

**ANTECEDENTS OF TEACHER PERFORMANCE IN GOVERNMENT AIDED
SECONDARY SCHOOLS IN MARACHA DISTRICT, UGANDA**

BY

JOHN KENNEDY AVUTIA

18/U/GMED/19760/PD

**A DISSERTATION SUBMITTED TO THE DIRECTORATE OF RESEARCH AND
GRADUATE TRAINING IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE
OF MASTER OF EDUCATION IN POLICY, PLANNING
AND MANAGEMENT OF KYAMBOGO
UNIVERSITY**

JULY, 2024

DECLARATION

I, John Kennedy Avutia proclaim that this research proposal entitled “*Antecedents of Teacher Performance in Government Aided Secondary Schools in Maracha District, Uganda,*” has not been submitted to any other institution for any award.

Signature.....

Date.....

John Kennedy Avutia

18/U/GMED/1976/PD

APPROVAL

This is to confirm that this Dissertation titled, “*Antecedents of Teacher Performance in Government Aided Secondary Schools in Maracha District, Uganda*” has been submitted with our approval as supervisors.

Signature..... Date.....

Dr. Joseph Rwothumio

Signature..... Date:

Dr. Leticia Komba Rwakijuma

DEDICATION

I dedicate this research work to all teachers who strive to transform learners into valuable persons and my sisters, Christine Afetia, and Dr. Stella Amviko for their tireless encouragement and support to me to complete this work.

ACKNOWLEDGEMENT

I thank God for helping me to advance in my academic career and for His unfailing protection. Thank you to my supervisors; Dr. Joseph Rwothumio and Dr. Leticia Komba Rwakijuma, for your encouragement and focused guidance that I needed to complete this work. I am also grateful to all the other lecturers in our department for their contributions towards the success of this work. I also wish to appreciate my fellow teachers for their strong moral support, I needed on occasion as I dealt with a variety of challenges at work. I would also like to thank my research assistants, who worked tirelessly to ensure the success of this study. I cannot forget to thank my family and all my friends for providing me with the collective support I required to complete this project. Finally, I want to thank all my fellow course mates, with whom I travelled this academic journey.

TABLE OF CONTENTS

TITLE.....	i
DECLARATION	ii
APPROVAL.....	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	vi
LIST OF TABLES.....	ix
LIST OF FIGURES.....	x
ABSTRACT	xi
CHAPTER ONE: INTRODUCTION.....	1
1.0 Introduction	1
1.1 Background to the Study	1
1.2 Problem Statement.....	9
1.3 Purpose of the Study.....	10
1.4 Objectives of the Study.....	10
1.5 Hypotheses of the Study	11
1.6 Conceptual Framework	11
1.7 Scope of the Study	12
1.8 Significance of the Study.....	13
CHAPTER TWO: LITERATURE REVIEW	15
2.0 Introduction	15
2.1 Theoretical Review.....	15
2.2 Related literature.....	17
CHAPTER THREE: METHODOLOGY	34
3.0 Introduction	34
3.1 Research Approach.....	34
3.2 Research Design	34
3.3 Study Population	35
3.4 Sample Size Determination	35

3.5	Data Collection Method.....	36
3.6	Data Collection Instrument.....	36
3.7	Quality of the Data Collection Instrument	38
3.8	Data Collection Procedure.....	39
3.9	Data management	40
3.10	Ethical Considerations.....	41

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION

OF FINDINGS 42

4.0	Introduction	42
4.1	Demographic Characteristics of the Respondents	42
4.2	Performance of Teachers in Government Aided Secondary Schools in Maracha District	44
4.3	Recognition Received by Teachers in Government Aided Secondary Schools in Maracha District	50
4.4	Opportunity for Promotion and Advancement Accorded to Teachers in Government Aided Secondary Schools in Maracha District.....	56
4.5	Working Conditions of Teachers in Government Aided Secondary Schools in Maracha District	59
4.6	Recognition as an Enhancer of Teacher Performance in Government Aided Secondary Schools in Maracha District.....	64
4.7	Opportunity for Promotion and Advancement as Enhancers of Teacher Performance in Government Aided Secondary Schools in Maracha District	67
4.8	Working Conditions as Enhancers of Teacher Performance in Government-Aided Secondary Schools in Maracha District.....	68

CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND

RECOMMENDATIONS 73

5.1	Introduction	73
5.2	Discussions	73
5.3	Limitations of the study.....	78
5.4	Conclusions	79
5.5	Recommendations	80

5.6 Suggestions for Further Research..... 82

REFERENCES 83

APPENDICES..... 92

Appendix I: Letter of Introduction 92

Appendix II: Consent Form for the Questionnaire..... 93

Appendix III: Self-administered Questionnaire for teachers of Government-aided
secondary schools in Maracha district..... 94

Appendix IV: Location of Maracha district on the Map of Uganda 99

Appendix V: Plagiarism results report 100

LIST OF TABLES

Table 3.1:	Variables in the instrument, their sources and reliabilities	37
Table 3.2:	Content validity index (CVI) of instruments.....	38
Table 3.3:	Reliability coefficients for the questionnaire	39
Table 4.1:	Demographic Information of Teachers (N=117)	43
Table 4.2:	Mean Response, SD and Ratings on Teacher performance	45
Table 4.3:	Summary Statistics for Teacher performance.	49
Table 4.4:	Mean Response, SD and Ratings on Recognition.....	51
Table 4.5:	Summary Statistics for Recognition.....	54
Table 4.6:	Mean Response, SD and Ratings on promotion and advancement.....	56
Table 4.7:	Summary Statistics for Promotion and advancement.....	58
Table 4.8:	Mean Response, SD and Ratings on working conditions	60
Table 4.9:	Summary Statistics for Working Conditions.....	63
Table 4.10:	Correlation Matrix for Recognition and Teacher Performance.....	65
Table 4.11:	Multiple Regression for recognition and Teacher Performance	66
Table 4.12:	Correlation Matrix for Promotion and advancement and Teacher Performance.....	67
Table 4.13:	Multiple Regression for promotion and advancement and Teacher Performance.....	68
Table 4.14:	Correlation Matrix for working conditions and Teacher Performance	69
Table 4.15:	Multiple Regression for working conditions and Teacher Performance....	70

LIST OF FIGURES

Figure 1.1: Conceptual Framework.....	11
Figure 4.1: General Distribution on Teacher performance.....	50
Figure 4.2: General Distribution on Recognition	55
Figure 4.3: General distribution on promotion and advancement	59
Figure 4.4: General Distribution on Working conditions	64

ABSTRACT

This study sought to investigate whether recognition, opportunity for promotion and advancement, and working conditions were antecedents of teachers' performance in government aided secondary schools in Maracha District. The study was guided by the following objectives: to find out whether recognition is enhances teacher performance, to establish whether opportunity for promotion and advancement is enhances teacher performance, and to examine whether working conditions is enhances teacher performance. All the six government aided secondary schools in the district were involved in the study. Using a correlational survey design, data were collected by the use of self-administered-questionnaire from 117 teachers. Descriptive statistics, Pearson correlation test and multiple regression analysis were used to analyze data. The study findings revealed that, there was positive and significant relationship between recognition and teacher performance, opportunity for promotion and advancement and teacher performance, and strong positive and significant relationship between working conditions and teacher performance. Further, recognition, opportunity for promotion and advancement, and working conditions, were strong antecedents, of teacher performance (Ho1-Ho3 were rejected). The influence mainly came from task performance recognition ($\beta = 0.375$, $p < 0.05$), promotion speed ($\beta = 0.340$, $p < 0.05$) and workload ($\beta = 0.474$, $p < 0.05$). Hence, when schools appreciate teachers for expending their skills, knowledge to do their work, let teachers know they will be promoted at the right time and give teachers opportunity to freely plan their work so that they remain with additional time to care for their personal life, teachers develop the zeal to do their jobs well. Thus, the Ministry of Education and Sports should strengthen task performance recognition, opportunity for promotion speed and provide workload clarity in schools by giving them clear guidelines to implement them uniformly. A model of appropriate recognition, promotion and working conditions for secondary schools should be investigated. Still, further studies should be conducted by other researchers on other Antecedents of teacher performance in secondary schools using both quantitative and qualitative methods so as to improve the overall performance of teachers.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study investigated whether recognition, opportunity for promotion and advancement and working conditions enhanced teacher performance in government aided secondary schools in Maracha District. This chapter presents the study's background, problem statement, purpose, objectives, and hypotheses, conceptual framework, significance of the study, and scope of the study.

1.1 Background to the Study

In this section, the researcher describes past impression of the study variables, the theory on which the study was based, provides an operational definition of the variables and information on the ground with regard to teacher performance in Maracha District.

1.1.1. Historical Background. Teacher performance came to the limelight in the 1870s after experts in the United States of America realized that the quality of teachers is the foundation for effective education (Blazar & Kraft 2017). From the 1900s, experts such as Kratz, started to investigate the factors that influence teacher performance (Mona & Arulraj, 2021). During this time, emphasis was placed on personal attributes and good teacher characteristics which constituted good performance (Rameto & Makhamara, 2021). A major drawback of this perception was the fact that learners were mainly used to describing a good teacher

as the teacher who was most liked by them as well as a good performer (Anwar & Jabbar, 2022). This view dominated teacher performance till the 1940s.

After the initial studies by (Fransson & Frelin, 2016; Goe et al , 2012;MacBeath, 2012), had indicated no significant relationship between teacher performance and students' achievement, in the 1950s, experts in the United Kingdom started perceiving teacher performance as a teacher meeting the performance standards set by the education managers (Lupascu, Pânisoară, & Pânisoară, 2014). This was the beginning of looking at teacher performance as being determined by factors beyond the individual teacher. A number of countries in Europe and Asia started recognizing the role played by education institutions and managers in teacher performance and started evaluating teacher performance basing on specific performance standards provided by the local and central government education managers (Padillo, 2021). For example, in the 1960s, evaluators from government education management bodies in the United Kingdom suggested that educational institutions should implement specific teacher motivation and working conditions to influence teacher performance (MacBeath, 2012).

Subsequently, a separate body was set up under the Ministry of Education in the United Kingdom to ensure that schools had the necessary and sufficient work environment to encourage teachers to do their job tasks (Rameto et al., 2021). Around the same time, school policies to encourage teacher performance became firmly established in the United States of America education system. Performing teachers were thus seen as those who could effectively utilize the available working conditions to enable students to develop attitudes and behaviors

that are important for success in life (Mugizi et al, 2019). This new perception highlighted not only the teacher's personal attributes but also the support provided by educational institutions to enable the teacher to use individual effort to exhibit specific knowledge and skills to be considered competent (Bevins, 2018).

It was at this time (1960s) that some countries in Africa like South Africa and Egypt adopted teacher performance standards to ascertain whether teachers were following the expected standards of teaching (Hassan & Masifa, 2020). Eventually, other countries in Africa, including Kenya and Tanzania adopted the deterministic view of teacher performance and started making policies that were used to influence and measure teacher performance (Mduma & Mkulu, 2021).

In Uganda, the concept of teacher performance was adopted during the time of the arrival of missionaries in 1877 when performance was majorly perceived as being determined by the individual attributes of a teacher (MOES, 2017). Teacher performance was measured against duties and tasks a teacher is expected to perform competently acquired through training and personal development. This profile, though unwritten at the beginning, defined what a person is supposed to do and was a reference point for teacher performance evaluation (Mpaata & Mpaata, 2019). Teacher performance in Uganda was and is still being viewed as an individual factor, where a teacher is supposed to display performance-oriented behaviors given by the school and education administration bodies (Naluwemba, et al, 2016). The Ministry of Education in its National Teacher Policy (2018) states that, "teachers facilitate learning and acquisition of both practical and academic competencies that are relevant to students' potential".

Effective teachers are those who help students understand and assimilate information and improve students' social competence, engagement and risk taking (National Teacher Policy, 2018). Effective teachers are also seen as the major contributors to enabling education institutions to achieve their goals such as creating skilled and knowledgeable graduates and achieving quality education (Ssemuwemba, 2017). Effective teachers as well help in bridging the gap between educational institutions and the community to ensure fruitful interaction between the two and proper fulfilment of the schools and colleges obligations to communities (Malunda, 2018).

However, despite the importance of teacher performance, information on the key work environment factors that enhance it (Danquah, Asimah, & Twumasi, 2019; Hassan & Masifa, 2020, Malunda, 2018; Mona & Arulraj, 2021) in Uganda and other parts of the world (Danquah et al., 2019; Mona & Arulraj, 2021) is still scanty. A lot of emphasis has been placed on the teacher working hard to meet the job expectations that are in the teacher's professional profile (Byaruhanga, 2019). The role of institutions (MOES, schools) in providing support to enhance the task accomplishment of teachers has been given less emphasis.

In an effort to improve on teacher performance, a number of studies have been carried out to find out factors that lead to teacher performance. These studies have indicated recognition (Hussain et al, 2019; Kibria et al, 2016; Masri & Abukakr, 2019), opportunity for promotion and advancement (Mduma & Mkulu, 2021; Mona & Alulraj, 2021; Padillo, 2021; Rameto, et al., 2021; Yamin et al., 2019) and working conditions (Ahmed, et al., 2016, Anwar & Jabbar, 2022 Sogoni; Erlangga, 2021; Ngwenya, 2021) as factors that enhance teacher

performance. However, these studies left contextual, methodological and theoretical gaps among others for further studies. For example, studies by (Ahmed, et al, 2016; Anwar, 2015; Mduma and Mkulu, 2021; Padillo, 2021; Sogoni, 2017) dealt with teacher performance but in the context of other countries with different social- political conditions, such as India, Pakistan, the United Kingdoms, France, Philippines, hence, their findings would not be very applicable to the context of Maracha district, Uganda where teacher performance is low for the last 10 years. This situation prompted the current study to find out whether recognition, opportunity for promotion and advancement, and working conditions could influence teacher performance.

1.1.2 Theoretical Background. This study was underpinned by the Theory of Work-Adjustment (TWA) by Dawis and Lofquist (1964). The TWA, also referred to as Person-Environment Correspondence theory highlights organizational practices that may result into better employee performance outcomes (Dawis, 1994). According to TWA, when the attributes of an employee closely correspond with the requirements of the organization, the likelihood that the employee will perform the job well and be perceived positively by the employer increases (Rounds, et al, 1987). Similarly, the more closely the reinforcers of the organization correspond to the values that a person seeks to satisfy through their work, the more likely it is that the person will expend more effort in doing the work. Hence the theory explains why employees decide to give specific work effort and commitment (Rounds & Hesketh, 1994). It also describes what organizations should do to encourage employees to apply their efforts and abilities to help organizations achieve desired goals (Lunenburg, 2018). Therefore, the

TWA provide a good frame work for assessing organizational factors (recognition, opportunity for promotion and advancement, and working conditions) that have an influence on employee performance. It had been hypothesized that recognition, opportunity for promotion and advancement, and working conditions were organizational factors that would promote teacher performance in government aided secondary schools in Maracha district.

1.1.3. Conceptual Background. Teacher performance was the dependent variable in this study. Bichi (2017) defined teacher performance as the ability of a teacher to carry out professional tasks effectively. Hyder and Farooq (2022) operationalized teacher performance in terms of, effective teaching, classroom management, assessment, teacher-student relationship and staff collaboration. In this study the operational definition by Hyder and Farooq was adapted.

This study focused on three independent variables namely; recognition, opportunity for promotion and advancement, and working conditions. Harrison (2005) defined recognition as the timely, informal and/or formal acknowledgement of a person's behaviour, effort or business result that supports the organization's goals and values and which have been beyond the normal expectation. In this study, the operational definition of recognition was adapted and modified from Cannon (2015) tool involving personal recognition, achievement recognition, task performance recognition, and job dedication recognition. Khanna (2017) defined promotion as elevation of an existing employee from the present post or designation to a higher post or designation in the organization while he defined advancement as the opportunities provided by the organization for acquiring higher education by the employee for becoming experts in their field or job and

helping in adding value to the employee to make them more fulfilled. In this study, the operational definition of promotion and advancement was adapted from Weng (2018) tool which consists of promotion speed and professional ability development.

According to Khanna (2017), working conditions refers to the physical environment or the tangible aspects of the job, cleanliness, availability of tools or equipment at the right place, modern facilities, spacious office area, parking place, lighting, drinking facilities among others that can prevent job dissatisfaction among employees. In this study, the operational definition for working conditions was adapted from Ni (2017), Sims and Jerrim (2020), Kirby et al (2003) and Warwick et al (2007) tools and involves head teachers' leadership, workload, autonomy, and work safety. The stated three independent variables: recognition, opportunity for promotion, and working conditions were used in order to determine their impacts on teacher performance in government-aided secondary schools in Maracha district over the long term.

1.1.4. Contextual Background. This study was carried out in all the six government-aided secondary schools in Maracha District, Uganda. Like other government-aided secondary schools in Uganda, the purpose of establishing these schools among others, is to, promote the advancement of quality, appropriate, accessible, and affordable secondary education to the nationals (students) (Ministry of Education and Sports (MoES, 2018), <https://www.education.go.ug>). In a bid to achieve the above purpose, the Government of Uganda has made efforts such as; recruitment and posting of trained teachers, appointment and deployment of head teachers, teachers salary enhancement, supply of instructional materials,

construction of decent classrooms, and science laboratories, provision of school facility grants to schools among others (MoES, 2018). All these efforts of the government were intended to create a conducive working environment for effective teaching and learning conditions characterized by high performance of teachers. However, Teachers in Maracha district rarely used active and collaborative learning approaches, learners were passive and unable to relate content to their daily lives (MOES secondary Education Department, 2020). In a study by DES (2018) to establish teachers' daily attendance in secondary schools in west Nile region government-aided secondary schools, it was revealed that teachers' presence in Maracha secondary schools in school in term I, 2017 was 73.8 percent which declined to 64.7 percent in 2017, resulting into failure to complete the syllabus. For instance, syllabi coverage in, Mathematics was 56 percent, Physics was 62 percent, and Geography 67 percent (Maracha District Local Government, School Inspection Report, 2019).

Further, reports by Maracha District School-inspection (2020) shows that poor teachers' performance usually results into students' indiscipline, rampant strikes in these schools, and missing of lessons. Some attempts by school administration to introduce other motivational approaches such as meals at school, allowances for responsibilities, and meetings did not yield better results in teacher performance in these secondary schools (Maracha District Local Government Report, 2020). As a result, research into whether recognition, opportunity for promotion and advancement, and working conditions determines performance of teachers in government-aided secondary schools in Maracha district was urgently required.

1.2. Problem Statement

Teachers' performance plays a key role in ensuring that students develop attitudes and behaviors such as self-efficacy, happiness, and critical thinking for success in life (Blazar & Craft 2017; Mugizi et al 2019). Teacher performance plays an important role in instructing, nurturing, and developing the skills to develop competent human resources (students) that can effectively exploit the available opportunities and resources for development (National Teacher Policy, 2018). Due to the importance of teachers' performance, government has made efforts to promote teachers' performance such as teacher promotion after a given period of time, recognition of excellent service, construction of decent classrooms and science laboratories, supply of instructional materials, recruitment and posting of more teachers, teachers salary enhancement and provision of school facility grants to the schools (Ministry of Education and sports, 2018).

Despite all the efforts to create an environment that fosters improved performance by the government, government-aided secondary schools have seen a significant low teacher performance in Maracha district (Maracha District school-inspection report for First Term, 2020). The evidences of low teacher performance include; inadequate lesson preparations, poor classroom management, poor teacher-student relationship, inadequate syllabus coverage, poor student assessments, lack of staff collaboration, and engage in private business instead of engaging in professional duties during lesson hours (Maracha District school-inspection report Second Term, 2020). If this issue of low teacher performance is not attended to, there is a possibility of high learner drop-out and wastage of government resources in these government aided secondary schools, hence, failure

to achieve Government goals of “Uganda vision 2040”. Though, studies to find solutions to teacher performance have been conducted (Tumuramy, 2017; Nangonye, 2018, Niwamanya, 2016), majority have examined individual factors and none was done on organisational factors and more specifically in the context of Maracha District. Therefore, the purpose of this study was to find out whether recognition, opportunity for promotion and advancement, and working conditions enhanced teachers' performance in the government aided secondary schools in Maracha District, Uganda.

1.3 Purpose of the Study

This study sought to investigate and establish whether recognition, opportunity for promotion and advancement, and working conditions enhanced teachers' performance in government aided secondary schools in Maracha District, Uganda.

1.4 Objectives of the Study

This study aimed at achieving the following research objectives:

1. To find out whether recognition enhances teacher performance in government aided secondary schools in Maracha District.
2. To establish whether opportunity for promotion and advancement enhances performance in government aided secondary schools in Maracha District.
3. To examine whether working conditions enhances teacher performance in government aided secondary schools in Maracha District.

1.5 Hypotheses of the Study

The three null hypotheses that were tested are:

H₀₁: Recognition does not enhance teacher performance in Government-Aided secondary schools in Maracha District.

H₀₂: Opportunity for promotion and advancement do not enhance teacher performance in government-aided secondary schools in Maracha District.

H₀₃: Working conditions do not enhance teacher performance in government-aided secondary schools in Maracha District.

.6 Conceptual Framework

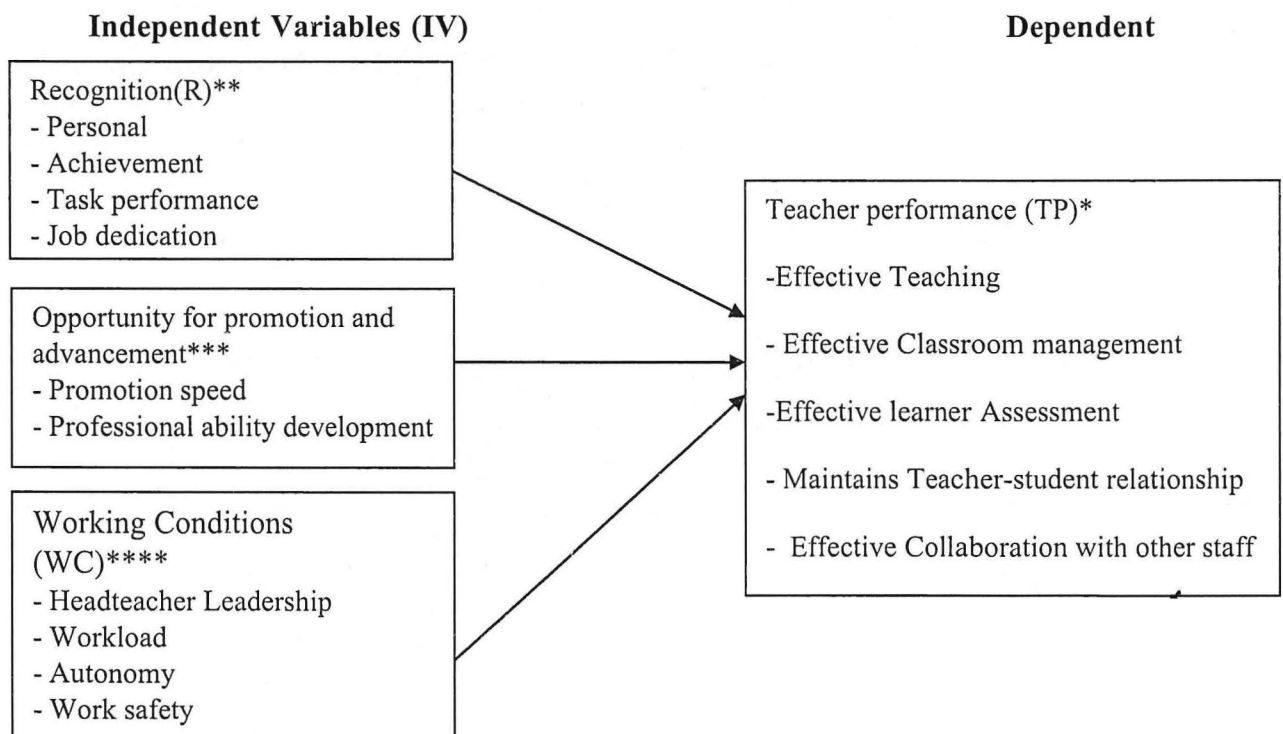


Figure 1.1:

Conceptual Framework

Note: * Operational definition adapted from an earlier instrument (Hyder and Farooq, 2022).

**Operational definition adapted from an earlier instrument (Canon, 2015).

*** Operational definition adapted from an earlier instrument (Weng, 2018).

**** Operational definitions adapted from earlier instruments (Kirby et al., 2003; Ni, 2017; Sims & Jerrim, 2020; Warwick et al., 2007).

In Figure 1.1, teacher performance was studied as Effective Teaching, Classroom management, learner Assessment and a teacher maintaining good Teacher-student relationship and Collaboration with other staff. While recognition, opportunity for promotion and advancement, and working conditions were regarded as enhancers of teacher performance. The concept of recognition was looked at in terms of personal, achievement, task performance, and job dedication. The opportunity for promotion and advancement were conceptualized as; promotion speed, and professional ability development. In the study working conditions were conceptualized as headteacher leadership, workload, autonomy, and work safety.

1.7 Scope of the Study

The scope of the research is presented as geographical, content and time scope:

1.7.1 Geographical Scope. Maracha District of Uganda was the site of this investigation located in West Nile Subregion, Northern Uganda. It is accessed from Kampala via Karuma, Pakwach, and Nebbi towns, and Arua City a distance of 548 Km. Maracha District has a population of 208,300 and a total land area of

approximately 439.1-kilometer square (Maracha District, information portal 2020).

The survey covered all the six districts' government aided secondary schools.

The researcher chose this district because it is one of the new districts, carved out of Arua in 2006, with more government aided than private secondary schools. These Secondary schools are directly under the oversight of government entities that manage education in Uganda such as MOES department of Secondary education, the Directorate of education Standards (DES), District departments of Education and as such they were more likely to implement similar work-life quality policies uniformly, leading to a more homogenous operating environment and sample.

1.7.2 Content Scope. This researcher examined the relationship between recognition, opportunity for promotion and advancement, and working conditions and teacher performance in Maracha district. Teacher performance was studied as Effective Teaching, Classroom management, learner Assessment and a teacher maintaining good Teacher-student relationship and Collaboration with other staff.

1.7.3 Time Scope. The study covered the period January 2023 to July 2023. Hence, going to the field, data collection, analysis and reporting conclusively done within this period. This period was convenient for the researcher to complete all relevant research activities.

1.8 Significance of the Study

The significance of this study can be viewed from two dimensions: theoretical contributions and practical implications. Theoretically, the study fills an important gap in the literature; on the aspects of recognition, promotion and advancement

and working conditions that significantly contribute to the performance of teachers in government aided secondary schools. Therefore, the findings of this study can add to the existing body of the literature and can serve as a starting point on which future studies can be built. On the practical side, this study can help MOES and top-management decision-makers to apply Theory of Work Adjustment and review their promotion and advancement policies, since this aspect was weak in secondary schools.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides the theoretical review and the review of the relevant literature in relation to the study objectives.

2.1 Theoretical Review

This study was guided by the TWA. The theory examines how organizational factors such as recognition, promotion and working conditions affect employee performance (Zimmerman & Dranold, 2019). The TWA assumes that employee performance is influenced by the match between a person and environment, and the ongoing interaction process between the person and environment. Both the person and environment are important in understanding how the aspects of the employee can be meaningfully understood in relation to the work environment (Dawis & Lofquist, 1984). This implies that in a working environment where managers are able to predict employee needs and facilitate employees to positively interact while providing the needed motivators, employees will be in position to expend effort on their work.

TWA posits that individuals and environments adjust their behaviors because they want to achieve a match between the abilities and skills that workers supply and the reinforcers and ability requirements that characterize their workplace (Dawis, & Lofquist, 1987). According to Lofquist and Dawis (1991), individuals and organizations are intrinsically motivated to replicate behaviors that

are rewarding and avoid behaviors that are punishing. When individuals experience correspondence, they will perceive that their needs are being met by the environment. Equally, an environment seeks to ensure that its labor needs are fulfilled (Tugade & Fredrickson 2020). In this framework, correspondence drives motivation and satisfaction which in turn leads to better performance (Krishnan, et al, 2018).

TWA proposes that each person has a work personality that consists of needs and abilities. The work environment seeks employees who fulfill the ability requirements that the environment needs to function and in exchange provides employees with a reinforcer system (i.e., recognition, promotion) to reinforce desirable behaviors (Dawis & Lofquist, 1984). TWA posits that employees' behaviors are shaped and maintained by the work reinforcers that are provided by the environment (Khovnord et al, 2023). Given the nature of work (i.e., a situation that is meant to fulfill needs), it makes sense that individuals seek work environments that fulfill their needs or requirements for work related reinforcers (Lofquist & Dawis, 1991).

In relation to Secondary school teacher in Maracha district, the theory assumes that these employees will be committed to work exceedingly for schools only if they expect the school to meet their needs (Guillon & Cezanne, 2019). Fredrickson (2020) found that employees who feel that the organization can provide; (a) achievement, which emphasizes feedback and accomplishment, (b) autonomy, which provides employees with initiative and self-control, (c) status, which provides recognition, (d) altruism, which emphasizes harmony and service to others, (e) safety, which focuses on an environment free from stress, and (f)

comfort, which focuses on stability and predictability are more likely to exhibit higher work performance behaviors. When schools provide working conditions, where teachers can feel a sense of accomplishment, growth, recognition, in a stable, stress free environment, they are more likely to work harder and better (Griffith, 2019). In the case of secondary school, teachers in government aided secondary schools in Maracha District, there is need to establish the extent to which schools provides occupational reinforcers to meet the individual needs of employees and how this correspondence affects the extent to which employees are motivated to work harder for the schools. What made the TWA feasible for this study was the ability to relate the employees working environment and their ability with aspects of work environment that enhance effort they commit to their work roles to enable schools meet their performance outcomes.

2.2 Related literature

2.2.1. *Recognition and Teacher Performance.* Harrison (2005) defined recognition as timely, informal and/ or formal acknowledgement of a person's behavior, effort or business result that supports the organization's goals and values and which has clearly been beyond normal. To Meena et al. (2019), employee recognition is a decision on an employee's contribution, in conditions of the work procedure as well as commitment and inspiration. Employee recognition allows individuals to know and understand that their work is valued and appreciated, improves morale, enhances loyalty and increases employee retention rate and performance in the organization (Amoatema & Kyeremeh, 2016).

Studies (Ijosiga & Odubuker, 2016; Kibria et al., 2016; Masri & Abukakr, 2019; Meena et al., 2019; Hussain et al., 2019) on recognition as an influencer of performance are available. For example, Ijosiga and Odubuker (2016) conducted a comprehensive examination of the impact of recognition on staff performance within Yumbe district Local Government, Uganda. Their study focused on various forms of recognition, such as word of thanks, written thank-you notes, certificates of recognition, celebration of performance success, and the provision of gifts and T-shirts for outstanding achievements. The research encompassed a sample of 186 local government employees, and data were collected through questionnaire surveys, interviews, and documentary reviews. Utilizing both descriptive and inferential statistics to analyze the questionnaire data, the study findings demonstrated a significant correlation between staff recognition and performance. Although the researchers did not explicitly critique the study, their recommendations indirectly suggested potential areas for further exploration in other dimensions of recognition. The work of Ijosiga and Odubuker sheds valuable light on the importance of recognition in enhancing employee performance, and it provides a foundation for future research to delve deeper into other aspects of recognition's influence on organizational outcomes such as teacher performance.

Relatedly, a study conducted by Kibria et al. (2016), investigated the impact of recognition among others on performance of frontline supervisors of Small and Medium Enterprises (SMEs) in Dkaka city, Bangladesh. They conceptualized recognition as, formal and informal recognitions. They collected data from 60 frontline supervisors using questionnaire and focus group discussions. Using Pearson correlation coefficients and regression analysis to

analyze data, the results showed that informal recognition has more positive effect on performance of frontline supervisors than formal recognition. They hence found recognition to be an important factor of employee performance. However, Kibria et al. recognized specific limitations in their study, particularly the reliance on a relatively small sample size. Consequently, there is a clear need for future research such as this one to utilize a representative sample, allowing for more robust and generalizable conclusions.

In addition, Masri and Abubakr (2019) explored a relationship between employee recognition and performance of employees in research institutions in Qatar. They studied recognition in terms of reward, promotion and co-worker relation. They administered personalized questionnaire to a sample of 180 full time employees and analyzed data using regression. They hence found that employees' recognition significantly affects the level of employee performance. Masri and Abubakr identified the limitations of their study as they pointed out that their study was limited to one country. They noted that "the survey was limited in terms of presenting the employee's perspective only; which is not bias-free" (p. 139). They noted that they were not "able to get access to the real performance appraisal outcomes..., nor allowed to measure employee performance using a more objective measure" (p. 139).

Using quantitative method, Meena et al. (2019) examined among others the influence of recognition on job performance of employees in a banking sector in India. Data was gathered from 114 employees of a banking sector. They employed path analysis and simple regression to analyze the data. The results revealed that, recognition has a positive influence on job performance of employees. Meena et

al. did not critique their study. However, unlike this study which will be carried in an education sector their study was done in a banking sector.

In their study, Hussain et al. (2019) explored among others the impact of employees' recognition on job performance in call-centres in Lahore city, in Pakistan. They used a questionnaire to collect data from a sample of 200 employees. They found that recognition has a positive significant effect on employee performance. Hussain et al. identified limitation of their study as they pointed out that "the sample for the study was taken out only from one city and there was a time-constraint in collecting data during their working time". They noted the questionnaire they used was in English language hence some respondents were not able to answer it correctly.

In conclusion, the existing literature highlights the significance of recognition as a determinant of employee performance across various sectors, including research institutions, call-centers, and small and medium enterprises. Studies by Ijosiga and Odubuker (2016), Kibria et al. (2016), Masri and Abubakr (2019), Meena et al. (2019), and Hussain et al. (2019), have all demonstrated the positive impact of recognition on employee performance. Although these studies have provided valuable insights, they also unveiled certain limitations, including small sample sizes, single-country focus, a lack of emphasis on secondary schools, and limited access to objective performance measures. Building upon the existing research, this study aimed to address the gap by investigating the influence of employee recognition on teacher performance in government-aided secondary schools within Maracha district. By utilizing a larger and more representative sample this study contributes to the understanding of how recognition can enhance

teacher performance and contribute to teacher performance. Ultimately, the findings of this study can aid educational institutions in implementing effective recognition strategies to motivate and empower teachers, leading to improved overall performance and student outcomes. However, further research in this area remains essential to continuously refine and expand our understanding of recognition's role in fostering employee performance in diverse settings.

2.2.2 Opportunity for Promotion and Advancement as Enhancers of Performance. According to Khanna (2017) promotion refers to elevating the existing employee from the present post or designation to a higher post or designation in the organization while he defined advancement as the opportunities provided by the organization for acquiring higher education by the employee for becoming experts in their field or job and helping in adding value to the employee to make them more fulfilled.

Studies (Dialoke & Nkechi, 2017; Ssemuwemba 2017; Yamin et al. 2019; Nabunya et al. 2020; Anugrah & Putri, 2020; Ratemo et al., 2021; Mduma & Mkulu, 2021; Mona & Arulraj, 2021; Padillo et al. 2021) on promotion and advancement and performance can be cited. For example, Dialoke and Nkechi (2017) studied the effect of career development on the employee's performance of non-academics' staff of Michael Okpara University of Agriculture, Umudike, Abia State in Nigeria. The researcher used a sample of 346 and adopted survey research design. Using Pearson product moment correlation analysis to analyze the data, the results revealed that there is a positive and significant correlation between career development and the performance of the Non-academic staff of the university.

Using qualitative method, Ssemuwemba (2017) investigated the effects of professional practices on teachers' performance in public schools in Kigali, Rwanda. Professional practices were studied in terms of pre-service training, induction, and continuous professional development. Data was collected from 45 respondents. Using thematic analysis to analyze the data, the findings showed that, teachers' professional development at all tiers (pre-service, inductions, and continuous professional development) has a substantial influence on their performance because it fosters competence and confidence and enables them to keep up with the latest techniques and pertinent knowledge, skills, and attitudes. Ssemuwemba identified limitations to his study as he pointed out that "...the research was conducted only in Kigali city which limited the external validity". He noted that the research had a small sample size which limited the internal validity. His study was qualitative; hence, he could not generalize his findings to other parts of the country (Rwanda). This study was done to provide a quantitative perspective on the factors that determine teacher performance in government aided secondary schools in Maracha district.

Yamin (2019), aimed to examine the influence of position promotion on employee performance in Makassar City Regional Secretariat, in Indonesia. They studied position promotion based on four indicators of promotion; work professionalism, loyalty, education level, and work experience. Data was collected by the researcher by administering questionnaire to 73 employees of State civil officials. Using simple linear regression and t-test to analyze the data, the result of the research revealed that position promotion has a positive and significant influence on employee performance at the Makassar City Regional Secretariat.

The study was not carried out in the context of secondary school unlike the current study that was carried out in secondary school context.

A study by Nabunya et al. (2020) explored the relationship between professional development practices and teaching service delivery of academic staff in Kyambogo University in Uganda. The professional development practices were studied in terms of training, seminars, workshops, and conferences, study leaves, mentoring and monitoring the competencies of the staff. Data were collected from 291 respondents using self-administered questionnaire and an interview guide. Using simple linear regression to analyze the data, the findings revealed a significant relationship between professional development practices and academic staff teaching service delivery among academic staff in the University. Implying that academic staff was professionally developed and their competencies in effective teaching service delivery improved. This study was done in a higher education setting while the current examined the issues within a secondary education setting.

Using quantitative and qualitative methods, Ratemo et al. (2021) investigated the effect of job promotion practices on employee performance in Kenya Forestry Research Institute in Muguya, Kenya. The job promotion practices were in terms of leadership abilities, attitude of staff and review of past performance of the employee. Data were collected from 121 staff of forest research institute in Muguya, Kenya. Quantitative data was analyzed using Pearson correlation co-efficient and multivariate analysis. Meanwhile the qualitative data analysis was done using thematic analysis. The study results showed that job promotion practices had significant effect on employee

performance. The study further revealed that employees acquire new skills through job promotion. The current study was on the effect of opportunity for promotion on teacher performance in secondary schools.

Anugrah and Putri (2020) examined the effect of “promotion on employees’ performance at the Garment Department, Seikou Seat Cover, in Indonesia”. Data were collected from 148 employee of using questionnaire and analyzed using multiple correlation analysis. The results of the study revealed that promotion did not directly affect employee performance unless it was accompanied by direct compensation.

Mduma and Mkulu (2021) aimed to explore the influence of teachers’ professional development practices on job performance in public secondary schools in Nyamagana District, Mwanza in Tanzania. The dimensions of professional development practices they examined were performance appraisal, in-service training, workshops and seminars. The study employed both quantitative and qualitative methods. The findings revealed that training teachers had the most impact on different dimensions like; improvement in teaching strategies, reduces teachers’ burnout, improves effectiveness of teachers and improves overall teacher’s personnel performance.

Mona and Arulraj (2021) explored the impact of continuous professional development on teacher performance in a private school in Dubai. Continuous professional development was looked at in terms of professional development, perception of professional development and importance of professional development. Data were gathered by administering a survey questionnaire to 150 teachers in a private school. Correlational and multiple regression analyses were

used to analyze the data, the findings showed significant impact of continuous professional development on teachers performance in terms of improvement in their performance. However, Mona and Alulraj identified limitations to their study as they pointed out that “the case study is the limitations of the study as it only offered insight on the case studied, which may or may not be similar in other cases”.

Padillo et al. (2021) examined the relationship between professional development activities and teacher performance in Cebu University in Philippines. The constructs of professional development activities examined were, computer skills training, curriculum alignment, seminars, professional conferences, standard-based assessment, speech drills, grammar review, program sharing, physical fitness, and echo seminars. Data collections were from elementary teachers of the university using a questionnaire. The findings showed that participating in professional activities helped teachers to become more skilled at managing the classroom, building good relationship with students, mastery in instructional planning, instructional delivery and knowledge of subject matter. The study recommended future studies in strategic professional planning, implementation, and evaluation of professional activities for teachers to benefit more.

In conclusion, studies by Dialoke and Nkechi(2017), Ssemuwemba (2017), Yamin et al. (2019), Nabunya et al.(2020), Ratemo et al.(2021), Anugrah and Putri (2020), Mduma and Mkulu (2021), Mona and Arulraj (2021), and Padillo et al (2021). have explored the impact of promotion and advancement on employee performance across different industries and institutions. The findings from these

studies have provided valuable insights into the positive relationship between promotion, advancement, and employee performance. Despite these valuable contributions, some studies pointed out limitations, such as small sample sizes, single-country focus, and the need for further exploration in different contexts. The present study sought to address these gaps by examining the effect of opportunity for promotion on teacher performance in government-aided secondary schools in Maracha District. By utilizing a larger and more representative sample and focusing on the education sector, this study contributes to the existing body of knowledge on performance determinants and provides insights that can inform effective human resource management practices in educational institutions.

Enhancer

2.2.3 Working Conditions and Teacher Performance. According to Khanna (2017) working conditions refers to the physical environment or the tangible aspects of the job, cleanliness, availability of tools or equipment at the right place, modern facilities, spacious office area, parking place, lighting, drinking facilities among others that can prevent job dissatisfaction among employees. The working environment of an organization plays an important role in that it makes employees feel proud about the organization they work for and the work they perform (Khanna, 2017).

A number of studies (Varatharaj, et al. 2015; Ahmed et al. 2016; Kigenyi et al. 2017; Sogoni, 2017; Johari and Zulkarnain 2018; Wahyudi, 2018; Gavriilyuk et al. 2019; Hidayat, 2020; Tentama et al. 2020; Erlangga et al. 2021; Maghanoy 2021; Ngwenya, 2021; Rifat and Effendi, 2021; Anwar et al. 2022; Wea et al. (2022) linked working conditions to performance, for instance, Varatharaj et al.

(2015) examined the effect of teacher autonomy(as part of working conditions) on assessment practices among cluster school teachers in Malaysia. Questionnaire was mailed to 471 teachers to collect data and as a measure to analyze the data. Their findings revealed that teacher autonomy and assessment practices are at moderate levels respectively. They also found out that teacher autonomy had a significant effect on assessment practices in terms of explicit learning, student learning and student performance. Literature suggests that studies on teacher autonomy are limited, more so, the context of the studies is outside Africa. These gaps make it necessary for the current study to be carried out in the context of a developing country like Uganda in Africa.

In their study, Ahmed et al. (2016) researched on “the impact of working conditions on female teachers’ performance in private universities of Karachi” in Pakistan. They looked at working conditions in terms of workload, working hours and female harassment. Data was collected using a questionnaire administered to 200 female lecturers and assistant professors from four private universities. Using regression, ANOVA, Coefficients and frequency analysis to analyze the data, they found that overall working environment of universities had a significant impact on the performance of female teachers. Ahmed et al., did not critique their study. However, their unit of analysis was female academic staff in universities unlike in this study the unit of analysis will be teachers of government aided secondary schools regardless of the sex.

Kigenyi et al. (2017) aimed to examine the effect of school environment on teachers’ performance in public primary schools in Bugisu Sub region, Uganda. They conceptualized work environment in terms of provision of classrooms,

blackboards, drainage, sanitation, toilets, urinals, staffrooms, teachers' working table and teachers' siting facilities. Data was collected from 630 respondents consisting of teachers, head teachers, district education officers, district inspectors of schools, and members of School management committee. Descriptive statistics such as mean and standard deviation and least square regression analysis were used to analyze the data. They found that school environment had significant ($p=0.000<0.05$ level) effect on teachers' performance. However, the study was conducted in the context of primary schools while the present study will be conducted in government aided secondary schools in Maracha district, West Nile sub region, Uganda.

In another study, Sogoni (2017) investigated the influence of work environment among others on teacher performance in public secondary schools: A case study of Bungoma South Sub County in Kenya. The dimensions of the Work environment investigated were; reward programmes, infrastructure facilities, leadership styles and information flow within the schools. Using a sample of 107 and quantitative method, he found that both intrinsic and extrinsic reward programmes positively influenced teacher performance. The study also found that consultative and participative leadership styles enhanced teacher performance. The study also revealed that physical facilities coupled with ICT integration positively influenced teacher performance in the schools and vertical flow of information negatively influenced teacher performance as compared to horizontal and free flow of information.

In their study, Johari and Zulkarnain (2018) examined among others the influence of autonomy on job performance of teachers in Malaysia. Self-

administered questionnaire was given to 350 teachers to collect data by the researcher. Using Statistical Package for Social Sciences version 17.0, Partial Least Square (Smart PLS) regression analysis to analyze data, they found that autonomy had a significant impact on teachers' job performance. However, Johari and Zulkarnain did not point out clearly whether the study was carried out among primary or secondary school teachers, moreover, outside the context of Uganda, but the current study will be done specifically in government aided secondary schools in Uganda.

In a related study, Wahyudi (2018) examined the effect of work environment among others on teacher performance of Sekolah Menengah Pertama (SMP) Kemala Bhayangkari Jakarta City, Indonesia. The dimensions of working conditions they examined were information, noise, space, and job security. Quantitative research method was used with 100 teachers as respondents from whom data was collected by the researcher. Data was analyzed by using multiple regression analysis. The results showed that work environment positively influence teacher performance.

A study by Gavrilyuk et al. (2019) investigated the association between university teachers' professional autonomy and their innovation performance under the current educational circumstances from the Vytautas Magnus University Education Academy, in Lithuania. There were 20 respondents consisting of foreign language teachers. The researchers used a descriptive research design and content- analysis of national and international educational documents. Their findings revealed that the development of innovative university teachers is

possible if the framework of autonomy-oriented approach that gets the teacher to be involved in intensive analysis and project activity is used.

Hidayat (2020) aimed to determine the effect of “work environment on teacher performance at Sekolah Menengah Kejuruan (SMK) Negeri 2 Pondok Aren-South Tangerang City”, in Indonesia. The respondents in the study were 63 teachers. Using correlation and regression analysis to analyze data, the findings of this study revealed that work environment has a significant effect on teacher performance.

In their study, Tentama et al. (2020) examined the role of organizational autonomy among others on employee performance of X Yogyakarta University in Indonesia. Organizational autonomy was looked at in terms of individual autonomy, behavioral autonomy and value autonomy. Data was collected using organizational autonomy scale instrument from 49 employees of X Yogyakarta University. Multiple linear regression was used for data analysis. The results of the study showed that there was a very significant positive relationship between autonomy and performance. However, Tentama et al., employed a small sample of only 49 respondents, moreover from a university context which is not a secondary school, and not in Uganda. The current study intends to fill such gaps by involving a larger sample of participants from Ugandan secondary schools’ context and establish if the same results can be obtained.

Using quantitative method, Erlangga et al. (2021) examined the influence of work environment among others on teacher performance in Tangerang City, in Indonesia. Data was collected from 120 respondents electronically and analyzed using partial least square (PLS). The findings revealed that work environment has

no significant effect on teacher performance. These findings are contrary to the findings of other studies (Ahmed, et al., 2016; Anwar, 2022; Hidayat, 2020) who found working environment having a significant effect on employee performance. This created a need for this study to ascertain whether work environment enhanced teacher performance.

Rifat et al. (2021) explored the influence of work environment on teacher performance at Sekolah Menengah Kejuruan (SMKN) in Hulu Sungai Regency, Indonesia. Questionnaire was administered to a sample of 99 teachers to collect data by the researcher. The analysis of the data was done using path analysis and multiple regression. The results of the study showed that work environment had a moderate influence on teacher performance. However, the study was not clear on the category of the teachers but the current study is restricted to government-aided secondary school teachers in Maracha district.

Maghanoy (2021) explored the relationship between working conditions and performance of academic staff at Panabo College University of Mindanao, in Philippines. The dimensions of the working conditions explored in the study were: time, empowerment, leadership, professional development, and facilities and resource. Data was collected using questionnaire from 45 respondents (academic staff). Using Pearson correlation coefficient and regression analysis to analyze the data, he found that there was significant relationship between working conditions and performance of tertiary (institutions) teachers. Maghanoy recommended that “further researches regarding the domain of working conditions that would greatly affect the performance may also be conducted to support the hypothesis proposed

in this study”. That is why it is necessary to carry out the current study on working conditions in terms of other domains.

Using qualitative method, Ngwenya (2021) examined the effect of urban teachers’ working conditions on their performance in primary schools in Bulawayo metropolitan Province, Zimbabwe. Working conditions in this study were demotivators, workload, leadership, teaching and learning resources, physical and technological environment. Data was gathered from 20 teachers using a semi-structured interview guide. The findings of the study revealed that, teachers’ working conditions enhanced their job performance. Ngwenya identified limitations of his study as he pointed out that he used a small sample. Thus, his findings might not be generalized to a wider population of teachers in Zimbabwe.

Using quantitative method, Anwar et al. (2022) explored the relationship between working environment and teachers’ performance at public sector schools from Sheikhopura of Lahore, Punjab, in Pakistan. Working conditions was looked at in terms of communication and direction, role clarity, respect and career development. Questionnaire was administered to 300 public secondary school teachers to collect data. Using Pearson correlation to analyze the data, they found a positive and significant correlation between working environment and job performance. Anwar et al, in their study recommended further studies to use different dimensions of job performance from what they used in their study.

In a study, Wea et al. (2022) conducted to determine the effect of working conditions on work performance of remote elementary school teachers in Boven Digoel district, in Indonesia. The constructs of working conditions they studied were, salaries, workload, housing facilities, co-workers support, and school

principals (head teachers) appreciation. Using quantitative method, data was collected from 171 teachers. Data was analyzed using the SPSS program version 21. The study revealed that working conditions strongly affected teachers' job performance. They recommended that schools principals and other policy makers must develop favorable working conditions in order to motivate them to contribute more than expected of them.

In conclusion, the literature on the determinants of performance, specifically focusing on working conditions, underscores the crucial role of the physical environment and tangible aspects of the job in influencing employee satisfaction and performance. Studies by Varatharaj (2015), Ahmed et al. (2016), Kigenyi et al. (2017), Sogoni (2017), Johari and Zulkarnain (2018), Wahyudi (2018), Gavriilyuk et al. (2019), Hidayat (2020), Tentama et al. (2020), Erlangga et al. (2021), Rifat et al. (2021), Maghanoy (2021), Ngwenya (2021), Anwar et al. (2022), and Wea et al(2022). Emphasized the importance of creating a positive and supportive work environment to enhance employee performance. Although these studies have provided valuable insights, they also pointed out limitations, such as small sample sizes, limited geographical contexts, and the need for further exploration in other settings. The present study seeks to address these gaps by examining the effect of working conditions on teacher performance in government-aided secondary schools in Maracha district, Uganda.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter covers the research approach and design, study population, sample size and sample selection, sampling techniques and procedures, data collection methods, data collection instrument, quality of the data collection instrument, data collection procedure, data analysis, and ethical considerations.

3.1 Research Approach

The study used the quantitative research approach rooted in the positivism stance. In line with Bisel and Adame (2017), the researcher assumed that reality on recognition, opportunity for promotion and advancement, working conditions and teacher performance existed and could be manipulated numerically, precisely and objectively using numerical data. This view-point enabled the researcher to inductively seek for explanation and relationship among the issues that were investigated.

3.2 Research Design

A correlational design was used (Abutabenjeh & Jaradat, 2018). The relational nature of the study hypotheses created a need to measure and analyze the magnitude and direction of relationships among the study variables, making this design relevant to the study (Bloomfield & Fisher, 2019). Thus, descriptive and inferential statistics were used to identify, understand and present association

between recognition, opportunity for promotion and advancement, working conditions and teacher performance.

3.3 Study Population

The target population was government employed secondary school teachers in all the six-government aided secondary schools in Maracha district. The number of secondary school teachers by February 2023 stood at 125 in the six schools; Otravu (33), Maracha (22), Oleba (23), Kijomoro (19), Kololo (12) and Yivu (16) (Human Resource Department, Maracha District Local Government Payroll Extract, 2023). All the 125 teachers were targeted because they were directly involved in implementing the national curriculum in these schools to achieve government purpose of promoting quality, accessible, and affordable secondary education to the nationals.

3.4 Sample Size Determination

The study sample comprised of 125 teachers on the Payroll from the six-government aided secondary schools in the district. The census method was used to determine the sample size. The census method according to Surbhi (2017) is a quantitative research method, in which all the members of the population are enumerated. This method was used because the population was small and there was need to provide more accurate and reliable conclusions. So, every member of the population was taken into consideration. All the teachers were targeted because the population was small and it would reduce sampling errors, leading to more complete, accurate, and reliable information about the unit of study. A total of 117

teachers returned fully completed questionnaires, leading to a return rate of 93.6% which according to Abutabenjeh and Jaradat (2018) was good enough to result into reliable information.

3.5 Data Collection Method

Since the study was quantitative in nature, the survey method of data collection was used involving the use of self-administered questionnaires (SAQ). These were used in order to cover a larger number of respondents in a relatively short period and at little cost.

3.6 Data Collection Instrument

The self-administered questionnaire (*see Appendix III*), with adapted items from other scholars was used (*see Table 3.1*). The questionnaire had five sections. In section A, demographic characteristics of respondents namely: Sex, age group, number of years of service in the school and highest academic qualification was collected. Section B collected information on the dependent variable: teacher performance. It covered five aspects: teaching and learning, class management, assessment, teacher-student relationship and staff collaboration. Section C focused on the first independent variable, recognition. Recognition comprised of four constructs, namely: personal recognition, achievement recognition, task performance recognition and job dedication recognition. Section D focused on second independent variable: opportunity for promotion and advancement. Opportunity for promotion and advancement comprised of professional ability development and promotion speed. Section E of the instrument assessed the third

independent variable, working conditions. Working conditions comprises of four constructs, namely: headteacher’s leadership, workload, autonomy and work safety. The items in sections B, C, D and E were measured using the five-point Likert scale from a minimum of 1 for the worst-case scenario to a maximum of 5, which was the best-case scenario. Table 3.1 shows pertinent information on the properties of the instrument.

Table 3.1:
Variables in the instrument, their sources and reliabilities

Variables	Construct	Number of items adopted	Source of instrument, number of items and their reliability
Teacher performance	Teaching & learning	6	Hyder & Farooq, 2022 (6 items, $\alpha=0.70$)
	Classroom management	5	(5 items, $\alpha=0.65$)
	Learner Assessment	6	(6 items, $\alpha=0.77$)
	Teacher-student Relationship	6	(6 items, $\alpha=0.83$)
	Staff collaboration	5	(5 items, $\alpha=0.79$)
	Recognition	Personal Recognition	7
	Achievement Recognition	5	(5 items) *
	Task Recognition	5	(5 items) *
	Job dedication Recognition	8	(8 items) *
Opportunity for promotion and advancement	Professional development ability	4	Weng, 2018 (4 items) *
	Promotion speed	4	(4 items) *
Working Conditions	Headteacher leadership	5	Ni, 2017, (6 items, $\alpha=0.85$)
	Workload	5	Sims & Jerrim, 2020 (5 items, $\alpha=0.67$)
	Autonomy	5	Kirby et al., 2003 (5 items) *
	Work safety	5	Warwick et al., 2007, (6 items, $\alpha=0.78$)

*=No alpha reported.

3.7 Quality of the Data Collection Instrument

3.7.1. Validity. Validity is referred to as proof that the interpretation of findings on constructs that the instrument measured matches with presupposed interpretation for the proposed purpose (Mohajan, 2017). A total of three experts were used to validate the instrument. The validators included a lecturer from the Department of Educational Planning and Management, Kyambogo University, an experienced secondary school head teacher from Maracha District and a senior inspector of schools from Maracha district education department. The experts assessed each of the items in the instrument on a scale of 4 being Very relevant, 3 relevant, 2 rather relevant and 1 irrelevant. The content validity index (CVI) of the instrument was established using the formula;

$$CVI = \frac{\text{No. of items declared valid}}{\text{Total No. of items in the instrument}}$$

The content validity results are summarized in the Table 3.2.

Table 3.2:
Content validity index (CVI) of instruments

Evaluator	Teacher performance	Recognition	Promotion and Advancement	Working conditions	Questionnaire for teachers
Lecturer	0.76	0.74	0.79	0.75	0.76
Head Teacher	0.82	0.79	0.83	0.80	0.81
Inspector of schools	0.84	0.83	0.87	0.85	0.85
Average					0.81

Source: Validation data (2023)

The information in Table 3.2 shows that the average content validity index for the questionnaire was 0.81, which according to Amin (2005) was satisfactory for research purposes.

3.7.2 Reliability. The questionnaire reliability was verified using Cronbach Alpha method. The pre-test sample included 15 (8 males and 7 female) teachers from Otravu and Yivu secondary schools. Table 3.3 provides the pre-test results.

Table 3.3:
Reliability coefficients for the questionnaire

Variable	No. of items	Alpha (α)
Teacher performance	22	0.79
Recognition	23	0.78
Promotion	8	0.81
Working conditions	20	0.78
Full scale		0.79

Source: Pilot data from the field 2023

The findings in Table 3.3 reveal that Teacher performance had an Alpha coefficient of 0.79, Recognition had 0.78, promotion had 0.81 and working conditions, 0.78. The instrument was appropriate for this study because the Alpha coefficients for all the variables were above 0.77, the minimum value recommended for surveys by Bisel and Adame (2017).

3.8 Data Collection Procedure

After the approval of the proposal, a letter of introduction was obtained from Kyambogo University which the researcher used to introduce himself to the head teachers of the secondary schools for permission to access the teachers, explain the

aim of the study to them and seek for consent to participate in the study. Thereafter, the researcher proceeded to collect data. Each school was given one week to complete the instruments after which they were collected for analysis.

3.9 Data management

3.9.1. Data processing. After collecting the data, each questionnaire was coded by being given an identity number and incomplete instruments were eliminated. Data was entered into Statistical Package for the Social Sciences and presumptions underlying the use of univariate, bivariate, and multivariate approaches were tested. Tests were done to ascertain the linearity and normality of data and its suitability for inferential analysis. Linearity was ascertained using line of best fit, while normality was confirmed by the shape of the normal curves of data for the four variables. The kurtosis of the distributions was normal and skewness was above -1, meaning that scores for each of the variables were evenly distributed around mean, confirming satisfactory existence of the variables in the sample. The normal distributions of data for all the four variables were bell-shaped (*see figs 4.1 - 4.4*) confirming that the variables were normally distributed, hence suitable for both descriptive and inferential analysis.

3.9.2. Data Analysis. Data were analyzed both descriptively and inferentially. Descriptive analysis involved the computation of relative frequencies and descriptive statistics. Inferential data analysis involved testing hypotheses at bivariate and multivariate levels. At the bivariate level, hypotheses were tested by correlating the respective numerical index of the independent variable to the numerical aggregate index of the dependent variable (teacher performance). At

multivariate level, the dependent variable (teacher performance) was regressed on each of the aspects that measured the independent variables (recognition, opportunity for promotion and advancement and working conditions), using IBM SPSS statistics Version 23.

3.10 Ethical Considerations

The commitment of the researchers to what is morally and legally right is referred to as ethical considerations (Rubbin & Babbie, 2017). The respondents were informed about the kind of data the researcher required from them, why it was needed, how they would participate in the study, and how it would affect them. The respondents were informed that they were free to withdraw from the study at any time. Therefore, respondents were persuaded to willingly participate in the study. Also, the researcher gave the respondents assurance that their anonymity and confidentiality would be preserved, so the identity of all participants was protected, since their names were not written on the instruments.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter contains the presentation, analysis and interpretation of data on whether recognition, opportunity for promotion and advancement, and working conditions enhance teachers' performance in government aided secondary schools in Maracha District, Uganda. The findings were based on the perceptions of 117 teachers. The results on the demographic characteristics of the respondents are presented first, followed by descriptive and inferential analysis.

4.1 Demographic Characteristics of the Respondents

The researcher collected information on the personal characteristics of the respondents namely; gender, education attainment, age and the period they have worked in the current school. The information is presented in Table 4.1.

Table 4.1:
Demographic Information of Teachers (N=117)

Variable	Category	Respondents	Percentages
Gender			%
	Male	64	54.7
	Female	53	45.3
Academic Attainment	Diploma	41	35.1
	Degree	68	58.1
	Masters	8	6.8
Age	Below 30 years	10	8.5
	30-39 years	101	86.3
	40 years and above	6	5.1
Tenure	less than 5 years	34	29.1
	5-9 years	5	4.3
	10 years and above	78	66.7

Source: Primary data from the field (2023)

4.1.1 Gender of Respondents. The respondents indicated their gender and the results in Table 4.1 show that the majority of respondents (54.7%) were male and 45.3% were female. Therefore, the information provided effectively represented both genders of Maracha District secondary school teachers.

4.1.2 Academic Attainment of Respondents. The respondents were asked to indicate their educational attainment. The results in Table 4.1 show that the majority (58.1 %) had degree education. Therefore, most of the respondents had sufficient education to be able to effectively analyze issues and hence were able to provide dependable information.

4.1.3 Age. In connection to age, the majority (86.3%) of respondents were 30-39 years old and so the necessary maturity and life experiences to be able to provide relevant information on the research problem.

4.1.4 Work Tenure. Respondents indicated the number of years they have been working as teachers in their particular schools. The majority (66.7 %) had been teaching for 10 years and above and this period was long enough for them to have a good of the working conditions and operations of their schools. This implies that respondents were able to provide fair information about the issues that were being investigated.

4.2 Performance of Teachers in Government Aided Secondary Schools in Maracha District

In this study, the dependent variable, teacher performance was perceived as the ability of a teacher to carry out professional tasks effectively and was measured as a teacher providing appropriate learning activities, doing effective classroom management, assessment and maintaining appropriately teacher-student relationship and staff collaboration. The items with mean response $\Rightarrow 3.5$ were closer to agree on the likert scale, and were therefore taken to imply that respondents agreed to doing these aspects. The findings are summarized in Table 4.2.

Table 4.2:
Mean Response, SD and Ratings on Teacher performance

Aspects	Mean	SD	Rating
<i>Teaching and learning</i>			
I do proper lesson planning	3.66	0.71	Agree
I use a variety of audio video aids	2.08	1.04	Disagree
I encourage students' constructive participation	3.47	1.33	Agree
I use variety of teaching methods to enhance students' understanding	3.82	0.69	Agree
I focus on students' individuals needs during teaching	3.46	0.66	Agree
I provide daily life examples related to topic during teaching	3.66	0.71	Agree
<i>Class Management</i>			
I involve students in development of classroom discipline rules	3.67	0.72	Agree
I encourage students on an ideal behaviour in classroom	3.40	0.73	Disagree
I take notice of students' unwanted actions immediately in classroom	3.36	0.62	Disagree
I discourage students' misbehaviour in a suitable way	3.49	0.84	Agree
I use different rewards to improve classroom management	3.58	0.86	Agree
<i>Assessment</i>			
I use different assessment methods to assess students' learning	3.82	2.85	Agree
I use self-made tests to assess students' learning	3.71	0.90	Agree
I use assessment results to improve teaching process	3.52	0.79	Agree
I share educational assessment results with students well in time	3.72	0.90	Agree
I discuss educational assessment results with family of the students	3.10	0.84	Disagree
I maintain students' personal file/educational assessment record properly	3.49	0.59	Agree

Teacher-student Relation

I maintain a pleasant relationship with all the students	3.62	0.96	Agree
I provide an environment of trust to all students	3.67	0.86	Agree
I pay attentions on character building of my students	3.65	0.80	Agree
I take care about students' self-respect	3.42	0.74	Disagree
Students discuss their learning problems with me, without any hesitation	3.76	0.76	Agree
I give value to students' suggestions regarding process	3.59	0.76	Agree

Staff collaboration

I like to work in collaboration with other colleagues of my school	3.65	0.84	Agree
I openly discuss my teaching problems with other colleagues of my school	3.48	0.74	Agree
I participate in collective teaching activities at school	3.53	1.02	Agree
I participate in non-academic activities of school	3.56	0.941	Agree
Teachers of my school support me to improve my professional performance	3.40	1.15	Disagree
Overall score	3.52	0.27	Agree

Source: Primary data from the field (2023)

Key: 1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree, 5 = strongly agree
Mean = <3.4 implies respondents disagreed, mean >3.5 they agreed

The results in Table 4.2 show that generally teachers agreed (mean = 3.52, SD =.27) to performing their work roles diligently. With regard to teaching and learning, they agreed that they do proper lesson planning (mean = 3.66, SD =.71), encourage students' constructive participation (mean = 3.47, SD = 1.33), use a variety of teaching methods to enhance students' understanding (mean = 3.82, SD = .69), focus on students' individuals needs during teaching (mean = 3.46, SD =

.66) and provide daily life examples related to the topic during teaching (mean = 3.66, SD = .71).

As far as Class management is concerned, the teachers agreed that they involve students in developing of classroom discipline rules (mean = 3.67, SD = .72), use different rewards to improve classroom management (mean = 3.58, SD = .86) and discourage students' misbehaviour in a suitable way (mean = 3.49, SD = .84).

With regard to learner assessment, the teachers agreed that they use different assessment methods to assess students' learning (mean = 3.82, SD = 2.85), use self-made tests to assess students' learning (mean = 3.71, SD = .90), use assessment results to improve the teaching process (mean = 3.52, SD = .79), share educational assessment results with students well in time (mean = 3.72, SD = .90) and maintain students' personal educational assessment records properly (mean = 3.49, SD = .59).

In connection to Teacher-student relations, the teachers indicated that they maintain a pleasant relationship with all the students (mean = 3.62, SD = .96), provide an environment of trust to all students (mean = 3.67, SD = .86), pay attention on character building of their students (mean = 3.65, SD = .86), take care about students' self-respect (mean = 3.42, SD = .74), students discuss their learning problems with them , without any hesitation (mean = 3.76, SD = .76) and give value to students' suggestions regarding the learning process (mean = 3.59, SD = .76).

As far as Staff collaboration is concerned, teachers agreed that they like to work in collaboration with other colleagues of their school (mean = 3.53, SD =

1.02), openly discuss their teaching problems with other colleagues of their school (mean = 3.48, SD = .74), participates in collective teaching activities at school (mean = 3.56, SD= .94), and participate in non-academic activities of school (mean = 3.56, SD = .94),

Nevertheless, the teachers disagreed that they use a variety of audio video aids (mean = 2.08, SD = 1.04), discuss educational assessment results with family of the students (mean = 3.10, SD = .84), encourage students to behave well in the classroom (mean = 3.40, SD = .73), take notice of students' unwanted actions immediately in the classroom (mean = 3.36, SD =.65) and colleagues supported them to improve their professional performance (mean = 3.53, SD = 1.01).

Generally, respondents agreed that they did better in Teacher-student relations, Staff collaboration and Class management than in teaching and learning and learner assessment. The researcher then examined the general distribution of data on Teacher performance. The descriptive statistics of the items that measured the variable are presented in Table 4.3.

Table 4.3:*Summary Statistics for Teacher performance*

Descriptive	Statistic	Standard error
Mean	3.52	0.02
Median	3.53	
Std. Deviation	0.27	
Variance	0.07	
Skewness	0.03	0.22
Kurtosis	0.39	0.44
Range	1.43	
Minimum	2.93	
Maximum	4.36	

Source: Primary data from the field (2023)

The results in Table 4.3 show that the mean = 3.52 was close to the median = 3.53 and the dispersion in responses (SD = .27) was also small, indicating normality in the responses. The curve in Figure 4.1 being bell shaped, further confirmed that data on Teacher performance was normally distributed and appropriate results could be obtained when data is subjected to inferential analysis.

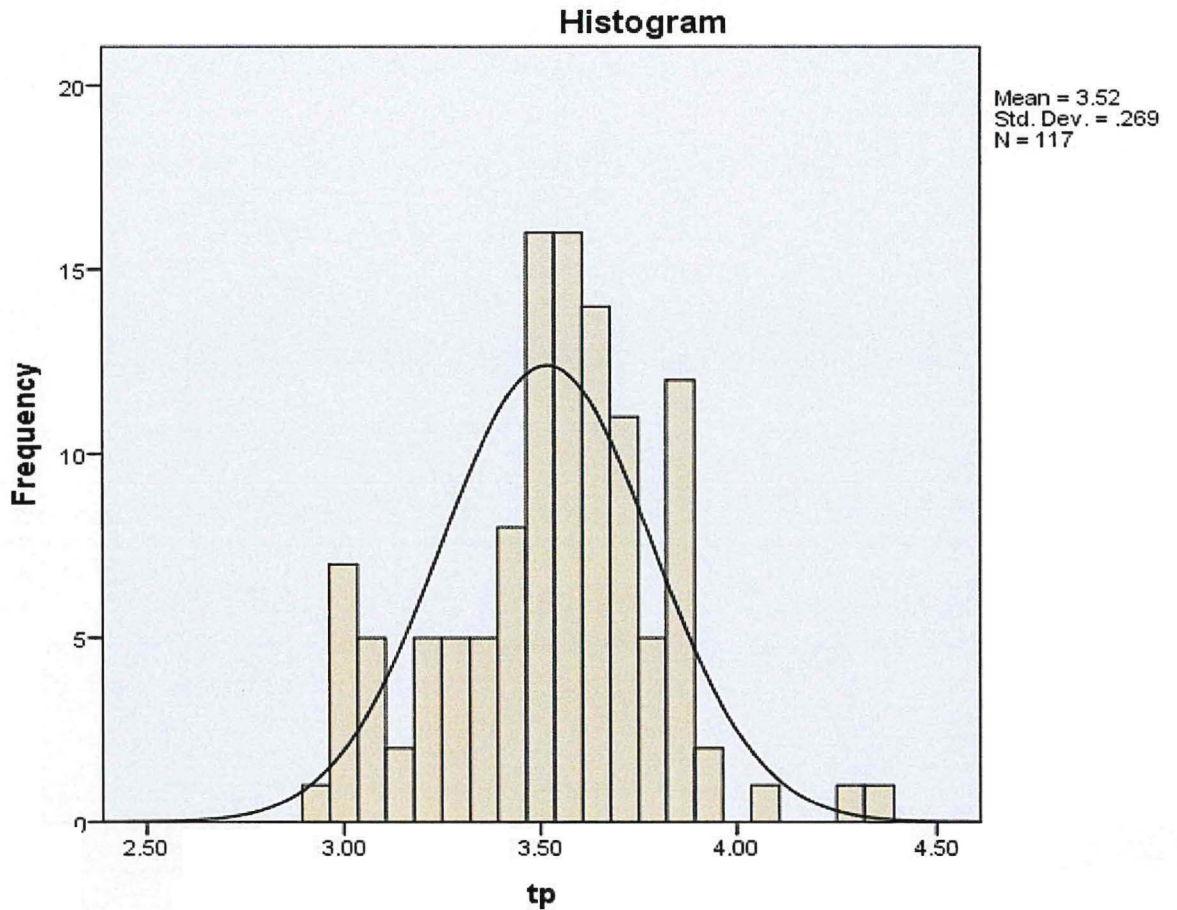


Figure 4.1:
General Distribution on Teacher Performance

4.3 Recognition Received by Teachers in Government Aided Secondary Schools in Maracha District

The first independent variable recognition was perceived as timely acknowledgement of a teacher's behavior to effort that supports the organization's goals. In this study, it was operationalized as personal recognition, achievement recognition, task performance recognition and job dedication recognition. The findings are summarized in Table 4.4.

Table 4.4:*Mean Response, SD and Ratings on Recognition*

Aspects	Mean	SD	Rating
<i>Personal recognition</i>			
My individual needs and characteristics are taken into consideration by my supervisor	3.20	1.21	Disagree
Am recognized as an individual person by my supervisor	3.35	1.04	Disagree
My supervisor keeps me informed of what is going on in our organization	3.73	.98	Agree
My personal well-being is important to my supervisor	3.42	1.014	Disagree
My supervisor routinely exhibits acts of civility towards me	3.24	1.63	Disagree
My supervisor makes me feel that I matter	3.43	1.43	Disagree
My supervisor allows me to make decisions on my own	3.26	1.45	Disagree
<i>Achievement Recognition</i>			
I receive congratulation from my supervisor when I reach specific goals	3.27	1.47	Disagree
My supervisor publicly takes time to acknowledge my success	3.50	1.38	Agree
My supervisor provides incentives, bonuses or other rewards for outstanding performance	2.93	1.41	Disagree
The results of my hard work are noticed by my supervisor	2.86	1.29	Disagree
<i>Task Performance Recognition</i>			
My supervisor thanks me when I successfully reach performance goals or other targets.	3.30	1.32	Disagree
My supervisor recognizes the quality of the work that I do	3.04	1.59	Disagree
My supervisor assigns me work that fits my level of qualification	3.50	.95	Agree
My supervisor acknowledges my professional training and qualification	3.61	1.22	Agree
My supervisor appreciates my skills and knowledge	2.92	1.26	Disagree
My supervisor comments on the level of professionalism I exhibit through my work	3.11	1.61	Disagree
<i>Job Dedication Recognition</i>			

My supervisor acknowledges my loyalty to our team/department	2.97	1.53	Disagree
My hard-work and dedication are noticed by my supervisor	2.95	1.51	Disagree
My supervisor recognizes my ideas and effort, even when these do not necessarily lead to successful results	3.06	1.29	Disagree
My supervisor takes the time to thank me for the amount of effort I put into my work	3.44	1.46	Disagree
I feel my supervisor appreciates how devoted I am to my job	2.72	1.61	Disagree
My supervisor acknowledges my commitment to our organization	2.86	1.82	Disagree
The amount of time I have been with my organization is noticed by my supervisor	2.88	1.34	Disagree
My supervisor expresses recognition for my continued loyalty to the organization.	2.95	1.85	Disagree
Overall score	3.17	1.27	Disagree

Source: Primary data from the field (2023)

Key: 1=strongly disagree, 2=disagree, 3= not sure, 4= agree, 5=strongly agree

Mean =<3.4 implies respondents disagreed, mean >3.5 they agreed

The results in Table 4.4 show that generally teachers disagreed (mean = 3.17, SD =1.27) to getting appropriate recognition. With regard to personal recognition, they disagreed that their individual needs and characteristics are taken into consideration by their supervisor (mean = 3.20, SD =1.21), they are recognized as an individual person by their supervisor (mean = 3.35, SD = 1.04), their personal well-being is important to their supervisor (mean = 3.42, SD = 1.01), their supervisor routinely exhibits acts of civility towards them (mean = 3.24, SD = 1.63), supervisor makes them feel that they matter (mean = 3.43, SD =1.43) and

the supervisor allows them to make decisions on their own (mean = 3.26, SD = 1.45).

However, respondents agreed that their supervisor keeps them informed of what is going on in their organization (mean = 3.73, SD = 1.21) and the supervisor publicly takes time to acknowledge their success (mean = 3.50, SD = 1.38).

In connection to Achievement recognition, the teachers disagreed that they receive congratulation from their supervisor when they reach specific goals (mean = 3.27, SD = 1.47). The supervisor gives them incentives, bonuses or other rewards for their outstanding performance (mean = 2.93, SD = 1.41) and the results of their hard work are noticed by their supervisor (mean = 2.86, SD = 1.29).

As far as Task Performance recognition is concerned, the teachers disagreed that their supervisor thanks them when they successfully reach performance goals or other targets (mean = 3.30, SD = 1.32), supervisors recognize the quality of the work that they do (mean = 3.04, SD = 1.59), supervisors appreciate their skills and knowledge (mean = 2.92, SD = 1.26) and supervisors' comment on the level of professionalism they exhibit through the work (mean = 3.11, SD = 1.61).

But respondents agreed that their supervisors assign them work that fits their level of qualification (mean = 3.50, SD = .95), and the supervisors acknowledge their professional training and qualification (mean = 3.61, SD = 1.22).

With regard to Job dedication recognition, respondents disagreed that their supervisor acknowledges their loyalty to the team or department (mean = 2.97, SD = 1.53), their hard-work and dedication are noticed by their supervisor (mean

= 2.95, SD = 1.51), the supervisor recognizes their ideas and effort, even when these do not necessarily lead to successful results (mean = 3.06, SD =1.29), the supervisor takes time to thank them for the amount of effort they put into their work (mean = 3.44, SD =1.46) and they feel their supervisor appreciates how devoted they are to their job (mean = 2.72, SD = 1.61).

Responders further disagreed that their supervisor acknowledges their commitment to their organization (mean = 2.86, SD =1.82), that the amount of time they have been with their organization is noticed by their supervisor (mean = 2.88, SD =1.34) and supervisor expresses recognition for their continued loyalty to the organization (mean = 2.95, SD = 1.85). The findings on recognition show that schools did more Task performance recognition than Personal and achievement Recognition. Job dedication recognition was also weak. The general distribution of data on recognition was examined, the results are presented in Table 4.5.

Table 4.5:
Summary Statistics for Recognition

Descriptive	Statistic	Standard error
Mean	3.17	0.10
Median	3.04	
Std. Deviation	1.27	
Variance	1.5	
Skewness	0.23	0.20
Kurtosis	-1.29	0.40
Range	3.52	
Minimum	1.24	
Maximum	4.76	

Source: Primary data from the field (2023)

The results in Table 4.5 show that the mean = 3.18 was close to the median = 3.04 and the dispersion in responses (SD = 1.24) was also small, indicating normality in the responses. The curve in Figure 4.2 being bell shaped, further confirmed that data on recognition was normally distributed and appropriate results could be obtained when data is subjected to inferential analysis.

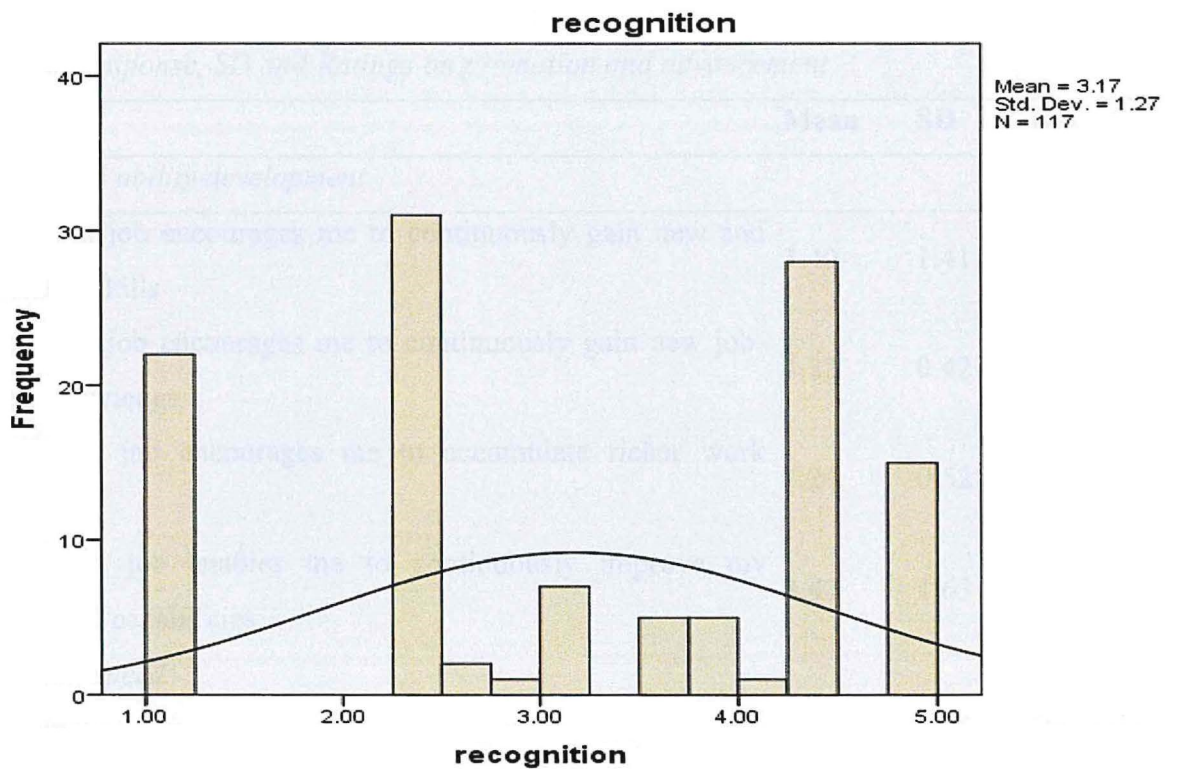


Figure 4.2:
General Distribution on Recognition

4.4 Opportunity for Promotion and Advancement Accorded to Teachers in Government Aided Secondary Schools in Maracha District

Promotion and advancement, the second independent variable, was measured as professional ability development and promotion speed. The findings on this aspect are shown in Table 4.6.

Table 4.6:

Mean Response, SD and Ratings on promotion and advancement

Aspects	Mean	SD	Rating
<i>Professional ability development</i>			
My present job encourages me to continuously gain new and job-related skills	3.40	1.41	Disagree
My present job encourages me to continuously gain new job-related knowledge	4.22	0.42	Agree
My present job encourages me to accumulate richer work experiences	4.24	0.52	Agree
My present job enables me to continuously improve my professional capabilities	3.47	1.63	Disagree
<i>Promotion speed</i>			
My promotion speed in the present organization is fast	2.20	1.35	Disagree
The probability of being promoted in my present organization is high	2.33	1.41	Disagree
Compared with previous organizations and attainable jobs, my position in the present one is ideal	2.70	1.81	Disagree
Compared with my colleagues, I am being promoted faster.	2.17	1.42	Disagree
Overall score	3.05	0.95	Disagree

Source: Primary data from the field (2023)

Key: 1=strongly disagree, 2=disagree, 3= not sure, 4= agree, 5=strongly agree

Mean =<3.4 implies respondents disagreed, mean >3.5 they agreed

The results in Table 4.6 show that generally teachers disagreed (mean = 3.05, SD = .95) that they have sufficient opportunities for promotion and advancement. As far as Professional ability development is concerned, they disagreed that their present job encourages them to continuously gain new and job-related skills (mean = 3.40, SD = 1.41), they are recognized as an individual person by their supervisor (mean = 3.35, SD = 1.04) or their present job enables them to continuously improve their professional capabilities (mean = 3.42, SD = 1.63). Nonetheless respondents agreed that their present job encourages them to continuously gain new job-related knowledge (mean = 4.22, SD = .42) and to accumulate richer work experiences (mean = 3.42, SD = 1.63).

In connection to Promotion speed, respondents disagreed that their promotion speed in the present organization is fast (mean = 2.20, SD = 1.35), the probability of being promoted in my present organization is high (mean = 2.33, SD = 1.41), that compared with previous organizations and attainable jobs, their position in the present one is ideal (mean = 2.70, SD = 1.81) and compared with colleagues, they are being promoted faster (mean = 2.17, SD = 1.42). The findings show that while schools paid some attention to career advancement of teachers, they gave limited attention to promotion speed. The researcher then examined the general distribution of data on promotion and advancement. The results are shown in Table 4.7.

Table 4.7:*Summary Statistics for Opportunity for Promotion and advancement*

Descriptive	Statistic	Standard error
Mean	3.05	0.80
Median	3.25	
Std. Deviation	.95	
Variance	.92	
Skewness	.15	0.20
Kurtosis	1.34	0.40
Range	3.13	
Minimum	1.75	
Maximum	4.88	

Source: Primary data from the field (2023)

The results in Table 4.7 show that the mean = 3.09 was close to the median = 3.25 and the dispersion in responses (SD = .96) was also small, indicating normality in the responses. The curve in Figure 4.3 being bell shaped, further confirmed that data on promotion and advancement was normally distributed and appropriate results could be obtained when data is subjected to inferential analysis.

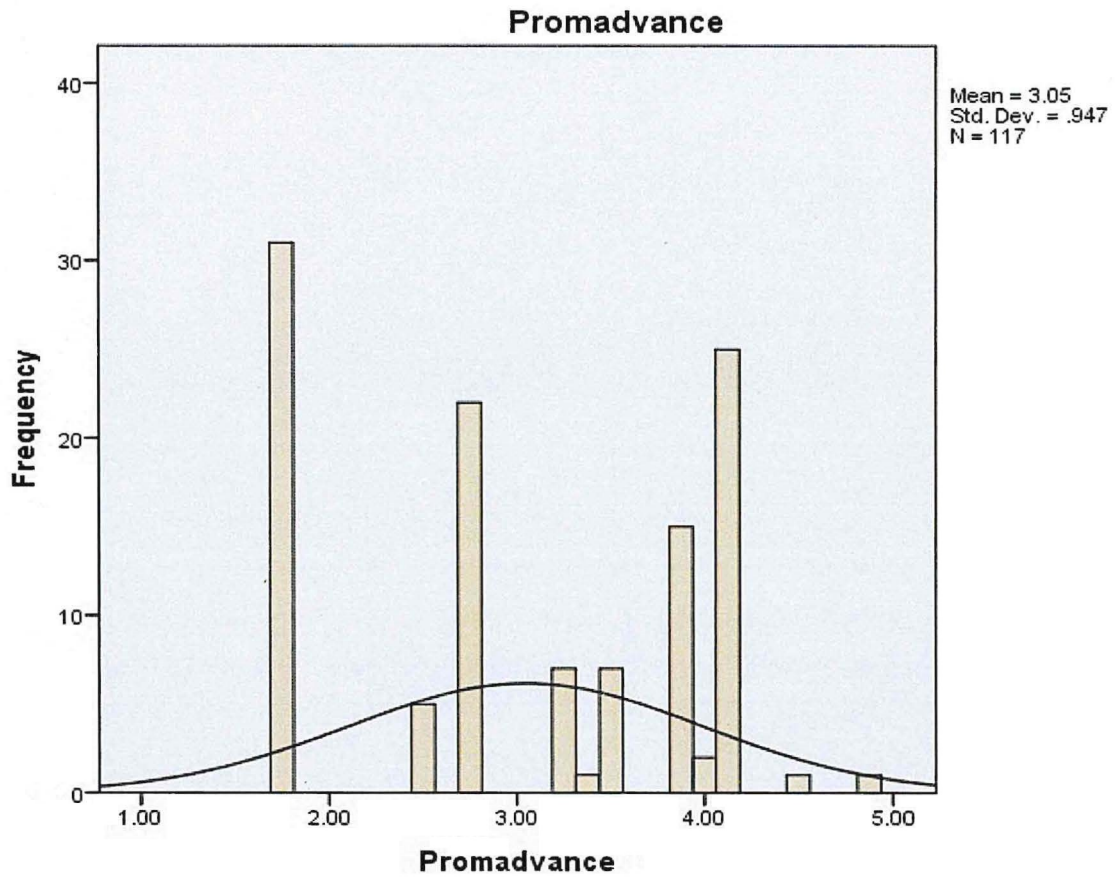


Figure 4.3:

General distribution on promotion and advancement

4.5 Working Conditions of Teachers in Government Aided Secondary Schools in Maracha District

Working conditions (third independent variable) in this study were taken to be the tangible aspects of the job, and were measured as Head teachers' leadership, workload, autonomy, and work Safety. The findings are presented in Table 4.8.

Table 4.8:*Mean Response, SD and Ratings on working conditions*

Aspects	Mean	SD	Rating
<i>Headteacher's leadership</i>			
The school Headteacher's behaviour towards staff is supportive and encouraging	3.11	1.60	Disagree
I like the way things are run in this school by the headteacher	2.89	1.00	Disagree
My headteacher enforces school rules for students conduct and backs me up when I need it	3.35	0.88	Disagree
The headteacher knows what kind of school he or she wants and has communicated it to staff	3.71	0.96	Agree
I am given the support I need to teach students with special needs	3.02	1.09	Disagree
<i>Workload</i>			
My job leaves me time for my personal life	3.61	0.72	Agree
I have enough time for individual planning or preparation of lessons either at home or at school or out of school	3.99	0.75	Agree
I have enough time for marking and correcting of students' work	3.79	0.57	Agree
I have enough time for participation in school management	3.53	0.61	Agree
I have enough time for general administration	3.29	1.39	Disagree
<i>Autonomy</i>			
There is a real opportunity in this school for people to choose the particular tasks they work on	3.02	1.45	Disagree
The school really seems to encourage us to develop our own work-related interests as far as possible	2.82	1.39	Disagree
We seem to be given a lot of choice here in the work we have to do	2.73	1.13	Disagree
This school gives me a chance to go about my work in ways which suit my own way of teaching	2.95	1.2	Disagree

Teachers here have a great deal of choice over how they learn new tasks	2.89	1.23	Disagree
<i>Work Safety</i>			
In the normal course of my job, I do not encounter any dangerous situations	2.59	0.90	Disagree
If I am worried about safety all the time, I would not get my job done.	3.81	0.84	Agree
I cannot avoid taking risks in my job	4.02	0.740	Agree
Accidents will happen no matter what I do	3.12	1.21	Disagree
Not all accidents are preventable, some people are just unlucky	3.87	0.88	Agree
Overall score	3.34	0.49	Disagree

Source: Primary data from the field (2023)

Key: 1=strongly disagree, 2=disagree, 3= not sure, 4= agree, 5=strongly agree

Mean \leq 3.4 implies respondents disagreed, mean $>$ 3.5 they agreed

The results in Table 4.8 show that generally teachers disagreed (mean = 3.34, SD = .49) that their schools have favorable working conditions. With regard to Headteacher's leadership, they disagreed that the headteacher's behaviour towards staff is supportive and encouraging (mean = 3.11, SD = 1.60), they like the way things are run in this school by the headteacher (mean = 2.89, SD = 1.00), their headteacher enforces school rules for students conduct and backs teachers when they need it (mean = 3.35, SD = .88) and they are given the support they need to teach students with special needs (mean = 3.02, SD = 1.09). Respondents though agreed that headteachers know what kind of school they want and have communicated it to staff (mean = 3.71, SD = .96).

As far as work load is concerned, the teachers agreed that their job leaves them time for personal life (mean = 3.61, SD = .72), have enough time for individual planning or preparation of lessons either at home or at school or out of school (mean = 3.99, SD = .77), have enough time for participation in school management (mean = 3.53, SD = .61), and have enough time for marking and correcting of students' work (mean = 3.79, SD = .57). They however disagreed that they have enough time for general administration (mean = 3.29, SD = 1.39).

In connection to autonomy, respondents disagreed that there is a real opportunity in their school for people to choose the particular tasks they work on (mean = 3.02, SD = 1.45), the school really seems to encourage them to develop their own work-related interests as far as possible (mean = 2.82, SD = 1.39), they are given a lot of choice in the work they have to do (mean = 2.73, SD = 1.13), the school gives them a chance to go about their work in ways which suit my their way of teaching (mean = 2.95, SD = 1.2) and teachers here have a great deal of choice over how they learn new tasks (mean = 2.89, SD = 1.23).

With regard to Work safety, respondents agreed that if they are worried about safety all the time, they would not get their job done (mean = 2.89, SD = 1.23), they cannot avoid taking risks in their job (mean = 4.02, SD = .70) and not all accidents are preventable, some people are just unlucky (mean = 3.87 SD = .88) However, respondents disagreed that in the normal course of their job, they do not encounter any dangerous situations (mean = 2.59, SD = .90) and accidents will happen no matter what they do (mean = 3.87, SD = .88). The findings on working conditions show that schools had the necessary Workload and Work Safety, though they had insufficient Headteacher's leadership and Autonomy. The general

distribution of data on working conditions was examined, the results are presented in Table 4.9.

Table 4.9:
Summary Statistics for Working Conditions

Descriptive	Statistic	Standard error
Mean	3.34	0.40
Median	3.10	
Std. Deviation	0.49	
Variance	0.27	
Skewness	0.25	0.20
Kurtosis	1.00	0.40
Range	2.35	
Minimum	1.90	
Maximum	4.25	

Source: Primary data from the field (2023)

The results in Table 4.9 show that the mean = 3.31 was close to the median = 3.10 and the dispersion in responses (SD = .52) was also small, indicating normality in the responses. The curve in Figure 4.4 being bell shaped, further confirmed that data on working conditions was normally distributed and appropriate results could be obtained when data is subjected to inferential analysis.

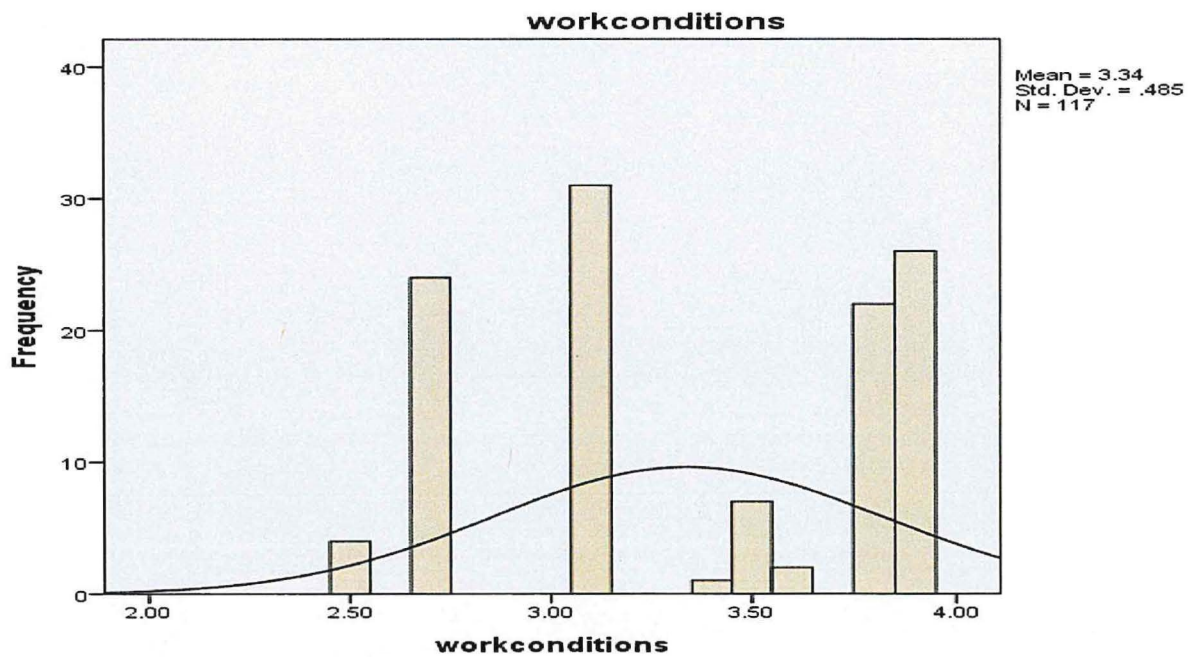


Figure 4.4:

General Distribution on working conditions

4.6 Recognition as an Enhancer of Teacher Performance in Government Aided Secondary Schools in Maracha District

Pearson correlation was used to ascertain whether Recognition was related to Teacher Performance. The findings are presented in Table 4.10.

Table 4.10:*Correlation Matrix for Recognition and Teacher Performance*

Variables	Teacher performance	Personal Recognition	Achievement recognition	Task Performance recognition	Job dedication recognition	Recognition
Teacher performance	1					
Personal Recognition	.347**	1				
Personal Recognition	.357**	.367**	1			
Task Performance recognition	.374**	.340**	.326**	1		
Job dedication recognition	.325**	.342**	.314**	.281**	1	
Recognition	.375**	.361**	.366**	.373**	.365**	1
	.000	.000	.000	.000	.000	.000

*Correlation is significant at 0.05 level (2-tailed), **correlation is significant at 0.01 level (2-tailed)

The results in Table 4.10 show that the relationship between recognition and teacher performance was positive and significant ($r=.375$, $p=0.000<0.05$). The relationship between teacher performance and the indicators of recognition, personal ($r=.347$, $p=0.000<0.05$), achievement ($r=.357$, $p=0.000<0.05$), task performance ($r=.374$, $p=0.000<0.05$), and job dedication recognition ($r=.325$, $p<0.05$) was positive and significant. Hence schools promoting personal, achievement, task performance, and job dedication recognition, increased teacher performance in Government Aided Secondary Schools in Maracha District.

Multiple regression analysis was used to test whether Recognition predicted teacher performance, the findings are summarized in Table 4.11.

Table 4.11:

Multiple Regression of Teacher Performance on recognition

Recognition	Standardized Coefficients	Significance
	Beta (β)	(p)
Personal Recognition	0.120	0.772
Achievement recognition	0.201	0.302
Task Performance recognition	0.375	0.043
Job dedication recognition	-0.552	0.164

$R^2=0.141$
Adjusted $R^2 = 0.137$
 $F = 23.477, p = 0.000$

a. *Dependent Variable: Teacher Performance*

b. *Predictors: Personal recognition, achievement recognition, task performance recognition, job dedication recognition*

The results in Table 4.11 show that recognition explained 14.1% of the variation in teacher performance ($R^2 = .141$). This means that 85.9 % of the variation in teacher performance was accounted for by other factors not considered under this model. Though personal, achievement, and job dedication recognition were related to teacher performance, it was only task performance recognition ($\beta = 0.375, p = 0.043 < 0.05$) that had a positive and significant influence on it.

4.7 Opportunity for Promotion and Advancement as Enhancers of Teacher Performance in Government Aided Secondary Schools in Maracha District

Pearson correlation was used to ascertain whether Promotion and advancement were related to Teacher Performance. The findings are presented in Table 4.12.

Table 4.12:

Correlation Matrix for Promotion and advancement and Teacher Performance

Variables	Teacher Performance	Professional ability advancement	Promotion speed	Promotion and Advancement
Teacher Performance	1			
Professional ability advancement	-.046	1		
Promotion speed	.555**	.437**	1	
Promotion and Advancement	.387**	.362**	.372**	1
	.000	.000	.000	.000

*Correlation is significant at 0.05 level (2-tailed), **correlation is significant at 0.01 level (2-tailed)

The results in Table 4.12 shows that relationship between promotion and advancement and teacher performance was positive and significant ($r = .387$, $p = 0.000 < 0.05$) and it was only promotion speed ($r = .555$, $p = 0.000 < 0.05$) that had a positive and significant relationship with teacher performance. Therefore, an increase in promotion speed in secondary schools increased teacher performance. Multiple regression analysis was used to test whether promotion and advancement predicted teacher performance. The findings are summarized in Table 4.13.

Table 4.13:

Multiple Regression of Teacher Performance on opportunity for promotion and advancement

Promotion and Advancement		Standardized Coefficients Beta (β)	Significance (p)
Professional advancement	ability	-0.120	0.000
Promotion speed		0.340	0.000

$R^2 = 0.150$
Adjusted $R^2 = 0.142$
 $F = 20.245, p = 0.000$

a. Dependent Variable: Teacher Performance

b. Predictors: Professional ability advancement, promotion speed

The results in Table 4.13 show that promotion and advancement explained 15 % of the variation in teacher performance ($R^2 = .150$). This means that 75.0 % of the variation in teacher performance was accounted for by other factors not considered under this model. It was Promotion speed ($\beta = 0.340, p = 0.000 < 0.05$) that had a positive influence on teacher performance.

4.8 Working Conditions as Enhancers of Teacher Performance in Government- Aided Secondary Schools in Maracha District

Pearson correlation was used to ascertain whether working conditions were related to Teacher Performance. The findings are presented in Table 4.14.

Table 4.14:*Correlation Matrix for working conditions and Teacher Performance*

Variables	Teacher Performance	Head teacher leadership	Workload	Autonomy	Safety	Work conditions
Teacher Performance	1					
Head teacher leadership	.373**	1	.000			
Workload	.646**	.544**	1			
Autonomy	.608**	.578**	.575**	1		
Safety	-.521**	-.593**	-.563**	-.567**	1	
Working conditions	.591**	.560**	.572**	.522**	-.681**	1

*Correlation is significant at 0.05 level (2-tailed), **correlation is significant at 0.01 level (2-tailed)

The results in Table 4.14 show that the relationship between working conditions and teacher performance was strong, positive and significant ($r = .591$, $p = 0.000 < 0.05$). Head teacher leadership ($r = .373$, $p = 0.000 < 0.05$), work load ($r = .646$, $p = 0.000 < 0.01$) and autonomy ($r = .608$, $p = 0.000 < 0.05$), had positive and significant relationship, while safety ($r = -.521$, $p = 0.000 < 0.05$) had a negative relationship on teacher performance. This means that head teachers providing focused leadership, reasonable work load and autonomy to teachers increased teacher performance. Regression analysis was used to test whether working conditions predicted teacher performance. The findings are summarized in Table 4.15.

Table 4.15:

Multiple Regression of Teacher Performance on working conditions

Working conditions	Standardized Coefficients		Significance
	Beta (β)		(p)
Head teacher leadership	-0.112		0.990
Workload	0.474		0.003
Autonomy	0.174		0.274
Safety	-0.208		0.821
R ² =0.349			
Adjusted R ² = 0.344			
F = 69.719, p = 0.000			

a. Dependent Variable: Teacher Performance

b. Predictors: Headteacher leadership, workload, autonomy, safety

The results in Table 4.15 show that working conditions explained 34.9 % of the variation in teacher performance ($R^2 = .349$). Therefore, 65.1 % of the variation in teacher performance was accounted for by other factors not considered under this model. It was only Work load ($\beta = 0.474$, $p = 0.003 < 0.05$) that had a positive influence on teacher performance.

4.9.1 Objective one: whether recognition enhances teacher performance in government aided secondary schools in Maracha District. The first objective of the study was to ascertain whether recognition enhances teacher performance in government aided secondary schools in Maracha District. The researcher had hypothesized that recognition does not enhance teacher performance in government aided secondary schools in Maracha District. Pearson correlation and Regression analysis revealed that the relationship between Recognition and

teacher performance ($r = .38$, $p < 0.01$) was, positive, and significant and recognition boosted teacher performance ($R^2 = .141$). Hence the first study hypothesis that Recognition does not enhance teacher performance in government-aided secondary schools in Maracha District was rejected. This influence mainly came from Task performance recognition ($\beta = 0.375$, $p = 0.043 < 0.05$) and this concurred with descriptive statistics that also showed that it was mainly Task performance recognition that was done by schools compared to Personal, Achievement and Dedication recognition.

4.9.2 Objective Two: Whether opportunity for promotion and advancement Enhance teacher performance in government aided secondary schools in Maracha District. The second objective of the study was to establish whether promotion and advancement enhance teacher performance in government-aided secondary schools in Maracha District. The researcher had hypothesized that promotion and advancement do not enhance teacher performance in government-aided secondary schools in Maracha District. Pearson correlation and Regression analysis revealed that the relationship between Promotion and advancement was positive and significant ($r = .39$, $p < 0.01$), and Promotion and advancement improved teacher performance ($R^2 = .150$). Hence the second hypothesis that Promotion and advancement do not enhance teacher performance in government-aided secondary schools in Maracha District was also rejected. It was mainly promotion speed ($\beta = 0.340$, $p = 0.000 < 0.05$) rather than Professional ability advancement where this influence came from. This implies that government-aided secondary schools in Maracha District have insufficient promotion ability to positively contribute to the performance of teachers.

4.9.3 Objective Three: whether working conditions Enhance teacher performance in government aided secondary schools in Maracha District. The third objective of the study was to to examine whether working conditions enhance teacher performance in government aided secondary schools in Maracha District. The researcher had hypothesized that working conditions do not boost teacher performance in government- aided secondary schools in Maracha District. Pearson correlation and Regression analysis revealed that the relationship between working conditions and teacher performance ($r = 0.59$, $p < 0.01$) was high, positive, and significant and working conditions were a strong positive and significant determinant of teacher performance ($R^2 = 0.349$). Hence the third study hypothesis that working conditions do not enhance teacher performance in government-aided secondary schools in Maracha District was rejected. This contribution mainly came from workload ($\beta = 0.474$, $p = 0.000 < 0.05$) rather than head teacher's leadership, autonomy and safety. Therefore, the reasonable work load given to teachers positively contributed to teacher performance in government aided secondary schools in Maracha District.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on discussion, conclusion, and recommendations of the study that examined whether recognition, opportunity for promotion and advancement, and working conditions determine teachers' performance in government aided secondary schools in Maracha District. A discussion of the findings is presented first, followed by limitations of the study, a conclusion, study contribution and recommendations.

5.2 Discussions

This section gives a detailed discussion of results on the extent to which recognition, opportunity for promotion and advancement, and working conditions enhanced teachers' performance in government aided secondary schools in Maracha District.

5.2.1 Whether recognition enhances teacher performance in government aided secondary schools in Maracha District. In connection to the first objective, to ascertain whether recognition enhances teacher performance in government aided secondary schools in Maracha District, Recognition was confirmed to improve teacher performance and the first study hypothesis was rejected. It was Task performance recognition ($\beta = 0.375$, $p < 0.05$) that was significant to teachers, but personal, achievement, and job dedication recognition, though were positively related to teacher performance did not have a positive and significant influence on

it. It was likely that they were not practiced by schools to a level that would affect teachers' performance. It was apparent that Secondary schools in Maracha District appreciated teachers for expending their skills and knowledge to do their work effectively and this had a positive influence on their job performance. This action enhanced the likelihood of teachers performing their job tasks well. It is likely that recognition was mainly informal and mostly non-monetary. This implies that even informal recognition in form of a thank you, a certificate and a fringe benefit can have a more positive effect on performance of employees as indicated by Kibria et al. (2016).

Hence in line with Masri and Abukakr (2019), even a small amount of recognition that is informal and not necessarily financial can have a profound impact on teacher accomplishment of their professional tasks. In the case of secondary schools, teachers in Maracha district, just schools appreciating their work motivated them to do better. Therefore, concurring with Ijosiga and Odubuker (2016) organizations recognizing employees for their contribution to the success of organizations, creates a feeling of one being appreciated by the organization. While it has been thought that teachers mainly want salary enhancement to be motivated to do their jobs well, this study has shown that recognizing the teachers for doing well and being committed to the schools can improve their work motivation. Therefore, while schools had placed little emphasis on non-monetary recognition, teachers feel unappreciated and they slowdown in their creativity and energy expended in doing their work.

Therefore, in line with Hussain et al. (2019) earlier findings, when schools place emphasis on recognizing individual achievements such as awarding

certificates for excellent performance can increase the Teacher performance and loyalty to the organization of teachers, even without financial incentives, teachers will be motivated to accomplish their job tasks. A teacher feeling appreciated, could double her job motivation even when the salary is low. Consequently, in agreement with Meena et al. (2019) recognitions, in form of “thank you” and certificates of excellent work ethics should be increased in government aided secondary schools in Maracha to make teachers feel loved and appreciated.

5.2.2 Whether opportunity for promotion and advancement enhances teacher performance in government aided secondary schools in Maracha District. In connection to the second objective, to establish whether promotion and advancement enhances teacher performance in government aided secondary schools in Maracha District, promotion and advancement were also positive and significant determinants of teacher performance and the second hypothesis was also rejected. This contribution came from promotion speed ($\beta = 0.340, p < 0.05$), while Professional ability advancement had a non-significant contribution ($\beta = -0.120, p > 0.05$). It is probable that teachers were more concerned with how fast and often they are being promoted and they are satisfied, with the promotion speed, rather than professional development. It may have been likely that secondary schools were not placing emphasis on professional development for teachers. Therefore, in line with Khanna (2017) promotion that includes elevating teachers from the present post or designation to a higher post or designation in the organization, even when done internally can be more effective than providing opportunities for higher education by the employee for becoming experts in their field or job. It is likely schools in Maracha communicated to teachers what they

had to do in order to assume more responsibilities and better internal titles and this enhanced the zeal they put into doing their work.

Hence even in the rigid and slow changing government promotion and advancement guidelines, institutions that make frantic efforts to have faster internal promotion strategies can do well to motivate teachers to do their jobs well. In line with Anugrah and Putri (2020), teachers knowing that their effort will quickly be recognized and rewarded with fast promotions results into employees expend some effort to do their best. In case of Maracha district the, teachers showed more inspiration to do teaching and learning and assessment roles. So, this gave them motivation to perform for their own good and that of the organization, due to expecting promotion. The promotion in the schools, though internally organized paid attention to change of roles. This according to Mona and Arulraj (2021) may lead to positive employee performance.

The internal promotions that existed may be the reason why as atested to by Ratemo et al. (2021) employees showed more arousal, direction, and persistence of voluntary actions that are goal directed due to the fact that they are being rewarded internally. So, schools had specific practices to satisfy the needs of employees through quicker promotion. Hence according to Nabunya et al. (2020), an employee performs better if she feels that the organisation will recognise and reward appropriately work effort through giving relevant promotion.

Though the schools gave their staff little hope that they would be promoted on merit by government, the national promotion and advancement opportunities were unclear, irregular, not equitable and transparent. The fact that promotion by government was inadequate, added little to the readiness of employees to add to

their professionalism. This means that the schools struggled to develop feelings of indebtedness and committent to the work through their promotion structures. This concurs with Padillo et al. (2021) who says that when employees do not envisage motivating promotion opportunities, they are less inclined to do all they can to succeed or help the organization succeed due to lower involvement and commitment.

5.2.3 *Whether working conditions enhance of teacher performance in government aided secondary schools in Maracha District.* As far as the third objective is concerned, to examine whether working conditions enhance teacher performance in government-aided secondary schools in Maracha District, work conditions improved teacher performance and the third study hypothesis was rejected. The influence of work conditions mainly came from work load ($\beta = 0.474, p < 0.05$) rather than head teacher leadership, autonomy and safety. This implies that schools ensured that teachers had reasonable work load, rather than providing focused leadership, autonomy and safe working conditions. This was beneficial since it positively contributed to teacher performance in government aided secondary schools in Maracha District.

In agreement with Ahmed et al. (2016) workload, was found to be important in increasing task accomplishment. The results thus confirmed a study by Ahmed et al. (2016) that by echoing the importance of school support in terms of reasonable work load and safety to teacher performance. In collaboration with Johari and Zulkarnain (2018) policies and structures within the school can translate to an increase in employee performance. The outcomes of the study also confirm Kibria et al. (2019) who said that schools that had the positive and

focused leadership, supported teachers better in doing their work roles. But the findings of the study showed that schools in Maracha District had low consultative and participative leadership.

Autonomy for teachers was also low. The teachers were unhappy with the extent to which they are allowed to apply their new knowledge in doing their roles. However, as attested to by Meena et al. (2019), if teachers feel that the educational authorities give them very low autonomy it makes their career less reputable and attractive and lowers their commitment levels and satisfaction with the teaching profession.

The teachers also received little, social and professional support from their immediate supervisors the head teachers and deputies yet according to Padillo et al. (2021), teachers can positively be guided towards a broader career thinking when the school management, in particular one's immediate supervisor, focus upon facilitating career growth across working life, hence learning within the workplace context has a larger impact on occupational expertise. It can be concluded that positive organizational support in terms of facilities, transformational leadership and mentoring enables teachers exhibit discretionary actions that go beyond their functions and have a desire and passion to do their jobs better.

5.3 Limitations of the study

The self-report nature of the instrument may have increased biases, given that the answers to the questions depended on the way the questions were phrased. So, care is needed in applying the findings in policy formulation. Given that the sample

involved professional employees care should be taken in using the findings on unskilled workers. Further, the perception of the secondary school environment as having hygiene factors and motivators seemed not to be practical so care should be taken in using this categorization. Also using quantitative methods only could have limited in-depth expression views that might have been important in supplementing information on sensitive issues such as recognition and promotion. Future studies may apply mixed methods.

5.4 Conclusions

The researcher draws the following conclusions from the research results; Recognition, promotion and advancement, and working conditions are important enhancers of teacher performance in secondary schools and In Maracha district, they make a positive contribution. Reasonable workload, task performance recognition and promotion speed were the most noteworthy enhancers with regard to work conditions, recognition and promotion and advancement respectively. This means that when schools appreciate/recognize teachers for expending their skills, knowledge and professionalism to do their work effectively, teachers develop the zeal to do well.

Similarly, when schools let teachers know that they will definitely be promoted at the right time as long as they do well and when they are given opportunity to advance with professional ability while at work, they will feel motivated and work hard as expected.

When teachers are given opportunity to freely plan their work so that they remain with additional time to care for their personal life, they will feel motivated

to expend effort to do their work as expected while other aspects of working conditions such as headteacher's leadership, autonomy and safety did not have much influence on teacher performance.

The TWA was relevant in the secondary school context of Uganda, and especially in Maracha district in contribution to appropriate teacher performance. The working environment factors, task recognition and promotion speed and hygiene factor, appropriate work load significantly improved teacher performance. Even when national teacher recognition and promotion policies are less clear and slow, when schools recognize the effort of their teachers and reward them with timely internal promotions and reasonable work load, the likelihood of teachers in accomplishing their roles increases.

5.5 Recommendations

Based on the data from the findings and conclusions presented above, the study recommends the following courses of action for more improvements of the teacher performance.

To Boost the contribution of recognition on teacher performance;

The Ugandan ministry of education and sports should strengthen task performance recognition in schools by giving them clear guidelines to implement uniform teacher recognition. Internal recognition practices should be made a requirement of the quality standards of all secondary schools. The other three aspects of recognition, personal, achievement and dedication recognition should be strengthened so as to have comprehensive teacher recognition in secondary

schools and this new national teacher promotion policy should be disseminated so that all teachers understand how it works.

To boost the contribution of promotion and advancement on teacher performance;

The local government and district administration are encouraged to ensure that more effective mechanisms should be put in place to involve employees in identifying relevant promotion and advancement strategies that meet their needs more effectively.

It is vital for secondary schools to be given clear guideline and practices for doing internal promotions so that it is uniform in most schools.

Both at national and district levels, there should be practical programs to empower employees to have effective participation and engagement techniques in demanding for faster and appropriate, promotion and advancement.

To boost the contribution of working conditions on teacher performance

Teachers should be involved in determining their work load that can enable them better accomplish their work.

The working conditions in all secondary schools, even those in rural areas, should be improved to ensure the head teacher do better support supervision, schools are safe and attractive to work in for teachers.

5.6 Suggestions for Further Research

The findings of this research point to the need for further research in the following areas;

1. Personal and job dedication recognition appropriate for the education sector in Uganda.
2. Promotion and advancement strategies that enhance job performance among teachers in secondary schools in Uganda.
3. A model of appropriate working conditions for secondary education institutions.
4. Research on other influencers of teacher performance in secondary schools using mixed methods.

REFERENCES

- Abutabenjeh, S., & Jaradat, R. (2018). Clarification of research design, research methods, and research methodology: A guide for public administration researchers and practitioners. *Teaching Public Administration*, 36(3), 237-258.
- Ahmed, R., Vveinhardt, J., Ahmad, N., & Sadiq, H. (2016, March 7–9). *The impact of working conditions on female teachers' performance in private universities of Karachi*, 5543–5552. Paper presented at the INTED 2016 Conference. <https://doi.org/10.13140/RG.2.1.2245.5441>
- Amin, M. E. (2005). *Social science research: Conception, methodology, and analysis*. Makerere University Press.
- Amoatema, A. S., & Kyeremeh, D. D. (2016). Making employee recognition a tool for achieving improved performance: Implication for Ghanaian Universities. *Journal of Education and Practice*, 7(34), 46-52.
- Anugrah, A., & Putri, R. K. (2020). The effect of direct compensation and promotion on the employees' performance. *International Journal of Economics, Business and Management Research*, 4(1), 62-73.
- Anwar, M., Khan, T.M., & Jabbar, M. N. (2022). Relationship between working environment and teachers' performance: An empirical study. *Global Sociological Review*, 7(2), 63-69. [http://doi.org/10.31703/gsr.2022\(VII-II\).07](http://doi.org/10.31703/gsr.2022(VII-II).07).
- Assessment practices among Malaysian cluster school teachers. *International Journal of Asian Social Science*, 5(1), 31-36. <http://www.aessweb.com/journals/5007>.
- Bichi, A. A. (2017). Evaluation of teacher performance in schools. Implication for sustainable development goals. *North West Journal of Educational Studies*, 2(1), 103-113.

- Bisel, R. S., & Adame, E. A. (2017). Post-positivist/functionalist approaches. *The international encyclopedia of organizational communication*, 1-22.
- Blazar, D., & Kraft, M. A. (2017). Teacher and teaching effects on students' attitudes and behaviors. *Educational Evaluation and Policy Analysis*, 39(1), 146–170. <https://doi.org/10.3102/0162373716670264>.
- Bloomfield, J., & Fisher, M. J. (2019). Quantitative research design. *Journal of the Australasian Rehabilitation Nurses Association*, 22(2), 27-30.
- Byaruhanga, E. (2019). *Effectiveness of teachers' motivation on job performance in public primary schools in Kitagwenda County, Kamwenge District, Uganda* (Doctoral dissertation). Makerere University.
- Cannon, M. (2015). Employee recognition: understanding the construct, its measurement and its relationship to employee outcomes.
- Danquah, F. O., Asiamah, B. K., & Twumasi, M. A. (2019). The unique motivational factors affecting teachers' performance among senior high schools in Kumasi Metropolis. *International Journal of Academic Research in Business and Social Sciences*, 9(2). <https://doi.org/10.6007/IJARBS/v9-i2/5668>
- Dawes, R.V. (1994) The theory of work adjustment as convergent theory. In Savikas, M.L. & Lent, R.W. (eds) *Convergence in Career Development Theories: Implications for Science and Practice*. Palo Alto: CPP Books, pp. 33–43.
- Dawis, R. V., & Lofquist, L. H. (1964). *A Theory of Work Adjustment: Application to Vocational Guidance*. University of Minnesota Press.
- Dawis, R. V., & Lofquist, L. H. (1984). *A Psychological Theory of Work Adjustment: An Individual-Differences Model and Its Applications*. University of Minnesota Press.
- Dawis, R. V., & Lofquist, L. H. (1987). *A Psychological Theory of Work Adjustment: An Individual-Differences Model and Its Applications*. Minneapolis: University of Minnesota Press.

- Dialoke, I. & Nkechi, P. A. J. (2017). Effects of career growth on employee performance: A case study of non-academic staff of Michael Okpara University of agriculture Umudike Abia State, Nigeria. *Singaporean Journal of Business Economics, and Management Studies*, 5(7), 8-18. doi: <http://dx.doi.org/10.17583/ijelm.2019.3534>
- Erlangga, H., Sos, S., & Erlangga, H. (2021). The influence of motivation, ability, organizational culture, work environment on teachers' performance. *Turkish Journal of Computer and Mathematics Education*, 12(4), 99-108.
- Fransson, G., & Frelin, A. (2016). Highly committed teachers: What makes them tick? A study of sustained commitment. *Teachers and Teaching: Theory and Practice*, 22(8), 1-17. <https://doi.org/10.1080/13540602.2016.1203778>.
- Fredrickson, B.L. (2020). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American psychologist*. 2001;56(3):218-26.
- Gavrilyuk, O. A., Tareva, E. G., & Lakhno, A. V. (2019). Investigating the association between university teachers' professional autonomy and their innovation performance. *Pedagogika*, 133(1), 128-148. <https://doi.org/10.15823/p.2019.133.7>
- Goe, L., Biggers, K., & Croft, A. (2012). *Linking teacher evaluation to professional development: Focusing on improving teaching and learning* (Research & policy brief). National Comprehensive Center for Teacher Quality. <https://files.eric.ed.gov/fulltext/ED535018.pdf>.
- Griffith, J. (2019). *The Influence of Working Conditions on Teacher Motivation and Performance*. *Journal of Educational Research and Practice*, 9(3), 45-59. <https://doi.org/10.1080/21532974.2019.1675740>
- Guillon, O., & Cezanne, C. (2019). Employee loyalty and organizational performance: a critical survey. *Journal of Organizational Change Management*, 27(5), 839-850. <http://dx.doi.org/10.1108/JOCM-02-2014-0025>.

- Harrison, K. (2005). *Why employee recognition is so important*. Retrieved from <http://www.cuttingedgepr.com>.
- Hassan, A., & Masifa, A. (2020). Institutional motivational practices and teachers' job performance in selected secondary schools in Mbale municipality, Mbale district Uganda. *IJO-International Journal of Educational Research (ISSN:2805-413X)*, 3(04), 13-26.
- Hidayat, D. (2020). The effect of discipline and work environment on teacher performance at Negeri 2 Pondok Aren-South Tangerang. *Jurnal Ad'ministrare*, 7(1), 197-206. <http://ojs.unm.ac.id/index.php/administrare/index>
- Hussain, S. D., Khaliq, A., Nisar, Q. A., Kamboh, A. Z., & Ali, S. (2019). The impact of employees' recognition, rewards and job stress on job performance: Mediating role of perceived organization support. *SEISENSE Journal of Management*, 2(2), 69-82.
- Hyder, M. R., & Farooq, M. S. (2022). Development and validation of teachers' performance appraisal scale (TPAS) for Public Primary Schools of Punjab. *International Research Journal of Education and Innovation*, 3(2), 241-256.
- Ijosiga, A. W., & Odubuker, E. P. (2016). Recognition and staff performance in Yumbe district local government, Uganda. *European Journal of Management and Marketing Studies*, 1(2). <http://www.oapub.org/soc>.
- Johari, J., Tan, F. Y., & Zulkarnain, Z. I. T. (2018). Autonomy, workload, work-life balance and job performance among teachers. *International Journal of Educational Management*, 32(1), 107-120. <https://doi.org/10.1108/IJEM-10-2016-0226>
- Khanna, V. (2017). Measuring job satisfaction of academicians using Herzberg theory. *Delhi Business Review*, 18(2), 75-86.
- Khovnord, A., Smith, D. J., & Patel, R. (2023). *Workplace Reinforcement and Employee Behavior: A Review of the Theory of Work Adjustment*. *International Journal of Human Resource Management*, 34(1), 112-129.

- Kibria, C. G., Saha, B. N., & Howlader, U. J. (2016). Impact of recognition on motivation and performance: the case of SMEs in Dhaka City. *World Journal of Social Sciences*, 6(3), 100-112.
- Kigenyi, E. M., Kakuru, D., & Ziwa, G. (2017). School environment and performance of public primary school teachers in Uganda. *International Journal of Technology and Management*, 2(1), 14-14.
- Kirby, J. R., Knapper, C. K., Carty, A. E. & Gadula, C. (2003). Approaches to learning and work and workplace. *International Journal of Training and Development*, 7(1),31-50.
- Krishnan, R., Tanniru, M., & Kraemer, K. L. (2018). *The Influence of Work Adjustment Theory on Motivation and Performance*. *Journal of Organizational Behavior*, 39(2), 221-235.
- Lofquist, L. H., & Dawis, R. V. (1991). *Essentials of Person-Environment Fit: A Theory of Work Adjustment*. Minneapolis: University of Minnesota Press.
- Lunenburg, F. C. (2018). *Goal-Setting Theory of Motivation*. *International Journal of Management, Business, and Administration*, 21(1), 1-8.
- Lupascu, A. R., Pânisoară, G., & Pânisoară, I. O. (2014). Characteristics of effective teacher. *Procedia Social and Behavioral Sciences*, 127, 534-538.
- MacBeath, J. (2012). The Future of the Teaching Profession: A Summary of Issues from the 2012 Cambridge seminar. *Leadership for Learning*, 1 - 6. Cambridge: The Cambridge Network.
- Maghanoy, L. G. (2021). Working conditions and performance of tertiary teachers at UM Panabo College. *International Journal of Research and Innovation in Social Science*, 5(5), 14-21. <http://dx.doi.org/10.47772/IJRISS.2021.5501/>.
- Malunda, P. N. (2018). Teacher professional development and quality of pedagogical practices in Public secondary schools in Uganda. *An article from Uganda Management Institute*,1-20.
- Maracha District. (2020). *School inspection report for first term, 2020*. Maracha, Uganda.

- Maracha District. (2020). *School inspection report for second term, 2020*. Maracha, Uganda.
- Maracha District. (2020). *Statistics on annual population change (2015-2020)*. Maracha, Uganda.
- Maracha District. (2023). *Local government payroll extract*. Maracha, Uganda.
- Masri, N. E., & Abubakr, S. (2019). Talent management, employee recognition and performance in the research institutions. *Studies in Business & Economics*, 14(1). [10.2478/sbe-2019-0010](https://doi.org/10.2478/sbe-2019-0010).
- Mduma, E. R., & Mkulu, D. G. (2021). Influence of teachers' professional development practices on job performance in public secondary schools: A case of Nyamagana District, Mwanza-Tanzania. *International Journal of English Literature and Social Sciences*, 6(1), 215-230. <https://doi.org/10.22161/ijels>.
- Meena, S., Girija, T., & Visagamoorthi, D. (2019). Influence of rewards and recognition on employees' motivation and job performance: Path Analysis Approach. *Indian Journal of Science and Technology*, 12(12). [10.17485/ijst/2019/v12i12/1403047](https://doi.org/10.17485/ijst/2019/v12i12/1403047), March 2019
- Ministry of Education and sports (2018). *The National Teacher Policy*. Government of Uganda.
- Ministry of Education and Sports (2018). The republic of Uganda. Secondary education. <http://www.education.go.ug>.
- Ministry of Education and Sports. (2020). History of Uganda's *Education (abstract)*.
- Mohajan, H. (2017). Two criteria for good measurements in research: Validity and Reliability. *Annals of Spiru of Haret University*, 17(4), 56-82.
- Mona, A. A., & Arulraj, S. D. (2021). The impact of continuous professional development on teacher's performance: A case study among teachers in a private school in Dubai. *Globus Journal of Progressive Education*, 11(2). <https://doi.org/10.46360/globus.edu.220212016>.
- Mpaata, K. A. & Mpaata, Z. (2019). The leadership role of secondary school head teachers in delivering integrative quality education in Uganda.

International Journal of education Leadership and Management, 7(2), 203-230.

- Mugizi, W., Mujuni, B. T., & Dafiewhare, O. A. (2019). Ethical leadership and job performance of teachers in secondary schools in Kyabugimbi Sub-County in Bushenyi District in Southwestern Uganda. *Direct Research Journal of Education and Vocational Studies*, 1(1), 11-22.
- Nabunya, K., Mukwenda, H. T., & Kyalingonza, R. (2020). Professional development practices of academic staff at Kyambogo University, Uganda. *Journal of popular education in Africa*, 4(3), 111-124.
- Naluwemba, F., Sekiwu, D., & Okwenje, V. (2016). The interplay of school welfare provision and teacher performance: The case of Ugandan secondary schools. *International Journal of Educational Policy and Review*, 3(1), 6-13. <https://doi.org/10.15739/IJEPRR>.
- Nangoye, W. (2018). Impact of remuneration and the performance of teachers in selected private secondary schools in eastern division Tororo district. *Research report*. Kampala International University, Uganda.
- Ngwenya, V. C. (2021). Job performance: Working conditions of urban teachers in Zimbabwean schools. *SA Journal of Human Resource Management*, 19(0), 1-13. <http://doi.org/10.4102/sajhrm.v19i0.1454>
- Ni, Y. (2017). Teacher working conditions, teacher commitment, and charter schools. *Teachers College Record*, 119(12), 1-38. <https://www.tcrecord.org/Content.asp?ContentId=22085>.
- Niwamanya, W. (2016). *Effects of financial and non-financial motivation on the performance of teachers in private secondary schools in Sheema district, Uganda* [Doctoral dissertation, Makerere University]. Makerere University Repository.
- Padillo, G. G., Ramil, P., & Espina, R. C. (2021). Professional development activities and teacher performance. *International Journal of Education and Practice*, 4(3), 497–506. <https://doi.org/10.18488/journal.61.2021-93.497.506>.

- Ratemo, V., Bula, H., & Makhamara, F. (2021). The effect of job promotion practices on employee performance in Kenya Forestry Research Institute in Muguya, Kenya. *European Journal of Human Resource Management Studies*, 5(1), 166–180. <https://doi.org/10.46827/ejhrms.v5i1.1041>.
- Rifat, M., & Effendi, R. (2021). The influence of work environment, discipline and morale on teacher performance at SMKN in Hulu Sungai Selatan Regency, Indonesia. *Journal of K6 Education and Management*, 4(4), 442-450. <http://dx.doi.org/10.11594/jk6em>.
- Rounds, J. B., & Hesketh, B. (1994). The theory of work adjustment: Unifying principles and concepts. In M. L. Savikas & R. W. Lent (Eds.), *Convergence in career development theories* (pp. 177-186). Palto Alto, CA: CPP Books.
- Rounds, J. B., Dawis, R. V., & Lofquist, L. H. (1987). Measurement of person-environment fit and predication of satisfaction in the theory of work adjustment. *Journal of Vocational Behavior*, 55(1), 68-78 .
- Rubin, A., & Babbie, E.R. (2017). *Research methods for social works*. 9th Edition.
- Sims, S., & Jerrim, J. (2020). *TALIS 2018: Teacher working conditions, turnover and attrition. Statistical working paper*. UK Department for Education. Castle View House East Lane, Runcorn, Cheshire, WA7 2GJ, UK, 3-58.
- Sogoni, E. C. (2017). *Influence of work environment on teacher performance in public secondary schools: A case study of Bungoma South Sub County in Kenya* [Doctoral dissertation].
- Ssemuwemba, E. (2017). *The effect of professional development practices on teacher performance* [Master's dissertation, Uganda Management Institute]. Uganda Management Institute.
- Surbhi, S. (2017). Difference between census and sampling. Keydiffernces.com/difference-between-census-and-sampling.html.
- Tentama, F., Dewi, L., & Meilani, E. R. (2020). The role of work discipline and autonomy on employee performance: A case of private university in

- Indonesia. *International Journal of Scientific and Technological Research*, 9(1), 4152-4157.
- Tugade, M.M., Fredrickson, B. L. (2020). Resilient Individuals Use Positive Emotions to Bounce Back from Negative Emotional Experiences. *Journal of personality and social psychology*.,86(2):320-33.
- Tumuramy, T. L. (2017). *Human resource activities and teacher performance in selected rural secondary schools in Isingiro district, Uganda* [Master's dissertation]. Uganda Management Institute.
- Varatharaj, R., Abdullah, A. G. K., & Ismail, A. (2015). The effect of teacher autonomy on assessment practices among Malaysian cluster school teachers. *International Journal of Asian Social Science*, 5(1), 31-36. <http://www.aessweb.com/journals/5007>.
- Wahyudi, W. (2018). The influence of emotional intelligence, competence and work environment on teacher performance of SMP Kemala Bhayangkari Jakarta. *Scientific Journal of Reflection*, 1(2), 211-220.
- Warwick, W., Purdy, S. C., Storey, L., Nakhla, M., & Gael, B. (2007). Towards more effective methods for changing perceptions of noise in the workplace. *Safety Science* 45, 431-447. [10.1016/j.ssci.2006.07.005](https://doi.org/10.1016/j.ssci.2006.07.005).
- Wea, D., Wolomasi, A. K., & Werang, B. R. (2022). Working conditions and work performance of remote elementary school teachers. *Journal of Educational and Management Studies*, 12(1), 01 - 07.
- Weng, Q. D. (2018). *Manual of the organizational career growth scale*. University of science and technology of China.
- Yamin, M. N., Sakawati, H., & Putri, N.Q. (2019). Position promotion and employee performance in the regional secretariat of Makassar city. *Jurnal Ilmiah Ilmu Administrasi Publik: Jurnal Pemikiran dan Penelitian Administrasi Publik*, 9(2), 327-334. <http://ojs.unm.ac.id/iap>
- Zimmerman, R. D., & Dranold, D. (2019). *The Theory of Work Adjustment: An Overview*. *Journal of Organizational Behavior*, 40(6), 737-755.

APPENDICES

APPENDIX I: LETTER OF INTRODUCTION


KYAMBOGO UNIVERSITY
P. O. BOX 10000 KYAMBOGO
Tel: 041 - 4286792 Fax: 256-41-220464
Website: www.kyu.ac.ug Email: drgt@kyu.ac.ug
Directorate of Research and Graduate Training
Office of the Director

APPENDIX 8: INTRODUCTORY LETTER

Date: June 27, 2023

TO WHOM IT MAY CONCERN

RE: JOHN KENNEDY AVUTIA

Dear Sir/Madam,

This is to introduce to you the above-named student Reg: No **18/U/GMED/19760/PD** pursuing Master of Education in Policy Planning and Management, Kyambogo University.

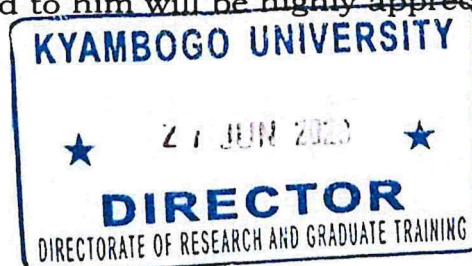
He intends to carry out research on ***“Determinants of Teacher Performance in Government Aided Secondary Schools in Maracha District, Uganda.”*** in fulfillment of the requirements for the award of Master of Education in Policy Planning and Management of Kyambogo University.

The purpose of this letter therefore is to request you to grant him permission to carry out his study.

Any assistance rendered to ~~him will be highly appreciated.~~

Yours sincerely


Prof. Bosco Bua
AG. DIRECTOR



APPENDIX II: CONSENT FORM FOR THE QUESTIONNAIRE



Research Title: Antecedents of Teacher Performance in Government Aided Secondary

Schools in Maracha District, Uganda

Researcher: John Kennedy Avutia

Mobile: 0782478842

E-mail: avutiajkennedy@gmail.com

Dear Respondent,

I fully understand that I am free to accept or decline to participate in the study; terminate participation in this study anytime without any penalties. I have granted the researcher permission to include me as a respondent to the questionnaire. I am aware that it will take about 15 minutes to complete the questionnaire, my time will not be compensated and am free to take a copy home for consultation. The permission to participate in this study is granted on the strict condition that the researcher will without exception protect my integrity and identity. Given the public nature of the school setting, I am aware that total confidentiality of the individual participants at the institution may not be guaranteed. I understand that the researcher will retain all rights to the publication of any data collected in the process. In case of any questions, compliments or complaints prior to, during or after this study, I am free to contact the researcher on: 0782478842. My dated signature below confirms my consent for me to be part of the study.

Participant Signature/Thumbprint.....

Date.....

Witness's Signature.....

Date.....

APPENDIX III: SELF-ADMINISTERED QUESTIONNAIRE FOR TEACHERS

OF GOVERNMENT-AIDED SECONDARY SCHOOLS IN MARACHA

DISTRICT

Dear respondent,

Introduction

I am John Kennedy Avutia a student of Kyambogo University carrying out a master's degree in Education, Policy, planning, and Management. I am currently doing research on the topic "*Antecedents of teacher performance in government aided secondary schools in Maracha district, Uganda*". I kindly request you to participate in the study by filling the questionnaire to the best of your knowledge. The information provided will be treated confidentially and will be used strictly for academic purposes. Please endeavour to return the completed questionnaire through the same person that delivered it to you. Thanks for participation.

Yours sincerely,

.....
John Kennedy Avutia

Section A: Demographic Characteristics of Respondents (DCR) *(tick where appropriate).*

In this section, you are requested to provide factual information about yourself. Please, tick the most appropriate from the alternatives provided.

- DCR1: What is your sex? 1. Male 2. Female
- DCR2: What is your highest academic qualification? 1. Diploma 2. Degree
3. Master
- DCR3: What is your age group? 1. Below 30 years 2. 30 but below 40 years
3. 40 and above years
- DCR4: For how long have you been serving in this school? 1. Below five years
2. 5 years but less than 10 years. 3. 10 years and above.

Section B: Dependent variable: Teacher performance:

This part provides items on five distinct aspects of teacher performance namely; teaching and learning, class management, assessment, teacher-student relationship, and staff collaboration. You are kindly requested to rate yourself by ticking the most appropriate based on the following scale of 1-5, where 1 = Strongly disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5=Strongly agree.

Teaching and learning (TL)		1	2	3	4	5
TL1	I do proper lesson planning of teaching process.					
TL2	I use variety of audio video aids in teaching-learning process.					
TL3	I encourage students' constructive participation in teaching-					

	learning process.					
TL4	I use variety of teaching methods to enhance students' understanding about topic.					
TL5	I focus on students' individuals needs during teaching-learning process.					
TP6	I provide daily life examples related to topic during teaching-learning process.					
Class Management (CM)		1	2	3	4	5
CM1	I involve students in development of classroom discipline rules.					
CM2	I encourage students on an ideal behavior in classroom.					
CM3	I take notice of students' unwanted actions immediately in classroom.					
CM4	I discourage students' misbehavior in a suitable way.					
CM5	I use different rewards to improve classroom management.					
Assessment (A)		1	2	3	4	5
A1	I use different assessment methods to assess students' learning.					
A2	I use self-made tests to assess students' learning.					
A3	I use assessment results to improve teaching process.					
A4	I share educational assessment results with students well in time.					
A5	I discuss educational assessment results with family of the students.					
A6	I maintain students' personal file/educational assessment record properly.					
Teacher-student Relation (TSR)		1	2	3	4	5
TSR1	I maintain a pleasant relationship with all the students.					
TSR2	I provide an environment of trust to all students.					
TSR3	I pay attentions on character building of my students.					
TSR4	I take care about students' self-respect.					
TSR5	Students discuss their learning problems with me, without any hesitation.					
TSR6	I give value to students' suggestions regarding process.					
Staff collaboration (SC)		1	2	3	4	5
SC1	I like to work in collaboration with other colleagues of my school.					
SC2	I openly discuss my teaching problems with other colleagues of my school.					
SC3	I participate in collective teaching activities at school.					
SC4	I participate in non-academic activities of school.					
SC5	Teachers of my school support me to improve my professional performance.					

Section C: Independent variable one: Recognition:

This part provides items on four distinct aspects of recognition namely; personal recognition, achievement recognition, task performance recognition, dedication recognition. You are kindly requested to rate yourself by ticking the most appropriate based on the following scale of 1-5, where 1=Strongly disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly agree.

Personal recognition (PR)		1	2	3	4	5
PR1	My individual needs and characteristics are taken into consideration by my supervisor.					
PR2	I am recognized as an individual person by my supervisor					
PR3	My supervisor keeps me informed of what is going on in our organization.					
PR4	My personal well-being is important to my supervisor					
PR5	My supervisor routinely exhibits acts of civility (i.e.: saying hello, thank you, etc.) towards me.					
PR6	My supervisor makes me feel that I matter					
PR7	My supervisor allows me to make decisions on my own					
Achievement Recognition (AR)		1	2	3	4	5
AR1	I receive congratulation from my supervisor when I reach specific goals					
AR2	My supervisor publicly takes time to acknowledge my success.					
AR3	My supervisor provides incentives, bonuses or other rewards for outstanding performance					
AR4	The results of my hard work are noticed by my supervisor					
AR5	My supervisor thanks me when I successfully reach performance goals or other targets.					
Task Performance Recognition (TPR)		1	2	3	4	5
TPR1	My supervisor recognizes(s) the quality of the work that I do					
TPR2	My supervisor assigns me work that fits my level of qualification					
TPR3	My supervisor acknowledges my professional training and qualification.					
TPR4	My supervisor appreciates my skills and knowledge.					
TPR5	My supervisor comments on the level of professionalism I exhibit through my work.					
Job Dedication Recognition (JDR)		1	2	3	4	5
JDR1	My supervisor acknowledges my loyalty to our team/department					
JDR2	My hard-work and dedication are noticed by my supervisor					
JDR3	My supervisor recognizes my ideas and effort, even when these do not necessarily lead to successful results.					
JDR4	My supervisor takes the time to thank me for the amount of effort I put into my work					
JDR5	I feel my supervisor appreciates how devoted I am to my job.					
JDR6	My supervisor acknowledges my commitment to our					

	organization.					
JDR7	The amount of time I have been with my organization is noticed by my supervisor					
JDR8	My supervisor expresses recognition for my continued loyalty to the organization.					

Section D: Independent Variable two: Opportunity for promotion and advancement.

This part provides items on two distinct aspects of opportunity for promotion and advancement namely; professional ability development and promotion speed. You are kindly requested to rate yourself by ticking the most appropriate based on the following scale of 1-5, where 1= Strongly disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly agree.

Professional ability development (PAD)		1	2	3	4	5
PAD1	My present job encourages me to continuously gain new and job-related skills.					
PAD2	My present job encourages me to continuously gain new job-related knowledge.					
PAD3	My present job encourages me to accumulate richer work experiences.					
PAD4	My present job enables me to continuously improve my professional capabilities.					
Promotion speed (PS)		1	2	3	4	5
PS1	My promotion speed in the present organization is fast.					
PS2	The probability of being promoted in my present organization is high.					
PS3	Compared with previous organizations and attainable jobs, my position in the present one is ideal.					
PS4	Compared with my colleagues, I am being promoted faster.					

Section E: Independent Variable three: Working conditions:

This part provides items on four distinct aspects of working conditions namely; Headteacher's leadership, workload, autonomy and work safety. You are kindly requested to rate yourself by ticking the most appropriate based on the following scale of 1-5, where 1=Strongly disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly agree.

Headteacher's leadership (HL)		1	2	3	4	5
HL1	The school Headteacher's behaviour towards staff is supportive and encouraging.					
HL2	I like the way things are run in this school by the headteacher					
HL3	My headteacher enforces school rules for students conduct and backs me up when I need it.					
HL4	The headteacher knows what kind of school he or she wants and has communicated it to staff.					
HL5	I am given the support I need to teach students with special needs					

Workload (WL)		1	2	3	4	5
WL1	My job leaves me time for my personal life					
WL2	I have enough time for individual planning or preparation of lessons either at home or at school or out of school					
WL3	I have enough time for marking and correcting of students' work					
WL4	I have enough time for participation in school management					
WL5	I have enough time for general administration					
Autonomy (AUT)		1	2	3	4	5
AUT1	There is a real opportunity in this school for people to choose the particular tasks they work on.					
AUT2	The school really seems to encourage us to develop our own work-related interests as far as possible.					
AUT3	We seem to be given a lot of choice here in the work we have to do.					
AUT4	This school gives me a chance to go about my work in ways which suit my own way of teaching.					
AUT5	teachers here have a great deal of choice over how they learn new tasks					
Work Safety (WS)		1	2	3	4	5
WS1	In the normal course of my job, I do not encounter any dangerous situations					
WS2	If I am worried about safety all the time, I would not get my job done.					
WS3	I cannot avoid taking risks in my job					
WS4	Accidents will happen no matter what I do					
WS5	Not all accidents are preventable, some people are just unlucky.					

Thank you for your participation

APPENDIX IV: LOCATION OF MARACHA DISTRICT ON THE MAP OF UGANDA



APPENDIX V: PLAGIARISM RESULTS REPORT

**ANTECEDENTS OF TEACHER
PERFORMANCE IN
GOVERNMENT AIDED
SECONDARY SCHOOLS IN
MARACHA DISTRICT, UGANDA**

by Avutia John Kennedy

Submission date: 20-Jul-2024 04:43PM (UTC+0100)

Submission ID: 2419622929

File name: AVUTIA_JOHN_KENNEDY_FINAL_REPORT_turnitin.doc (7.92M)

Word count: 14240

Character count: 87506