

Intrinsic Motivation and Teacher Performance in Private Primary Schools A Case of Nkuringo Town Council Kisoro District Uganda

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ABSTRACT

The study investigated the relationship between intrinsic motivation and teacher performance in private primary schools in Nkuringo Town Council, Kisoro District, Uganda. Despite the growth of the private education sector, teacher performance remains a critical concern in remote regions, necessitating an inquiry into how basic psychological needs drive professional output. The research aimed to assess the effects of autonomy, competence, and relatedness on teacher performance, while considering the contextual influence of organizational culture, leadership style, and professional development. A correlational research design was employed, utilizing a quantitative approach supplemented by qualitative insights. Data was collected from a sample of 100 teachers using a five-point Likert scale questionnaire and open-ended questions. Statistical analysis involved Pearson's Product-Moment Correlation and Multiple Regression analysis to test the study's hypotheses. Findings revealed that all three components of intrinsic motivation had a statistically significant positive relationship with teacher performance. Competence emerged as the strongest predictor ($r = 0.394$, $p = 0.000$), followed by relatedness ($r = 0.310$, $p = 0.002$) and autonomy ($r = 0.251$, $p = 0.012$). Regression results indicated that intrinsic motivation, combined with organizational culture and leadership, explained 19.8% of the variance in performance. However, at the individual level, intrinsic motivation was the only significant predictor, suggesting that while environmental factors like supportive leadership (Mean = 4.52) and professional development (Mean = 4.63) provide a necessary foundation, the internal drive of the teacher remains the primary engine of classroom effectiveness. The study concluded that satisfying teachers' basic psychological needs is essential for maintaining high instructional standards in rural settings. It recommended that school proprietors transition toward autonomy-supportive management and prioritize internal mentorship programs to bolster professional mastery. These findings imply that educational quality in rural Uganda can be significantly enhanced by shifting focus from external monitoring to the psychological empowerment of the teaching workforce.

Keywords: Intrinsic Motivation, Teacher Performance, Autonomy, Competence, Relatedness, Private Primary Schools, Nkuringo.

1.1 INTRODUCTION

Intrinsic motivation(IM) refers to the inherent drive and enjoyment teachers experience from the act of teaching itself fueled by feelings of competence, autonomy and relatedness rather than external rewards.

Teacher performance (TP) is the effectiveness and quality with which a teacher carries out his professional responsibilities, including instructional delivery, classroom management and pupil engagement. Organizational culture, Leadership style and Professional Development were intervening variables between IM and TP signifying the degree to which a teacher feels content and positive about his job which acts as a psychological link through which his inherent drive and enjoyment of teaching translate into higher quality work and effectiveness in the classroom. IM among teachers was measured through self-report questionnaires assessing their enjoyment of teaching, sense of purpose and engagement with their work.

Teacher performance was evaluated using a combination of pupil academic achievement data, including self-administered questionnaires to teachers and analyzing PLE annual reports both at Town Council and District Headquarters. This study employed a descriptive survey design to investigate the relationship between IM and TP. A sample of 100 teachers from private primary schools (PPS) in Nkuringo Town Council (NTC), Kisoro District, Uganda, was selected using a census sampling method. Data was collected through questionnaires, with subsequent analysis using descriptive and inferential statistics to assess correlations. Under this chapter, background, problem statement, purpose of study, objectives of study, research questions, study scope, significance of study and conceptual framework was covered.

1.2 Statement of the research problem

The geographical isolation, scarce resources and limited opportunities for professional growth, creativity, punctuality, collaboration and preparation practices contribute to reduced commitment, turnover and absenteeism experienced by the Private Primary Schools in the remote region of Uganda, Kisoro District particularly Nkuringo Town Council (Aacha, 2010, Nambi, 2014, KDDP, KDEO, 2020, 2021, Bergmann, 2021, Bato, 2024). This translated to the District having more failure rates than successful performances in PLE as doing well which resulted to an average of only 45.5% passing at Grade I and II compared to 54.5% passing at Grade III and above, a 5-year report from 2019 to 2024, DIS Report Kisoro District 2025. That in a four years' report (2021-2024), 900 Candidates who appeared for PLE in 13 Primary Schools passed with 1st and 2nd grades whilst 748 Candidates took PLE at these schools but failed with 3rd grade in a report from the Town Clerk's Office (NTC, 2025). This was found to be because of supervisor's poor supervision and feedback delay from the administrator (MIU Journals 2025, NCDOs Report 2022).

The Ugandan Government under the Ministry of Education and Sports (MOES), Kisoro District inclusive has implemented supervision programs and workshops in efforts to enhance accountability but similarly poor academic performance among pupils is still a big problem (Kisoro, 2025, Reddit, 2024). There is a lack of empirical evidence on the Intrinsic Motivation (IM) factors of the Teacher Performance (TP) in Private Primary Schools in Nkuringo Town Council (PPSNTC) which makes it difficult to implement effective and sustainable strategies of educational improvement (Republic of Uganda, 1995). This therefore, prompted the researcher to conduct research on IM and TP to establish their gaps whose findings would guide the designers of sustainable contextualized motivational strategies in designing conducive environment where teachers can give their best dedication, quality, retention and learners' academic achievement in Nkuringo Town Council (Nkuringo Schools Inspectorate Report, 2023).

1.3 Purpose of study

The purpose of study was to examine the effect of intrinsic motivation (IM) on teacher performance (TP) in Private Primary schools of Nkuringo Town Council (PPSNTC) Kisoro District Uganda.

1.4 Research objective

The general objective in this study was to examine the effect of Intrinsic Motivation on Teacher performance in Private primary schools in Nkuringo Town Council.

1.5 Conceptual framework

Independent Variable

Intrinsic Motivation (IM)
Autonomy - Perceived Locus of Causality - Assimilation - Freedom from pressure
Competence - Efficacy and mastery - Opportunities for growth - Feedback and recognition
Relatedness - Belonging and connection - Mutual care and support - Feeling significant

Dependent Variable

Teacher Performance (TP)
Pupil achievement and progress - Academic results - Learning gains - Masterly of learning objectives
Classroom management and Environment - Order and discipline - Engagement and participation - Positive relationships
Professionalism and collaboration - Adherence to school policies - Team work and collaboration

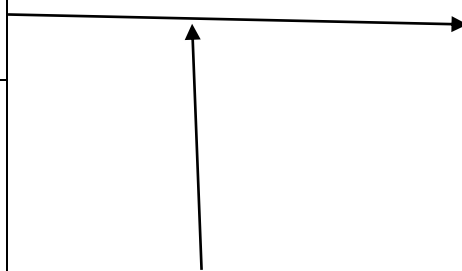


Figure Error! No text of specified style in document.-1:Conceptual framework

2.0 Literature review

This research focused on how Self Determination Theory core tenets of autonomy, competence and relatedness provide a framework for understanding the interplay between Intrinsic Motivation and Teacher Performance within this unique educational setting of rural Uganda. Through application of Self Determination Theory, I gained deeper understanding of the psychological factors that drive teachers in challenging environments and how Intrinsic factors influence their effectiveness in Private Primary Schools.

2.1 Intrinsic Motivation

IM is grounded in major motivation theories, particularly SDT by Deci and Ryan describing it as engaging in an activity for its inherent satisfaction, enjoyment and personal value rather than external rewards (Deci & Ryan, 1985; Ryan & Deci, 2000). It emphasizes autonomy, competence and relatedness as key drivers of internally motivated behavior in teachers (Ryan & Deci, 2017). In education, intrinsically motivated teachers demonstrate passion, commitment and a strong desire to impact learners positively (Pal, 2025). Similarly, DeCharms (1968) argues that intrinsically motivated individuals perceive themselves as the origin of their actions. Therefore, IM is conceptualized as an internal psychological force that energizes teachers' attitudes and behaviors in schools.

2.2 Teacher Performance

TP is the effectiveness with which teachers plan, deliver instruction, assess learners and achieve educational outcomes. High teacher performance is reflected in lesson preparation, classroom management, learner engagement and academic achievement (Ma et al., 2018; Benati & Coccia, 2018). Motivation theories such as Herzberg's Two-Factor Theory and Maslow's Hierarchy of Needs explain how internal satisfaction, recognition and self-actualization influence employee performance (Herzberg, 1959; Maslow, 1943). McClelland (1961) further highlights achievement needs as a driver of improved work outcomes. Within schools, motivated teachers tend to exhibit higher commitment, creativity and instructional quality. Thus TP is viewed as an outcome of both psychological and work-related motivational factors.

2.3 Intrinsic Motivation and Teacher Performance

Therefore, IM significantly influences Teacher Performance in Private Primary Schools in Nkuringo Town Council, Kisoro District. When teachers experience autonomy, professional growth and personal satisfaction, they are more likely to perform effectively and sustain commitment to their roles (Ryan & Deci, 2017; Wigfield et al., 2004). Conversely, low IM may lead to reduced effort, absenteeism and poor instructional outcomes. This study assumed a direct positive relationship between IM and TP moderated by the school environment. This therefore links internal teacher drive to observable work outcomes in education. Hence enhancing IM is essential for improving TP in PPSs.

2.4 Summary and research gaps

Empirical evidence available indicates that IM is important in TP in PPSs in Uganda for effectiveness and sustainable pupil academic achievement outcomes (Researcher 2025). In linewith UNEB 2023 and MOES 2022 report, teachers with higher IM demonstrated engagement and innovative teaching methods which resulted into better pupil academic outcomes. Further; a study by Nakabugo showed that teacher relatedness is one of the critical factors that influence teacher attrition in PPSs and that influence pupil academic outcomes (Nakabugo et al. 2021).

The research gap identified is that there is a lack of empirical research in relation to the mechanisms that link IM to observable indicators of Teacher Performance (TP) which include effectiveness of classroom management and interactions between pupils and teachers. There was a gap to identify statistical data on correlation between IM and TP evaluations. There was need for research to explore positive cultures influencing IM among Ugandan teachers in rural settings Kisoro District inclusive.

The gaps in existence led to the theoretical framework of SDT (Deci and Ryan 2012) being the most suitable to guide the study as it laid emphasis on the importance of autonomy, competence and relatedness in the enhancement of IM. It fits well in the context of education in Uganda as it affects the Teacher Performance in the following psychological needs. In NTC, an application of SDT can create an understanding about how to nurture IM among teachers, which will improve academic achievement outcomes in PPS.

3.0 Methodology

3.1 Research design

A cross sectional survey research design was employed in this study. It was very relevant to the Nkuringo Town Council schools as the teacher was able to assess the intrinsic motivation, performance level and organizational culture of the school. To arrive at the comprehensive analysis of questionnaires in

determining statistical relationships and testing of hypotheses, both quantitative and qualitative methods were used.

3.2 Study Population

In the study on this research the study population was 100 teachers of five selected Private Primary Schools in Nkuringo Town Council.

3.2.1 Sample Size

As indicated in Table 1, the researcher used census approach and took up all the teachers in a target population of 100 teachers in the 5 Private Primary Schools.

Table 1: Sample size and selection

S/N	School	No Trs Sampled	Total Trs Responded
1	Kasharikamwe Pre and P/S	18	18
2	Nkuringo Bright future Pre and P/S	25	25
3	Nkuringo Foundation Pre and P/S	22	22
4	Nkuringo Integrated Model Pre and P/S	15	15
5	Nkuringo Bright Hill Pre and P/S	20	20
	Total		100

Table Error! No text of specified style in document.-1: Sample Size and Selection

Source: NTC CDO's report, 2024, Nkuringo Bright Future, Kasharikamwe Pre and Primary School, Payroll Lists 2025

3.3 Sampling procedures

The researcher used enumeration method where teachers were selected in; Kasharikamwe 18, Nkuringo Bright future 25, Nkuringo Foundation 22, Nkuringo Integrated Model 15 and Nkuringo Bright Hill 20 in NTC, aiming at a 95% confidence level with a 5% margin of error.

3.4 Data Collection Instruments

The data collection instruments for this research involved a validated questionnaire that gauged teachers' IM (Deci & Ryan, 2000).

3.4.1 Questionnaires Technique

A sample of teachers from 5 selected PPSs participated in the administration of the questionnaire as one of the data collection tools used in collecting data related to teachers' IM and TP. This self-report instrument consisted of several statements across five different factors of IM, including enjoyment, perceived competence, teacher profession effort and pressure and responses were teacher-reported on developed statements using a Likert scale to quantify teachers' motivational levels, as described by Ryan & Deci (2017).

3.4.2 Validity of the Instruments

The validity of the research instrument instrument in this case the questionnaire on IM and TP was reviewed by the rearcher supervisors and other University academicians and REC committee in comparison to previously validated scales (Deci & Ryan, 2000) ensuring content and construct validity which contributed to the overall trustworthiness and accuracy of the data collected.

3.4.3 Reliability of the Instruments

The reliability of the research instruments was handled by several strategies: Internal consistency of the IM questionnaire was measured using Cronbach's alpha (Tavakol & Dennick, 2011) and the inter-rater reliability for the observation checklist was measured by having more than one observer give scores to the same Teacher Performance and calculating the degree of agreement (Stemler, 2004). These measures enhanced consistency and stability of data obtained from research instruments.

3.4.4 Data Analysis

The quantitative information gathered from the questionnaires was analyzed descriptively, with the means and standard deviations summarizing the levels of IM and TP data (Pallant, 2016). Inferential statistics, such as correlation and regression analysis was employed to examine the relationship between IM and TP (Field, 2018). The qualitative data was analyzed using the thematic analysis approach which focused on identifying patterns and themes emerging from the data and identifying insights to gain a deeper understanding of how teachers' motivations for their performance relate to one another (Braun & Clarke, 2006). Finally, triangulation was employed to connect the quantitative and qualitative data sources to contribute an overall understanding of the research topic (Creswell & Plano Clark, 2017).

3.5 Ethical Considerations

All teachers and school administrators who took part in this study gave informed consent and were aware that they have the right to withdraw at any time (Bryman, 2016). Confidentiality and security of the data were maintained by locking cabinets and files containing all collected information with a password. Raw data was not shared with any parties outside the research team without permission and only the principal researcher and designated supervisors had access to the raw data. By not associating individual responses with their identity in any report or publication, anonymity and confidentiality was maintained throughout the study (Christians, 2011). Moreover, the aim and the methods of the research were explained to all the participants and any potential risks and discomfort were minimized, according to the ethical research guidelines (American Psychological Association, 2017). The study was reviewed, approved and monitored by the Kabale University Ethics Committee to ensure that it is conducted in accordance with the ethical standards for research and adheres to the rights of the participants.

4.0 Results discussion

4.1.1 Response rate; A total of 100 questionnaires were distributed of which all 100 questionnaires were successfully returned back representing a response rate of 100%.

4.1.2 Relationship between teachers' sense of competence and their performance

The purpose was to establish correlation that existed between teacher perceived competence and their performance in the Nkuringo Town Council primary schools that are privately run. Primary sources were used to obtain the data to do this through a five-scale questionnaire. The table below provides a summary of the responses in terms of efficacy, mastery, growth and feedback.

Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)
	F (%)	F (%)	F (%)	F (%)	F (%)
I feel confident in my ability to effectively teach and manage my students (IM9)	1 (1.0)	1 (1.0)	2 (2.0)	32 (32.0)	64 (64.0)

My teaching job provides me with opportunities to learn and grow professionally (IM10)	1 (1.0)	1 (1.0)	4 (4.0)	29 (29.0)	65 (65.0)
I receive regular feedback and recognition for my teaching accomplishments (IM11)	1 (1.0)	0 (0.0)	3 (3.0)	33 (33.0)	63 (63.0)

Table Error! No text of specified style in document.-2:correlation existing between teacher perceived competence and their performance in the Nkuringo Town Council primary schools
Source: Field Data (2026)

The majority of the teachers feel confident to teach and handle students as it revealed from primary data where 96.0 per cent of the teachers agreed or strongly agreed that they are confident to teach and handle students. The perceived competence is supported by 94.0% of the participants who feel they have opportunities enough to grow professionally in their job, and 96.0% who feel they receive feedback and recognition of their work.

The qualitative data also confirmed these observations with regard to professional development and mastery. One of the respondents mentioned that competence has an impact on their motivation and stated that:

'The praise of my headteacher boosts me even more and I am more motivated to work with more challenging topics'. (Respondent 19).

The other respondent highlighted the importance of never-ending learning:

"It is the regular workshops hosted in our school cluster that help me to learn new changes in the curriculum and enhances my effectiveness in the classroom as a new teacher" (Respondent 21).

From the results, it was found that the quantitative data and qualitative data sets were very compatible. The questionnaire showed almost complete agreement on perceived competence but the qualitative feedback showed an understanding of how effective pupil performance is sustained in a cycle of effective administration.

4.1.2.1 Hypothesis Testing

To be able to generalize the findings of the population samples, the study tested the putative hypothesis by calculating the strength and direction of the relationship using Pearson product moment correlation coefficient.

H02: Teacher Sense of Competence has no significant relationship with Teacher Performance in private primary schools of Nkuringo Town Council.

		Teachers' Competence	Teacher Performance
Teachers' Competence	Pearson Correlation	1	.394**
	Sig. (2-tailed)		.000
	N	100	100
Teacher Performance	Pearson Correlation	.394**	1
	Sig. (2-tailed)	.000	
	N	100	100

Table Error! No text of specified style in document.-3:Pearson Correlation coefficient of competence and Teacher Performance
Source: Field Data (2026)

The Pearson Correlation coefficient of competence and Teacher Performance of the Teachers is 0.394, which shows that there is a moderate relationship between Teacher's competence and Teacher

Performance. The p-value (Sig. The p-value (0.2-tailed) is very small and is much smaller than the significance level of 0.05. Therefore, it can be said with a high level of confidence that the null hypothesis is rejected. The more a teacher feels competent and mastered, the more significant the enhancement of the teacher's performance.

4.1.2.2 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.394a	.155	.146	.36290

The value of R^2 (R square) is 0.155 which means that 15.5 per cent of the variance in teacher performance is explained by the teacher sense of competence. This means that the predictor of performance in this particular population is competence as opposed to autonomy. The findings confirm the teachers' mastery and efficacy in providing feedback and opportunities for improvement in private primary schools leads to measurable improvement in classroom effectiveness. The results of this study emphasize the importance of building professional learning groups in schools to assist teachers in being productive.

4.2 Empirical Findings on Teacher Performance

Response	SD (1)	D (2)	N (3)	A (4)	SA (5)
	F (%)	F (%)	F (%)	F (%)	F (%)
I consistently meet my lesson planning and preparation requirements	1 (1.0)	1 (1.0)	6 (6.0)	39 (39.0)	53 (53.0)
I use various teaching methods to engage students effectively	1 (1.0)	1 (1.0)	10 (10.0)	37 (37.0)	51 (51.0)
I provide timely and constructive feedback to students on their work	0 (0.0)	3 (3.0)	7 (7.0)	33 (33.0)	57 (57.0)
I maintain a positive and disciplined classroom environment	1 (1.0)	0 (0.0)	5 (5.0)	40 (40.0)	54 (54.0)
I actively participate in school meetings and extracurricular activities	0 (0.0)	0 (0.0)	5 (5.0)	20 (20.0)	75 (75.0)
My students show consistent improvement in their academic performance	0 (0.0)	0 (0.0)	5 (5.0)	33 (33.0)	62 (62.0)
I effectively manage classroom time to maximize student learning	0 (0.0)	0 (0.0)	4 (4.0)	33 (33.0)	63 (63.0)
I collaborate with colleagues to improve teaching and learning	1 (1.0)	1 (1.0)	5 (5.0)	35 (35.0)	58 (58.0)
I am regular and punctual in my attendance and school duties	1 (1.0)	0 (0.0)	6 (6.0)	25 (25.0)	68 (68.0)
I strive to continuously improve my teaching practices and skills	0 (0.0)	1 (1.0)	5 (5.0)	27 (27.0)	67 (67.0)

Table Error! No text of specified style in document.-4: Empirical Findings on Teacher Performance
Source: Field Data (2026)

The results indicate the professional responsibility of teachers in private primary schools is good as 92.0 percent of the respondents agreed or strongly agreed that in their school they can always meet lesson planning requirements. This preparation is backed up by the classroom delivery, as 88.0% of the teachers said that they use different methods of teaching to reach the students while teaching.

Also, 94.0 percent of respondents reported that the classroom has a positive and disciplined environment, a sign that the administration is meeting the discipline and organization requirements to a large extent. The evidence is sufficiently indicative of the focus on student outcomes and staff development. Much to the positive, a large percentage of 95.0% of respondents reported that their students are consistently improving academically and this is one of the main measures of teacher effectiveness. This is backed by the fact that, 96.0% of teachers feel like they are effectively managing classroom time. The involvement in School Community is also very high, with 95.0% of respondents very involved in School Community beyond classroom teaching very high level of involvement in the School Community.

Also, the themes of accountability and continuous improvement became prominent with 93.0% of the teachers reporting on their regularity and punctuality in their work and 94.0% of the teachers saying that they aim to ever-improve their instructional practice. Also, 93.0 percent of the respondents' report working with other teachers, indicating that teacher performance is not an individual endeavor but is enhanced by collaboration. Overall, the data reflects the high level of professional performance in terms of being on time, managing the classroom well and taking an interest in the academic development of students and their own professional development.

5.0 Discussion

5.1.1 Relationship between Sense of Competence and Performance of Teachers

The second aim was to determine the relationship between Sense of Competence and Performance of teachers in Nkuringo Town Council in the secondary schools. The results showed that there was a moderate and statistically significant positive relationship ($r = 0.394$, $p = 0.000$). It shows that the theory that a teacher believes in his/her efficacy and mastery is a great predictor of his/her classroom performance. This was supported by descriptive data showing that 96.0 percent of teachers feel confident in their ability to deal with students, 94.0 percent of the teachers feel that their job provides enough growth opportunities.

This positive correlation is consistent with Social Cognitive Theory of Albert Bandura's (1986) that states that self-efficacy, or a person's ability to carry out a task, is a significant factor in performance. This is because teachers in Nkuringo who indicated high scores in terms of confidence was able to continue with the instructional challenge longer, which Shaukat and Iqbal (2012) observed. In the qualitative data one respondent reported that pupils passing gives him or her motivation to take on even more demanding subjects and thus directly demonstrates how such mastery experiments work for the performance cycle of a teacher.

Moreover, the results are in line with the studies by Tschannen-Moran and Hoy (2001) who developed the findings that high self-efficacy enables teachers to implement new strategies. On the other hand, teachers perceive that they can obtain feedback and recognition with the frequency of 96.0% and 96.0% respectively, both of which are considered as verbal persuasion in Bandura model, which in turn strengthens teachers' competence. The mean score of Professional Development of 4.63 also speaks in favor of the results of Putri et al. (2019) who claimed that the ability to access continuous learning enables teachers to advance their pedagogical repertoire, which directly affects their performance.

Despite this, in terms of the regression model, competence is a highly significant single predictor of performance in this case, but significantly more so than autonomy (6.3 percent) in this context. This is consistent with the Goal-Setting Theory by Locke and Latham (2002) who emphasize that feedback, as found high in this study, is important for teachers to monitor progress and adjust strategies, thus

strengthening their competence beliefs. The results suggest that for the private schools in Nkuringo, the most effective way to guarantee good performance by students and proper classroom discipline is to ensure the competence and skill of teachers.

5.2 Conclusions

5.2.1 Connection between the Sense of Competence of Teachers and Teacher Performance.

The second purpose of this study was to establish the relationship between teachers' sense of competence and their performance on the Nkuringo Town Council private primary schools. This goal responded to the research question: Can internalized beliefs of teachers in their mastery and effectiveness encourage high instructional standards in a difficult educational environment? The hypothesis of the study was that the sense of competence has an important relationship with the performance of the professional and it was found to be true in the present study and as evidenced by the moderate positive correlation in the data analysis.

The synthesized findings provide a clear picture of professional confidence: Teachers who felt confident that they could manage a classroom and teach their subject had a better chance of making good progress in their students' learning were more likely to be successful. The high level of self-efficacy reported (in regards to managing different learners) suggests competence as an internal motivation to persevere. The teachers are seen to use a variety of teaching methods and provide feedback in a constructive way when they think the method or feedback is effective, therefore directly addressing the research question, which is: That perceived mastery is a functional requirement of high performance.

This work offers a contribution to the research by showing that the psychological need of competence is not just about having a degree but the ongoing feeling of competence in the context of the Kisoro District. One of the contributions is the revelation that inputs of feedback and recognition are vital components in transforming potential ability to actual performance. The practical implications of school administrators are as follows: to enhance performance, school administrators need to go beyond mere recruitment and concentrate on the establishment of mastery experiences among their employees. It means ongoing mentoring and encouragement of the small classroom successes, so that teachers can remain confident of their effectiveness.

One drawback of this goal was that self-reported competence would be used, which can overestimate the real skills, as a result of social desirability. The results are very high in confidence but may not reflect what is truly known from a pedagogical point of view. Furthermore, in this study, teachers did not differ in their teacher status based on the subject they taught and this may influence the experienced competence and its expression.

The triangulation of self-reported competence and manifest instructional quality should be practiced by conducting objective classroom observations or triangulating self-reported competence and actual instructional quality in future research. The difference between the impact of different types of professional training (peer-to-peer coaching and formal workshop) on the sense of mastery of a teacher in rural primary should also be investigated. Last but not least, the sense of ability is shown to be a powerful motivation to perform well amongst the Nkuringo teachers.

5.3 Recommendations

5.3.1 Teachers' Sense of Competence and Teacher Performance

The finding that the strongest individual predictor of performance was the teacher's sense of competence

($r = 0.394$) should be a concern to school administrators and directors as a reason to focus on the development of a "Mastery-Oriented Environment. In particular, headteachers should have a properly organised programme of internal mentoring in place with more experienced teachers paired with less experienced teachers to share good classroom management and pedagogical practice. This kind of peer coaching is highly achievable as it doesn't demand a lot of financial investment, but instead takes advantage of the existing human resources.

School management should also positively reinforce competence with "Teacher Excellence Awards" and positive and specific feedback loops. Celebration of achievement should be related to measurable progress in student learning rather than general praise. Give recognition for measurable progress in student learning, not just general praise. The evidence points to the fact that such recognition is an important "verbal persuasion" that helps keep a teacher in the job, especially in difficult situations. Further, the private school boards in Kisoro District are recommended to allocate a part of their annual budgets for "Skills Mastery Workshops. Such workshops should be based on the areas of high impact identified during the study, for example, student engagement, time management. Schools can keep teachers' self-efficacy high by offering them ongoing learning and development experiences. Further studies are needed to investigate the long-term effect of various types of feedback (e.g., student feedback vs. administrator feedback) on a teacher's sense of competence.

6.0 Limitations of the study and how they were handled

The limitations of this study included response bias from teachers completing questionnaires which was mitigated through anonymous data collection. The study's focus on PPSs in one specific town council limited the generalizability of findings to other of the district and country as a whole a limitation that was acknowledged in the discussion (Campbell & Stanley, 1963). Financial constraints restricted the sample size for data collection. This was managed by prioritizing data collection efforts and seeking cost-effective methods; questionnaire with any impact on the study's scope being clearly stated (Punch, 2014).

7.0 Implications of the Study

The study has implications for school management, education policymakers and researchers. School administrators can use the findings to develop approaches that enhance teachers' internal motivation. Education stakeholders will also consider motivation when designing teacher-support programs, particularly in rural private schools.

DECLARATION

I, Demas Kabwana declare that the work presented in this Report is original. It has never been presented to any other university, institution or Faculty. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Masters in Business Administration.

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