standard of teacher working condition was somehow diluted affecting the quality of learner academic performance when School eight respondent category A had to say this:

“No, we do not have computer laboratory with these facilities, plans are underway (interview with respondent category A, school eight 14th April, 2023)”. School eight respondent category B, *“No there is no provision for NSSF benefits, medical, insurance and other fringe benefits in the school (interview with respondent category B, school eight 16th April, 2023)”*. *“Sometimes Not, we rarely do it, it depends on each individual (interview with respondent category B school four (16th April, 2023).*

“We have mechanisms to identify teacher burnout, symptoms, but there is lag in addressing it due to all members of the management not being present at the same time (interview with respondent category A, school two 11th April, 2023)”.

Which might limit teacher working conditions consequently motivation and learner academic performance.

Factors contributing to teacher working conditions are not only the ones examined in this study and its influence on learner academic performance is varied. For example, in Herzberg’s two factor theory he

proposes that there are two factors; factors for satisfaction (motivators/satisfiers) and factors for dissatisfaction (hygiene or dissatisfiers) that an organization can provide to motivate workers at the work place. Motivators are related to self-actualization needs inclusive of teacher professional development which are intrinsic factors to work. Hygiene factors relate to lower-level needs which are extrinsic in form of salary, working conditions (Lunenburg, 2010). He categorized working condition as a hygiene factor of motivation, extrinsic lower-level need. An extrinsically motivated teacher may perform a duty to get reward, which may have no positive effect on performance. An intrinsically motivated teacher works for self-actualization, self-motivated to focus on teaching and learning for better performance. This might call for further research in the area of teacher working conditions and learner academic performance. Though testing the hypothesis that “There is significant relationship between teacher working conditions and learner academic performance in private secondary in Arua City” revealed a statistically significant relationship between teacher working conditions and learner academic performance.

5.4 Conclusion

4.1 Relationship between teacher professional and learner academic performance

Related to research findings on assessment of the relationship between teacher professional development and learner academic performance, it was justified to conclude that teacher professional development insignificantly influenced learner academic performance with coefficient of -0.009 in private secondary schools in Arua City. A unit increase in teacher professional development leads to 30.8% improvement in learner academic performance; therefore, teacher professional development still needs to be enhanced for better learner academic performance that is fairly low. Teacher professional development through trainings, workshops and mentorship was considered in private secondary schools in Arua City which was motivating for better learner academic performance. The private schools poorly

supported further studies, and observation visits which was not motivating for better learner academic performance. It is possible that the current state of low performance can be improved if professional development is stepped up in private schools.

5.4.2 Relationship between teacher reward and learner academic performance

Following findings on assessment of relationship between teacher reward and learner academic performance it was concluded that teacher reward had insignificant influence on learner academic performance having coefficient of 0.127, sig p =0.159. A unit increase in teacher reward improves learner academic performance by 36.0 %. Greater than teacher professional development. Therefore, teacher reward needs to be improved for better learner academic performance. Since it had ANOVA coefficient of 0.127, sig. p = 0.159 that insignificantly influenced learner academic performance compared to job security, working conditions. Concluded teachers are praised regularly by recognizing performance, celebrating commitment, events outside school in form of staff games were organized, gifts offered for teacher reward that motivated them to improve learner academic performance. This research discovered in most private secondary schools in Arua City teacher reward in form of financial performance bonus were not adequate, they were inconsistent and untimely availed to teachers; salary paid to teachers was not according to the work done, experience and education level of teachers and the basic salary provided was not guaranteed; The schools in most cases did not organize events outside school for teachers inform of birth day parties graduations, weddings that did not motivate teachers which might have contributed to the decline in teacher motivation and learner academic performance that needs to be considered by school stakeholders.

5.4.3 Relationship between teacher job security and learner academic performance

From the investigation of the relationship between teacher job security and learner academic performance, the research findings show a significantly strong positive relationship between teacher

job security and learner academic performance in private secondary schools in Arua City. A 1% improvement in teacher job security contributed to an equivalent of 47.2% improvement in learner academic performance far much more than teacher professional development, reward and working conditions. Teacher job security significantly influenced learner academic performance with ANOVA coefficient of 0.330, sig $p = 0.003$. Compared to working conditions reward and professional development. It explained learner academic performance much more than reward, professional development and working conditions. Recommended for all the indicators of teacher job security studied such as employment terms, involvement in decision, promotion, effective communication, performance appraisal, and those that are not included in this study to be provided by schools to motivate teachers to improve learner academic performance since job security was paramount in motivating teachers for better performance.

5.4.4 Relationship between teacher working conditions and learner academic performance

This research ascertained teacher working condition had a strong positive relationship with learner academic performance in private secondary schools in Arua City; It had ANOVA coefficient of 0.243, sig $p = 0.05$ from the combined effect of teacher motivation on learner academic performance, concluded teacher working condition had significantly a strong positive correlation with learner academic performance. Therefore, need for schools to continuously improve on working conditions that significantly influenced teacher motivation and learner academic performance. Alternatively, the study concluded that decline in learner academic performance was probably as a result of poor working conditions arising from the fact that it was not easy for the teachers to access print, audio-visual and electronic instructional materials. The schools did not offer fringe benefits inform of workers' compensation, retirement benefits, computer benefits, health insurance. Teachers were not given additional benefits inform of medical allowances, NSSF, food, accommodation. Stress management

through identifying teacher burnout symptoms were not adequately handled early enough to boost teacher motivation consequently learner academic performance. That was not motivating teachers for better learner academic performance. That needs to be addressed by school stakeholders in future for teacher motivation and learner academic performance.

5.5 Recommendations

5.5.1 Relationship between teacher professional development and learner academic performance

Policy makers and school stakeholder need to improve teacher professional development further in order to improve teacher quality and academic performance in private secondary schools in Arua City since it insignificantly influenced learner academic performance compared to job security and working conditions. Especially support teacher professional development initiatives through further studies to motivate teachers for better learner academic performance which was not considered. Additionally, include modalities for observation visits for networking and interactive/ effective teaching and learning which was not motivating teachers in order to improve learner academic performance in future.

5.5.2 Relationship between teacher reward and learner academic performance in private

The study recommended a consistent improvement in teacher reward that had insignificant influence on learner academic performance. Especially consistently and timely provide teacher reward inform of financial performance bonus. Pay salaries according to work done, experience, education levels. Organize events outside school such as weddings, birth day parties which was not taken care of, that might have contributed to low learner academic performance.

5.5.3 Job security and learner academic performance

Recommended need to focus more on improving teacher job security which is an intrinsic factor of motivation that explained learner academic performance by (47.2%) much more than other

motivational elements for continuous improvement in learner academic performance. Therefore private schools need to care much about the job security of their teachers that had much significance influence on teacher motivation and learner academic performance.

5.5.4 Teacher working conditions and learner academic performance

A need for private schools to continuously improve on working conditions that significantly influenced teacher motivation and learner academic performance. Need to continuously improve on the elements of teacher working conditions such as desire to step up provision of fringe benefits, audio visual instructional materials, stress management through identifying teacher burnout symptoms early which to a greater extent was not motivating teachers for better performance in private secondary schools in Arua City.

5.6 Contribution of the study

The results of the study have proved the effectiveness of the two theories used to inform the study. The findings added to the body of knowledge on teacher motivational tools inform of professional development, reward, job security, working conditions and learner academic performance in private secondary schools in Arua City. Which can equally be generalized to public secondary schools in Arua City. It has enlightened on the strengths and weaknesses in teacher motivation and learner academic performance for all school stakeholders to improve on their practices, and for policy makers to make better policies regarding private schools.

5.7 The Limitations of the study

The focus of the study was on studying teacher motivation and learner academic performance in private secondary schools in Arua City with limited motivational tools, whose findings can only be used to draw conclusions on public secondary schools in Arua city. Leaving out Tertiary institutions and other regions in the country that were not catered for by this research.

5.8 Areas for further study

This research investigated teacher motivation and learner academic performance in private secondary schools in Arua City. Due to gaps in content studied, scope of the study, demography, there is need for further study to include other motivational elements apart from professional development, reward, job security and working condition in relation to performance. The study was only limited to private secondary schools whose findings could not be generalized to higher institutions of learning; and need for a similar study in other parts of the country since it only considered Arua City. Findings from the background information revealed majority 100(75.8) of the teachers in private schools in Arua City were diploma holders; which could have impacted on learner academic performance necessitating further study in education level/ qualifications of teachers in relation to performance.

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LETTER OF INTRODUCTION

ST. JOSEPH'S COLLEGE OMBACI,
P.O.BOX 32, ARUA.

Date: 4th March, 2023.

THE HEADTEACHER,
ST. JOSEPH'S COLLEGE OMBACI.

*Ms. Onzia
ombaci is
a govt
school
candidate*

Dear Sir,

RE: PERMISSION TO COLLECT DATA

This is to request your office to permit me out to the field to collect data for my research as part of the requirement for the award of master's degree, from 5th to 15th April 2023. Attached is a copy of letter of introduction.

Thank you.

Yours faithfully,

ONZIA HELLEN

CC: Head teacher.

CC: Director Post graduate studies, Muni University.

CC: Dean Faculty of Education, Muni University.

*687
798*



MUNI UNIVERSITY
P. O. BOX 725, ARUA

*Received
on 18/04/2023*
[Signature]

Faculty of Education

Date.....

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: INTRODUCTORY LETTER OF..... ONZIA HELLEN.....

This is to introduce the above named student of Muni University who is pursuing a degree in Master of Education in Educational Planning and Management.

As part of the requirements for the award of a Masters Degree, the student is required to undertake research in an area of interest and submit a report. His/Her research proposal was approved by the Faculty and is now ready to proceed and collect data. The research topic is

*Teacher motivation and learner
Academic performance in Private
Secondary schools in Arua City.*

The purpose of this letter is to kindly request you to accord him/her the necessary assistance.

Yours Sincerely,

[Signature]

Joyce Bukirwa Rebecca(PhD)
Dean Faculty of Education
Muni University

ARUA ISLAMIC SECONDARY SCHOOL
P.O Box 445, ARUA
★ 18 APR 2023 ★
HEAD TEACHER

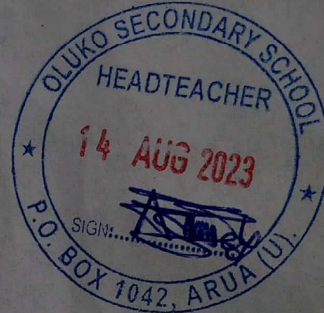


MUNI UNIVERSITY

P. O. BOX 725, ARUA

Faculty of Education

Date April 3rd 2023



TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: INTRODUCTORY LETTER OF ONZIA HELLEN

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The purpose of this letter is to kindly request you to accord him/her the necessary assistance.

Yours Sincerely,

Joyce Bukirwa Rebecca(PhD)
Dean Faculty of Education
Muni Univesity



MUNI UNIVERSITY
P. O. BOX 725, ARUA



*Received on 12/4/2023
at 11:20am.*

Faculty of Education

Date. April 3rd 2023


TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: INTRODUCTORY LETTER OF ONZIA HELLEN

This is to introduce the above named student of Muni University who is pursuing a degree in Master of Education in Educational Planning and Management. As part of the requirements for the award of a Masters Degree, the student is required to undertake research in an area of interest and submit a report. His/Her research proposal was approved by the Faculty and is now ready to proceed and collect data. The research topic is Teacher Motivation and Learner Academic Performance in Private Secondary Schools in Arua City.

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Yours Sincerely,

Joyce Bukirwa Rebecca(PhD)
Dean Faculty of Education
Muni University



MUNI UNIVERSITY
P. O. BOX 725, ARUA

Faculty of Education

Date.. April 3rd 2023

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Dean Faculty of Education
Muni Univesity





MUNI UNIVERSITY
P. O. BOX 725, ARUA

Faculty of Education

Date... April 3rd 2023

TO WHOM IT MAY CONCERN

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.....
.....

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Joyce Bukirwa Rebecca(PhD)
Dean Faculty of Education
Muni Univesity





MUNI UNIVERSITY

P. O. BOX 725, ARUA

Faculty of Education

Date.. April 3rd 2023

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: INTRODUCTORY LETTER OF ONZIA HELLEN

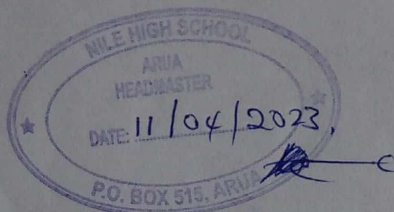
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Yours Sincerely,

Joyce Bukirwa Rebecca(PhD)
Dean Faculty of Education
Muni Univesity





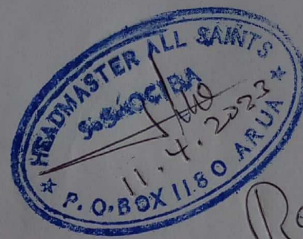
MUNI UNIVERSITY
P. O. BOX 725, ARUA

Faculty of Education

Date.....

TO WHOM IT MAY CONCERN

Dear Sir/Madam



*Received and
Considered
[Signature]*

RE: INTRODUCTORY LETTER OF..... ONZIA HELLEN

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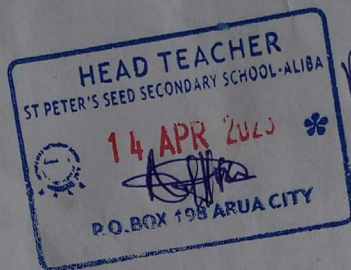
Joyce Bukirwa Rebecca (PhD)
Dean Faculty of Education
Muni University



MUNI UNIVERSITY
P. O. BOX 725, ARUA

Faculty of Education

Date April 3rd 2023



Relieved
[Signature]

TO WHOM IT MAY CONCERN

Dear Sir/Madam

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The purpose of this letter is to kindly request you to accord him/her the necessary assistance.

Yours Sincerely,

Joyce Bukirwa Rebecca(PhD)
Dean Faculty of Education
Muni Univesity

APPENDICES

Appendix 1. Table for Determining sample Size From a given Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Appendix 2: Questionnaire

Dear respondent,

I am a master student of Muni University carrying research on the relationship between teacher motivation and learner academic performance in private secondary schools in Arua city. Requesting for your willingness to participate in the research. The information gathered will be useful in improving management of schools in making decisions on teacher motivation and consequently improving performance. All responses will be treated confidential. Your attention is drawn on accuracy, objectivity and truthfulness in responding to the questions if possible. The following statements will describe your feelings towards teacher motivation and its relation to learner academic performance. For each section, Tick the extent to which you agree/disagree, strongly agree or strongly disagree with the statement, after the background information.

Sincerely,

Onzia Hellen

210100343

SECTION A

RESPONDENTS BACKGROUND INFORMATION

Name of the school

Tick the number that is appropriate to you or fill in the space provided.

- 1. Gender of respondents (1) Male (2) Female
- 2. Age of respondent (1) 20-29 years (2) 30-39 years (3) 40-49 years (4) above 49 years
- 3. Length of time you have worked for the school (1) less than 5 years (2) 5-10 years (3) 11-15 years (4) 15-20 years (5) over 20 years
- 4. Educational Level (1) Secondary level (2) Diploma (3) Bachelor’s degree (4) Master’s level (6) PhD degree

SECTION B

TEACHER PROFESSIONAL DEVELOPMENT

In this section, respond to the items by ticking the column boxes against the statements (SD= Strongly Disagree; D = Disagree; NDA = Neither Disagree nor Agree; A = Agree; SA = Strongly agree).

	Teacher professional development	SD	D	NDA	A	SA
		1	2	3	4	5
1.	In my school, different kinds of training are organized for teachers to enhance their skills and competence					
2.	Training improved teachers’ skills, innovation for better performance.					
3.	The management easily gives time and support for further studies in various levels and courses.					

4.	Further studies made teachers proficient, effective, satisfied, result oriented.					
5.	Attending several workshops organized made me understand my work better					
6.	My school organizes workshops to discuss issues affecting teachers' wellbeing, professional growth and academic performance.					
7.	I am assigned a mentor to supervise my lessons and lesson preparation.					
8	In my school there is team teaching and peer teaching to learn from one another.					
9	Teachers often visit other schools for team building, networking for better motivation and learner academic performance					
10	After study visits, I am motivated to improve learner academic performance.					

SECTION C

TEACHER REWARD

	Teacher reward	SD	D	NDA	A	SA
		1	2	3	4	5
11	In my school a teacher whose candidates perform well in UCE is given financial bonus.					
12	Consistent, timely performance bonus was offered for motivation and better performance.					
13	In this school, the salary paid to teachers is according to the job description and teacher demand.					
14	Salary paid measured with work done, experience, education level that motivated teachers.					
15	In this school teachers are praised in public (meetings/assemblies) for their success and it is celebrated.					
16	The school recognize good performance by praising regularly.					
17	The school organizes events outside school for teachers inform of birth day parties, graduations, weddings etc.					
18	Simple staff activities like staff games, are organized to build relationship and feel appreciated.					
19	The management often gives their time, knowledge and be available for teachers when need arises.					
20	The administration often considers giving gifts in kind and in any form on occasions deemed necessary.					

SECTION D**JOB SECURITY**

	Job security	SD	D	NDA	A	SA
		1	2	3	4	5
21	Good employment terms with appointment letters showing probation, permanency, contract is availed.					
22	Employees responsibilities are clearly stated with hours of work, reporting points within the management structure.					
23	Teachers have a sense of emotional attachment, belonging and involved in decision making.					
24	There are committees in the school for team building, trust and ideas for better decisions.					
25	The school has a policy statement from the management regarding promotion policy, communicated to employees.					
26	Records of employee performance is properly maintained to determine suitability for promotion.					
27	There is effective communication that is clear, accurate, considerate for teacher motivation					
28	The management considers coherence, courtesy in communication.					
29	Appraisals are done periodically to improve recognition of teachers' efforts and competencies for better academic achievement.					
30	Performance plans are prepared at the beginning of every year giving the job schedule to boost performance.					

SECTION E**TEACHER WORKING CONDITION**

	Teacher working Condition	SD	D	NDA	A	SA
		1	2	3	4	5

31	There is easy access to print, audio-visual electronic instructional materials.					
32	Scheme of work and lesson plan materials are availed for timely lesson preparation.					
33	The school offers workers compensation, retirement benefits, computer benefits, health insurance.					
34	Teachers are given additional benefits inform of medical allowances, NSSF, food, accommodation.					
35	The leadership focuses on effective supervision, teaching and teacher development.					
36	The leadership is democratic enough to encourage conversation and consensus for funding and facilities.					
37	Guidance and counselling are provided to address particular individual behaviors					
38	There is effective discipline management for safe environment and good performance.					
39	The school introduces stress preventive measures such as sports facilities, medical checkups, flexi- time etc.					
40	Counselling programs, suggestion boxes are introduced in the school to manage stress.					

SECTION F

LEARNER ACADEMIC PERFORMANCE

	Learner Academic Performance	SD	D	NDA	A	SA
		1	2	3	4	5
41	In UCE performance ranking my school is always in the national grid					
42	In this school usually over 40% of the candidates are in grade one, 50% in division two, the rest in the remaining grades					

43	In my school learners actively participate in class during lesson times.					
44	I have always been impressed by my learner's willingness to attend to preparations for exams, personal revision and research.					
45	In my school learners are self-disciplined time conscious, obey school rules and regulations.					
46	On average, over ninety percent of my learners attend lessons daily.					
47	Continuous assessments, seminars are scheduled regularly, learners are willingly to attend.					
48	In this school all learners willingly, have access to the library and the computer laboratory for research.					
49	Learner' self-efficacy, in following missed lessons is high					
50	Most learners are confident in all school activities for better performance.					

Appendix 3: Interview Guide

The research aimed investigating the relationship between teacher motivation and learner academic performance in private secondary schools in Arua City. Being part of the staff, you have very useful information for the research, be confidential not personalized but rather for useful purposes. Therefore, respond to the following questions objectively and accurately as possible.

Teacher professional development

1. How often do you organize training to enhance teachers' skills and competence for better motivation and performance
2. Are your teachers up dated with skills, methodologies, capable and energized to innovate in teaching and learning process after attaining training?
3. How does the management support teachers' efforts for further studies at various levels and courses?

4. Is there any impact of further studies on teachers' proficiency effectiveness and academic performance?
5. How frequently does the school organize or send teachers for workshops and what is the impact on their work motivation and academic performance?
6. Does the school organize workshops to discuss teachers' well-being, professional growth and performance?
7. Does the management assign mentor to supervise lesson preparation, delivery to build capacity of junior teachers for better academic performance?
8. Do you have a provision for team/ peer teaching to learn from one another?
9. How often do teachers visit other schools for team building, networking for better performance.
10. Are teachers motivated to improve learner academic performance after observation visits.

Teacher Reward

1. Is there a provision for financial performance bonus for teachers whose candidates excel?
2. Is there consistency in performance bonus offered according to timeline to increase focus, motivate teachers for better academic performance?
3. Does the salary paid to teachers correspond to job demands and job description?
4. Is the salary in line with the amount of work done, experience, education level to keep teachers morale up for better performance?
5. How often do you praise teachers for extraordinary success, efforts and good performance?
6. Does the school make finding success in a teacher a habit, recognize good performance, praise on regular basis, then focusing on the areas of improvement?
7. In what ways does the school organize events outside school for teachers and how frequent is it done?

8. Is there provision for simple staff activities like games for teachers to build relationship and a sense of appreciation?
9. How often does the management give their time, knowledge and be available for teachers when need arises?
10. Does the management consider giving gifts in kind and in any form on occasions deemed necessary?

Teacher Job Security

1. How do you ensure that teachers have good employment terms for relevant qualifications to ensure job security?
2. Do you have a provision for specifying employee's responsibilities with hours of work, reporting points within the management structure?
3. Is there a sense of emotional attachment and a sense of belonging in your staff by being involved in decision making?
4. Is there a committee in the school for team building, trust and ideas?
5. How does the school manage promotional prospects in the school?
6. Do you have a system in place to manage employee performance records to determine suitability for promotion?
7. Is the management in its communication clear, accurate, considerate of words spoken and their potential effect on teacher motivation and its relation to learner performance?
8. Does the management consider coherence, courtesy, minding of tone and smooth flow of information to prevent mis understanding and doubt?
9. Are appraisals done periodically to improve recognition of teachers' efforts and competencies for better academic achievements?

10. Do you prepare performance plans at the beginning of every year specifying job demands to boost academic performance?

Teacher working conditions

1. Is it easy for the teachers to access print, audio, visual, audio-visual and electronic instructional materials that matches with student teacher ratio?
2. Does the school avail scheme and lesson plan materials timely for lesson preparation? Please elaborate.
3. Does the school offer fringe benefits of any nature? Please elaborate.
4. Is there provision for NSSF benefits and medical allowances and insurance benefits.
5. Does the leadership focus on the quality of teaching and the development of teachers through effective supervision for better morale and quality education?
6. How democratic is the leadership to encourage conversation and consensus for funding and facilities for better performance?
7. Is there a committee in place for guidance and counselling to address particular individual behavior?
8. Does the school portray effective discipline with no segregation of any kind for better performance? Please explain?
9. Are there stress preventive measures such as sports facilities, medical checkups, flexi-time?
10. Are there counselling programs, suggestion boxes etc. introduced in the school for stress management?

Learner Academic performance

1. How is the UCE performance ranking of this school in the national grid over the last four years?
2. What is the percentage of students per grade in UCE over the past four years?
3. Comment on learner participation in class during lesson times.
4. Elaborate on learners' willingness to attend to preparations for exams, personal revision and research work.
5. What do you have to say on learner self-discipline, time consciousness, obedience to school rules and regulations?
6. What is the percentage of learners who attend lessons daily?
7. How frequent is continuous assessments and seminars for learners? Are they willing to attend?
8. Comment on the learners' willingness to access the libraries and computer laboratories?
9. Are you always impressed by learners' self-efficacy, evidenced by learners consulting teachers and follow up of missed lessons?
10. Are most learners confident to discuss topics, present their findings during teaching and learning?

Appendix 4: Check list for Documentary Analysis

UCE results records