

## Impact of Intrinsic Motivational Practices on Performance in Secondary School Teachers: A Cross-sectional Study in Mbarara City, Uganda

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### Abstract

Performance of secondary school teachers is sequential to intrinsic motivational practices, particularly among teachers experiencing financial strain across global in various contextual settings. This study investigated the contributions of intrinsic motivational practices on performance of teachers in the secondary schools in the Mbarara City. Descriptive cross-sectional design using a quantitative approach was conducted in January 2012 among 108 teachers in Mbarara City. Pearson product-moment correlations and linear regression were conducted using Stata 15. The study findings were that intrinsic motivational practices had a perfect positive impact on performance of secondary school teachers in Mbarara City ( $r = .0.925$ ,  $p < 0.01$ ) and explained only 85.5% of the variance of performance of the secondary school teachers in Mbarara City ( $r^2 = .855$ ). Therefore, various intrinsic motivational practices

influence performance of the secondary school teachers. Strategies for that enhance intrinsic motivational practices are paramount.

**Keywords:** Performance, Intrinsic motivational Practices, Secondary School Teacher, Secondary School, Mbarara City, Uganda

## INTRODUCTION

Performance of secondary school teachers can be understood as the degree to which educational goals are done according to the agreed standards (Luna, Pineda-Alfonso, García-Pérez, & Leal da Costa, 2022). Performance is used in various contexts to include teachers' ability to practically achieve school goals, duties and responsibilities, to produce quality work and to maintain the standards set by the employer and the stake holders (Vohmann, 2019). There is growing concern around the world about how to educate everyone and understand the complexity of performance in various institutions, whereby the biggest challenge is not extrinsic motivational practices but intrinsic motivational practices (Ryan & Deci, 2020).

Poor performance of teachers is a prevalent and well confirmed problem. Lack of intrinsic motivational practices brings about job dissatisfaction and burnout among teachers and these have personal implications such as absenteeism and consequential a negative effect on students' outcomes. Given this fact, intrinsic motivational practices have become an important factor in understanding performance of teachers. Yet, quality education attainment is a right and Sustainable Development Goal 4 (SDG, 2019).

To enable quality education, the Ugandan government was the first and only African country to date to adopt universal secondary education (USE) policy (Chapman, Burton, & Werner, 2010). However, although extensive studies have documented the importance of teachers' essential motivational practices in advancing educational reform efforts, this policy is largely related to system competence and the involvement of secondary school teachers. Therefore, this study examined how intrinsic motivational practices contributed to the performance of secondary school teachers (Bahrami & Hosseini, 2022). To

understand the role of secondary teachers in secondary education in Uganda, we need to understand the context of intrinsic motivation and the conditions under which intrinsic motivational practices can be enhanced.

## **MATERIALS AND METHODS**

This was a descriptive cross-sectional study among 108 secondary school teachers in 12 schools in Mbarara City using quantitative methods in January 2012. Mbarara City is one of the new cities in Uganda characterized by people who are from Ankole culture. There is low performance of secondary school teachers due to various factors, including intrinsic motivational practices such as limited uptake of responsibilities are common in the area (Turyamureeba, 2018).

Using the Krejcie and Morgan (1970), 108 as sample size was selected from 148 population of teachers selected from secondary schools in Mbarara City. Disproportionate random sampling method was used to select teachers to include in the study. This method enabled the researcher to obtain a sample of 108 teachers during the study period. Self-administered questionnaires were piloted and pretested with content validity index and Cronbach's alpha of 0.82 and 0.72 respectively. However, the section for intrinsic motivational practices was based on the behaviours and performance of teachers on appraisal forms of Ministry of education and Sports Data were collected by the trained teacher who is a trained teacher with over 20 years of teaching experience. The questionnaire was developed in English. Face -to - face interviews were used to collect the data. The Mbarara University of Science and Technology Research Ethics Committee approved this study. Participation in the study was voluntary and teachers provided written informed consent with information about the study aims, benefits and potential risks. Data was entered into Microsoft Excel 16.0 and imported into Stata version 17 for analysis. Frequencies were performed to determine the proportions of socio demographic characteristics Pearson product moment correlation and linear regression were performed.

## RESULTS

### Socio-Demographic Characteristics of Pupils in Public Primary School Mbarara City

Table 1: Descriptive statistics of Socio-demographic Characteristics of Secondary School Teachers in Mbarara City (N=108)

Variable		Frequency	Percent
Gender	Males	67	<b>62.0</b>
	Females	41	38.0
Age (years)	21-30	36	33.3
	31-40	37	34.3
	41-50	33	30.6
	≥51	2	1.9
Education level	≥Bachelor's degree	88	<b>81.5</b>
	Diploma	20	18.5
Marital status	Single	36	33.3
	Married	72	<b>66.7</b>
Religious affiliation	Catholics	42	38.9
	Protestants	45	41.7
	Moslems	14	13.0
	Others	7	6.5
Time spent (years)	1 – 10	53	49.1
	11 – 20	36	33.3
	21 – 30	5	4.6
	31 – 40	2	1.9
Type of education	Single	22	20.4
	Mixed	23	21.3
	Day	4	3.7
	Boarding	23	21.3
	Government aided	10	9.3
	Private	18	16.7
	Day and boarding	8	7.4

Table 1 shows that of the 108 secondary school teachers, the majority of the teachers that participated in the study were males (62%). Majority of these teachers were graduates (81.5%). Most teachers were married (66.7%).

## Relationship between Intrinsic motivational Practices and Performance of Secondary School Teachers in Mbarara City

Table 2: Results for the relationship between intrinsic motivational practices and performance of secondary school teachers in Mbarara City (N =108)

Dependent variable	Independent variable (Intrinsic Motivational Practices)
Performance of Teachers	$r = 0.925$ $r^2 = 0.855$ $p < 0.001$ $n = 108$

Findings in Table 2 show that there was a perfect significant positive correlation between intrinsic motivational practices and performance of Secondary School teachers in Mbarara City ( $r = .925$ ,  $p < 0.001$ ). The coefficient of determination (adjusted  $r^2 = .855$ ) shows that intrinsic motivational practices accounted for 85.5% change in performance of secondary school teachers in Mbarara City. These findings were subjected to a test of significance ( $p$ ) and it is shown that the significance of the correlation ( $p < 0.001$ ) is less than the recommended critical significance at .05. Because of this, the alternative hypothesis was accepted.

### DISCUSSION

This is a descriptive cross-sectional study to find the extent to which intrinsic motivational practices influenced performance of teachers in selected 12 secondary schools in Mbarara City revealed that there was a significant perfect positive influence of intrinsic motivational practices on performance of teachers in selected secondary schools in Mbarara City. Despite the positive influence of cultural behavioural, practices accounted for only 85.5% of the change in performance in selected secondary schools in Mbarara City. Such findings concur with previous findings, for example, in a study in Lwengo district in Uganda, found a positive significant relationship between non-financial motivation and teachers' performance in private secondary schools.

The teachers 'are equally highly motivated by non-financial rewards (Nduhura, Masembe, Akakikunda, & Nansamba).

Similarly, in a study in the secondary school teachers in Rukungiri district in Uganda found out teacher support supervision was high and had positively affected teacher effectiveness in secondary schools in Rukungiri district (Evans, 2022). It was also found out that teacher appraisal positively affects teacher effectiveness in secondary schools. This was achieved through mentorship, time management, collaborative teaching and professional growth. However, in a study in public secondary schools in Gem Sub-County, Kenya showed that intrinsic teacher motivation had a weak, positive and significant relationship with student academic performance (Oluoch & Gogo). An implication of these findings is that just like in Mbarara City, intrinsic motivation practices are a greater contributor to performance of teachers but not aggregately translated into performance of the learners in various school settings.

### **Conclusion**

This study concluded that intrinsic motivational practices and performance of secondary school teachers were actually perfectly related. Strategies to keep intrinsic motivation and performance of teachers such as promotion are paramount.

### **Recommendations**

All stakeholders in the primary schools in Mbarara City are urged to sensitize head teachers and other stakeholders on the prevailing intrinsic motivational practices, such as promotions and how they relate to performance of teachers in the area.

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