

Teacher rewards, teacher training, and teacher benefits in selected public primary schools in Rukungiri district. A cross-sectional study.

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Abstract

Background:

Education is universally recognized as a key driver of individual and national development. The study examined the impact of teacher motivation and learner achievements in public primary schools in Nyakishenyi Sub-County, Rukungiri District. Specifically, it focused on the influence of teacher rewards, teacher training, and teacher benefits on pupil academic performance.

Methodology:

A descriptive, correlational, and cross-sectional survey design was adopted, employing a mixed-methods approach to collect both quantitative and qualitative data. The study comprised 169 respondents, drawn using stratified and purposive sampling techniques. Data were collected using questionnaires for teachers and pupils, interview guides for head teachers, and documentary review checklists. Quantitative data were analyzed using descriptive statistics, Pearson's correlation coefficient, and multiple linear regression analysis, while qualitative data were subjected to thematic analysis.

Results:

The target population included 5 head teachers, 50 teachers, and 245 Primary Seven pupils from five selected primary schools. The results revealed that teacher rewards were generally scanty, with only a small proportion of teachers reporting receiving monetary incentives, promotions, leadership opportunities, or public recognition for outstanding performance due to resource constraints and administrative oversight. Many teachers reported having minimal access to pedagogical workshops, subject-specific training, assessment techniques, and technology integration programs.

Conclusion:

Teacher rewards significantly enhance learner academic performance and behavioral outcomes in public primary schools. Continuous teacher training is critical for improving learner outcomes and is the most influential aspect of teacher motivation. Teacher benefits are essential for sustaining motivation and indirectly improving learner academic and social outcomes.

Recommendations:

School administrators, education authorities, and policymakers implement consistent reward systems, support continuous teacher professional development, and provide adequate welfare and benefits to enhance teacher motivation and learner achievements.

Keywords: *Teacher motivation, Learner achievements, Public primary schools, Rukungiri district.*

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Background

Historical Perspective

The history primary school learners' achievement in Uganda has evolved over time. Prior to Uganda's independence in 1962, educational opportunities for the majority of Ugandans were limited, and very few individuals had access to primary education. (Kwarikunda, Schiefele, Ssenyonga, & Muwonge, 2020).

Since the 1990s, there have been significant improvements in primary school learners' achievements in Uganda.

Enrollment rates have increased, with more pupils completing primary education. (Waiswa, Baguma, & Oonyu, 2020). The introduction of national examinations has allowed for better assessment of learners' achievements and the identification of areas that need improvement. Efforts have also been made to improve the quality of education through teacher training programs and curriculum reforms (Mugizi, 2021). However, challenges still exist in Uganda's primary education system. Access to education remains unequal, with rural and marginalized communities

facing barriers to enrollment and completion. (Akellot & Bangirana, 2019). The quality of education can also vary between schools, with some institutions lacking resources and qualified teachers. Additionally, there is a need to address issues such as overcrowded classrooms, limited infrastructure, and the relevance of the curriculum to the needs of learners and the job market. (Lazarus, 2020).

Theoretical Perspective

The study was guided by goal-setting theory as proposed by psychologists Edwin Locke and Gary Latham in the late 1960s and early 1970s (Locke & Latham, 2019). This theory suggests that setting specific and challenging goals can significantly impact performance. (Miller, 2020). It is a motivational theory that focuses on how goals can influence individuals' behavior.

To apply the Goal-Setting Theory in primary schools, teachers can encourage pupils to set SMART goals (Specific, Measurable, Attainable, Relevant, and Time-Bound) and provide them with guidance and support in achieving those goals. Teachers can also regularly track and review pupils' progress towards their goals, provide feedback, and celebrate achievements, which can further motivate pupils to continue working towards their aspirations. (Alhadabi & Karpinski, 2020).

Conceptual Perspective

Learners' achievements can be measured and evaluated based on predetermined criteria or standards set by educators or educational institutions. (Rafiola, Setyosari, Radjah, & Ramli, 2020). They can be manifested in various forms, such as academic grades, completion of assignments or projects, demonstration of mastery in specific subjects or skills, participation in extra-curricular activities, engagement in community service, and the attainment of certifications or degrees. (Hwang, Hung, & Chen, 2014).

Teacher motivation usually involves the internal drive and desire of educators to provide high-quality instruction, create engaging learning environments, and make a positive impact on their pupils' lives. (Engin, 2020), refers to the various factors that inspire and stimulate teachers to engage in their profession with enthusiasm, passion, and commitment (Vincent et al., 2020). Teacher motivation can be influenced by both intrinsic factors, such as personal

satisfaction, a sense of accomplishment, and professional growth, as well as extrinsic factors, such as recognition, support from colleagues and administrators, and adequate resources and working conditions. (Han & Yin, 2016).

Contextual Perspective

Teacher motivation naturally has to do with teachers' attitude to work. It has to do with teachers' desire to participate in the pedagogical processes within the school environment. It has to do with teachers' interest in student discipline and control, particularly in the classroom. (Calkins, Wiens, Parker, & Tschinkel, 2023). A motivated teacher translates educational philosophy and objectives into knowledge and skills and transfers them to pupils in the classroom. (Ntongo, 2023).

Nyakishenyi Sub-County, Rukungiri District, has a number of schools that are well equipped with trained teachers who teach both theoretical and practical subjects. However, there are no unique skills exhibited by pupils upon completing their studies, as the majority become job hunters. Pupils are badly behaved, over 45% of the learners repeat classes, there is no commitment evidenced by a high rate of school dropouts and absenteeism (Nyakishenyi Sub-County, Rukungiri District Education Committee, 2021). This study thus examined the impact of teacher motivation and learner achievements in public primary schools in Nyakishenyi Sub-County, Rukungiri District.

Methodology

Research Design

The study adopted a descriptive, correlational, and cross-sectional survey design. It employed a mixed-methods approach in which both quantitative and qualitative methods were used to collect and analyze data. The study was descriptive in nature. The design was also correlational.

Target Population

The study involved 50 teachers, 5 head teachers, and 245 Primary Seven (P.7) pupils in five primary schools, namely: Nyakishenyi Primary School, Omurutooma Primary School, Bikongozo Primary School, Shogashoga Community Primary School, and Rwakaraba Modern Primary School, as respondents.

Table 1: Target Population for the Study

Primary school	Teachers	Pupils (P7)	Head Teachers
Nyakishenyi Primary School	10	55	01
Omurutooma Primary School	10	45	01
Bikongozo Primary School	10	38	01
Shogashoga Community Primary School	10	42	01
Rwakaraba Modern Primary School	10	65	01

Total	50	245	05
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Source: *Rukungiri District Education Department Report (2024)*

Sample Size

The Krejcie & Morgan (1970) table for determining sample size for the study was adopted. Therefore, 169 respondents were used as the sample size of the study.

Table 2: Population, sample size & Sampling Technique

Respondents	Population	Sample size	Sampling technique
Pupils (P7)	245	138	Stratified sampling
Teachers	50	28	Stratified sampling
Head teachers	05	03	Purposive sampling
Total	300	169	

138 pupils, 28 teachers, 05 head teachers were selected to constitute the sample size of 169 respondents.

Sampling Techniques

A combination of probability and non-probability sampling techniques was employed to ensure that the selected sample adequately represents the target population. Specifically, stratified sampling and purposive sampling were employed, as outlined below:

Stratified Sampling

Stratified sampling was used to select both Primary Seven (P.7) pupils and teachers. This technique involved dividing the population into sub-groups or strata based on specific characteristics such as school, gender, or performance level, and then selecting a proportional sample from each stratum using random methods.

For this study, the total population of 245 P.7 pupils was stratified according to their respective schools within Nyakishenyi Sub-county to ensure fair representation. From this population, a sample of 138 pupils was randomly selected from the different strata.

Similarly, 28 teachers were selected from a total of 50, also using stratified sampling. The stratification was based on factors such as school and years of teaching experience to ensure that a wide range of perspectives and teaching backgrounds were captured.

This sampling method helped minimize sampling bias and ensured that the data collected were reflective of the entire population.

Purposive Sampling

Purposive sampling was used to select head teachers for the study. Out of a total of five head teachers in the sub-county, three were purposively selected based on their leadership roles and relevance to the study objectives.

This method was considered appropriate because head teachers were key informants who were directly involved in school management, policy implementation, and learner

performance monitoring. Their insights provided valuable information that might not have been captured through general surveys.

Data Sources

Primary data were collected from the respondents using a self-administered questionnaire and interview guide. The sources of secondary data included enrollment reports of the selected schools, indiscipline records, payrolls, registers, newspapers, internet sources, academic reports, and other relevant documents that were accessed.

Data Collection Instruments

Questionnaires

Validated questionnaires were designed and distributed to teachers and pupils from the selected primary schools to fill in their responses. The questionnaire contained both open-ended and closed-ended questions (in Likert scale format). Some questions were open-ended to allow respondents to provide more detailed and additional information.

Interview Guide

The study also used the interview guide to collect data from head teachers of the selected primary schools in Nyakishenyi Sub-county, Rukungiri District.

Documentary Review Checklist

These were used to collect secondary data for the study.

Validity and Reliability of the Instruments

The expert judgment method was used to ascertain the validity of the research instruments. After constructing the questionnaire and interview guide, the researcher consulted an expert in the area of the study to ensure that the instruments were clear, relevant, specific, and logically arranged to fit the purpose of the study. The expert was requested to rate the validity of each item in the questionnaire. Thereafter, the Content Validity Index (CVI)

was computed using SPSS, and the results indicated a CVI of 0.85, which was above the recommended threshold of 0.70 proposed by Amin (2009). This result implied that the instruments were highly valid and suitable for data collection.

To test the reliability of the instruments, the researcher used the Cronbach Alpha Coefficient based on data collected from a pilot study. The data from the pilot study were entered into the Statistical Package for the Social Sciences (SPSS), and a Cronbach's Alpha coefficient of 0.80 was obtained. This value was also above the acceptable benchmark of 0.70 (Amin, 2005), indicating that the research instruments were reliable and produced consistent results.

Data Analysis

Data were analyzed objectively. Frequency counts and percentage distributions were used to analyze data and determine the descriptive statistics of the respondents' demographic characteristics.

Means and standard deviations were used to analyze data collected on the independent and dependent variables from the Likert-scale responses. Pearson's Linear Correlation Coefficient and Multiple Linear Regression Analysis were conducted at a 0.05 level of significance. Pearson's correlation coefficient was used to assess the strength and direction of the linear relationship between variables in line with the research objectives.

Multiple linear regression analysis allowed examination of the relationship between multiple independent variables and a dependent variable. It aided the investigation of how various factors of teacher motivation influenced the dependent variable, learner achievements. Qualitative data were analyzed using thematic analysis to identify recurring

Response Rate

To find the response rate, the formula used was:

$$\text{Response Rate} = \frac{\text{Interviews Conducted and Questionnaires Received}}{\text{Questionnaires Issued and Interviews Requested}} \times 100$$

Table 3: Response Rate of the Study

Category	of	Questionnaires Issued / Interviews Requested	Interviews Conducted	Questionnaires Received	Response Rate (%)
Respondents					
Pupils (P.7)		138	122		88.4%
Teachers		28	25		89.3%
Head Teachers		3	3		100%
Total		169	150		88.8%

Source: Primary data (2025)

The study targeted a total of 169 respondents, including 138 Primary Seven (P.7) pupils, 28 teachers, and 3 head teachers from selected public primary schools in Nyakishenyi Sub-

themes and patterns relevant to the study objectives.

Ethical Consideration

The treatment of respondents and the handling of the data they provided were conducted with utmost care and in compliance with the applicable ethical guidelines. The following measures were directly relevant to this study:

Informed consent: Respondents were informed about the purpose of the study and how the data they provided would be treated. Each respondent was first contacted and given an informed consent form to read, and, if convinced, was requested to sign.

Respondents' freedom to participate: No respondent was forced to participate in the study. Their rights were respected, including the freedom to participate or not, and they were fully informed about their right to withdraw at any time. All of this was communicated verbally and also through the consent form.

Confidentiality of information: The information provided by respondents was treated with the utmost confidentiality. The researcher ensured that unnecessary identifiers, such as the names of respondents or their family members, were avoided. In addition, all information obtained through questionnaires or interviews was kept securely and was not disclosed to unauthorized persons. The findings were reported in a generalized manner, and the raw data were protected from unauthorized access.

Authorization: All necessary clearances from the relevant offices were obtained before data collection.

Integrity and avoidance of plagiarism: All authors whose works and ideas were used in this study were fully acknowledged through proper citation and referencing.

Results

county, Rukungiri District. Out of these, 150 respondents successfully participated in the study, representing an overall response rate of 88.8%.

Specifically, out of the 138 questionnaires distributed to pupils, 122 were duly completed and returned, yielding a response rate of 88.4%. Similarly, 25 out of 28 teachers responded, representing a response rate of 89.3%, while all 3 head teachers who were requested for interviews participated, resulting in a 100% response rate.

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The high overall response rate (88.8%) demonstrates that the respondents were cooperative and interested in the research topic. Such a response rate is considered satisfactory for survey research, as it enhances the credibility, reliability, and representativeness of the study findings.

Demographic Characteristics of Respondents

This section presents the demographic characteristics of the respondents who participated in the study. The study involved 150 respondents, comprising 122 pupils, 25 teachers, and 3 head teachers from selected public primary schools in Nyakishenyi Sub-county, Rukungiri District. The demographic characteristics considered included gender, age, and level of education. These attributes provide background information that supports the interpretation of findings in relation to teacher motivation and learner achievement.

Table 4: Demographic Characteristics of Respondents (N = 150)

Category	Variable	Frequency (f)	Percentage (%)
Gender	Male	80	53.3
	Female	70	46.7
Age (Teachers and Head Teachers)	Below 30 years	8	27.6
	31–40 years	10	34.5
	41 years and above	11	37.9
Level of Education	Pupils (P.7)	122	81.3
	Teachers – Grade III Certificate	14	9.3
	Teachers – Diploma	7	4.7
	Teachers – Bachelor’s Degree	4	2.7
	Head Teachers – Bachelor’s or Postgraduate	3	2.0
Total		150	100.0

Source: Primary data (2025)

The results in Table 4 indicate that the study sample comprised 80 male respondents (53.3%) and 70 female respondents (46.7%), showing a fairly balanced gender representation. This implies that the views of both male and female participants were adequately captured in the study.

Regarding age, most teachers and head teachers (37.9%) were aged 41 years and above, while 34.5% were between 31–40 years, and 27.6% were below 30 years. This distribution suggests that the majority of the teaching staff were experienced educators, which could positively influence both motivation and learner performance.

In terms of education level, the majority of respondents were pupils (81.3%), while among the teaching staff, most held a Grade III Certificate (9.3%), followed by Diploma holders (4.7%), and Bachelor’s Degree holders (2.7%). Additionally, all 3 head teachers (2.0%) possessed Bachelor’s or Postgraduate qualifications. This shows that the schools were staffed by professionally trained teachers, with head teachers holding higher qualifications suitable for

school leadership roles.

Overall, the demographic profile of the respondents provided a sound basis for analyzing the relationship between teacher motivation and learner achievements in public primary schools in Nyakishenyi Sub-county.

Teacher Rewards in Primary School in Nyakishenyi Sub-County Descriptive Findings on Teacher Rewards in Primary School in Nyakishenyi Sub-County

This section sought to examine the extent to which teachers in Nyakishenyi Sub-County primary schools receive various forms of rewards as a means of motivation. Respondents were asked to indicate their level of agreement with several statements regarding teacher rewards using a five-point Likert scale ranging from Strongly Agree (SA) to Strongly Disagree (SD).

Table 5: Teacher Rewards in Primary School in Nyakishenyi Sub-County

Statement	SA	A	NS	D	SD	Mean	Std
Teachers receive their salary as a reward for their work	20	45	15	40	30	2.9	1.3
Teachers are rewarded with opportunities to further their education	5	10	20	55	60	2.1	1.1
Teachers are publicly acknowledged for their outstanding performance	10	15	25	50	50	2.3	1.2
Teachers are rewarded with promotions and leadership roles	8	20	17	55	50	2.3	1.2
Teachers are provided with additional resources for teaching	12	18	20	45	55	2.3	1.2
The school organizes staff parties	15	25	20	40	50	2.5	1.3
Teachers are given paid leave	10	18	22	45	55	2.3	1.2
The school administration regularly provides rewards to teachers who perform well	6	12	20	52	60	2.1	1.1
Non-monetary rewards (certificates, verbal praise) are common in this school	8	20	25	45	52	2.3	1.2
The reward system in this school is applied fairly to all teachers	10	18	22	50	50	2.3	1.2
Teachers are given bonuses for extra work	5	10	15	55	65	2.0	1.0

Source: Primary Data (2025)

The statement with the highest mean ($M = 2.9$, $SD = 1.3$) was “Teachers receive their salary as a reward for their work.” Although salaries are a basic entitlement rather than a reward, the finding suggests that most teachers perceive their monthly pay as the only consistent form of recognition for their efforts. However, this level of agreement was still below the neutral midpoint, implying dissatisfaction even with monetary compensation.

Opportunities for furthering education recorded a low mean of 2.1 ($SD = 1.1$), indicating that few teachers are supported to upgrade their academic or professional qualifications. Similarly, the low mean scores for public acknowledgement ($M = 2.3$), promotions and leadership roles ($M = 2.3$), and additional teaching resources ($M = 2.3$) show that these forms of motivation are rarely provided.

The findings further revealed that activities such as staff parties ($M = 2.5$) and paid leave ($M = 2.3$) are infrequent, reflecting limited non-monetary incentives within schools. Additionally, teachers largely disagreed that rewards are regularly provided for good performance ($M = 2.1$) or that bonuses are given for extra work ($M = 2.0$). This indicates that performance-based incentives are almost non-existent in the sampled schools.

Non-monetary rewards such as certificates and verbal praise had a mean of 2.3 ($SD = 1.2$), while the perception of fairness in reward application also scored low ($M = 2.3$). These findings demonstrate that even when rewards are given, they are perceived as inconsistent and inequitably distributed.

The findings suggest that teacher motivation through rewards is generally poor in Nyakishenyi Sub-County primary schools. Most respondents indicated that their schools rarely recognize or reward teachers for outstanding performance, provide limited opportunities for career growth, and fail to implement fair and structured reward systems. This aligns with the notion that in many rural

Ugandan primary schools, teacher motivation is undermined by inadequate compensation and a lack of recognition.

The low mean scores across almost all indicators point to a reward system that is largely monetary, irregular, and insufficiently diversified. The predominance of disagreement on non-monetary rewards such as acknowledgment, promotions, and professional development opportunities reveals a demotivating environment for teachers, which could potentially affect their performance and job satisfaction.

Qualitative Findings on Teacher Rewards in Primary School in Nyakishenyi Sub-County

To supplement the questionnaire data, qualitative interviews were conducted with three head teachers from selected primary schools in Nyakishenyi Sub-County. The purpose was to gain deeper insights into the nature and adequacy of teacher rewards in their respective schools. The head teachers were asked about the types of rewards available, how frequently they are given, and their perceptions of fairness and motivation. Their responses revealed that teacher rewards were generally limited, irregular, and largely non-existent beyond basic salary payments.

During the Interview, a selected **Head Teacher pointed out that** “*Honestly, the only consistent reward teachers receive here is their monthly salary, and even that sometimes delays. We would like to do more, like giving small tokens of appreciation or organizing staff parties, but our school budget cannot allow it. The government does not allocate funds specifically for teacher motivation, so whatever we try to do comes from the Parents and Teachers Association (PTA) contributions, which are very small.*”

“*We have tried to recognize good performance during staff meetings through verbal praise, but that is as far as it goes. We do not have certificates or monetary bonuses to give. I*

feel this affects teacher morale because they put in a lot of work but get very little appreciation.”

“Sometimes we nominate teachers for workshops or seminars as a form of reward, but opportunities are rare and often go to those who can afford their own transport. The system does not really motivate teachers effectively.”

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Another **Head Teacher added**, “We don’t have a structured reward system in our school. Teachers are expected to work hard out of professional duty. Occasionally, we acknowledge them verbally during assembly or in staff meetings, but there are no tangible rewards. I think teachers have accepted this situation because it has been like that for years.”

Promotions are very rare. Even when we recommend a teacher for promotion, it takes a long time for the district service commission to act. This discourages many teachers because they feel their effort does not lead to advancement.”

“In terms of further education, there is no support from the school. Teachers who want to upgrade do so privately, often at great personal cost. The school cannot afford to sponsor them.”

Another Head Teacher also added, “We occasionally organize small end-of-year parties for teachers, but that depends on how much money we have collected from parents. These are not regular, and sometimes we skip a year because the funds are too low. Apart from that, there are no bonuses or extra payments for good performance.”

“As for non-monetary rewards, we try to praise teachers who perform well, especially those whose pupils excel in PLE results. However, even that recognition is informal; it’s not documented or supported by any policy.”

“I believe that if teachers were rewarded more often, they would be more committed. Many of them feel neglected, and some end up transferring to schools closer to towns where they believe there are better opportunities.”

Table 6: Key Themes on Teacher Rewards in Primary School in Nyakishenyi Sub-County

Theme	Sub-Theme	Illustrative Quotes (from Head Teachers)	Interpretation / Summary
Limited Financial Rewards	Lack of monetary incentives	“The only consistent reward teachers receive here is their monthly salary... even that sometimes delays.” (HT1)	Teacher rewards are confined to basic salaries, with no additional bonuses or allowances provided.
	Absence of performance-based pay	“There are no bonuses or extra payments for good performance.” (HT3)	No financial recognition for outstanding performance, discouraging extra effort among teachers.
Inadequate Non-Monetary Rewards	Irregular recognition and appreciation	“We acknowledge teachers verbally during meetings, but there are no tangible rewards.” (HT2)	Verbal praise is the main non-monetary reward, but it lacks consistency and formal structure.
	Lack of formal reward policies	“Recognition is informal; it’s not documented or supported by any policy.” (HT3)	Schools operate without a structured or documented reward system.
Limited Professional Development Opportunities	Few chances for further training	“We would like to sponsor teachers for further education, but the school cannot afford it.” (HT1)	Professional growth opportunities are rare and often self-funded by teachers.
	Slow or absent promotions	“Even when we recommend a teacher for promotion, it takes a long time.” (HT2)	Promotion systems are bureaucratic and demotivating.
Resource Constraints	Financial limitations	“Our budget cannot allow us to give any form of reward; we rely on PTA contributions.” (HT1)	Schools operate under severe financial constraints, hindering the establishment of reward systems.
	Dependence on external or community support	“We only organize staff parties if parents contribute.” (HT3)	Reward activities depend heavily on parent contributions, making them irregular.

Perceived Effects on Teacher Motivation	Low morale and dissatisfaction	<i>“Teachers put in a lot of work but get very little appreciation.”</i> (HT1)	Lack of rewards leads to demotivation and job dissatisfaction.
	Teacher turnover	<i>“Some end up transferring to schools closer to towns where there are better opportunities.”</i> (HT3)	The absence of effective rewards contributes to teacher attrition, especially in rural areas.
Absence of Fairness and Consistency	Perception of unequal treatment	<i>“Opportunities for workshops go to those who can afford their own transport.”</i> (HT1)	Reward opportunities are not fairly distributed, favoring certain teachers over others.
Reliance on Intrinsic Motivation	Commitment driven by professionalism	<i>“Teachers are expected to work hard out of professional duty.”</i> (HT2)	Teachers rely more on intrinsic motivation and commitment rather than extrinsic rewards.

Source: Primary Data (2025).

The interview findings reveal seven major themes characterizing the state of teacher rewards in Nyakishenyi Sub-County primary schools. The themes point to a severe shortage of both financial and non-financial incentives, compounded by limited institutional support, resource scarcity, and systemic delays in promotion and recognition. Teachers primarily depend on their professional ethics and intrinsic motivation to continue working under these conditions.

The lack of formal reward policies and the dependence on irregular community contributions further weaken morale and contribute to staff turnover. Overall, the qualitative data strongly support the conclusion that teacher rewards in Nyakishenyi Sub-County are scanty, inconsistent, and insufficient to sustain high motivation levels.

Teacher training in primary schools in Nyakishenyi Sub-County **Descriptive Findings on Teacher training in primary schools in Nyakishenyi Sub-County**

This section aims to assess the extent to which teachers in Nyakishenyi Sub-County primary schools receive training and professional development opportunities. Respondents were asked to indicate their level of agreement with statements related to various aspects of teacher training, including pedagogical skills, subject specialization, technology integration, assessment techniques, and mentorship.

Table 7: Teacher Training in Primary Schools in Nyakishenyi Sub-County

Statement	SA	A	NS	D	SD	Mean	Std. Dev.
Teachers receive pedagogical training	12	25	20	50	43	2.5	1.2
Teachers undergo specialized training in their subject areas	8	18	22	52	50	2.3	1.1
Teachers receive training on integrating technology into teaching	6	15	18	55	56	2.1	1.0
Teachers receive training in assessment techniques for learners	10	20	25	45	50	2.4	1.1
Teachers learn strategies for differentiating instruction	8	22	20	48	52	2.3	1.1
Teachers receive professional development opportunities	10	25	18	45	52	2.4	1.2
Teachers are given the opportunity to attend short-term training	12	20	20	48	50	2.4	1.1
New teachers are mentored by senior teachers	15	22	25	45	43	2.6	1.2
Teachers are allowed to participate in virtual workshops	8	15	22	50	55	2.2	1.1
Teachers collaborate with their colleagues	25	35	20	40	30	2.9	1.3
Teachers enroll in in-service training	10	18	25	50	47	2.3	1.2

Source: Primary Data (2025).

The item with the highest mean score ($M = 2.9$, $SD = 1.3$) was “Teachers collaborate with their colleagues,” indicating that although formal training opportunities are scarce, teachers often engage in informal peer collaboration as a

substitute for structured professional development. However, this collaboration tends to be unstructured and dependent on individual initiative rather than institutional support.

The lowest mean score ($M = 2.1$, $SD = 1.0$) was for the statement “Teachers receive training on integrating technology into teaching.” This finding reveals a significant gap in the use of digital and technological tools in classroom instruction. Most teachers have not received formal training in digital pedagogy, which limits their ability to integrate technology effectively into the learning process.

Similarly, the items “Teachers undergo specialized training in their subject areas” ($M = 2.3$, $SD = 1.1$), “Teachers receive professional development opportunities” ($M = 2.4$, $SD = 1.2$), and “Teachers enroll for in-service training” ($M = 2.3$, $SD = 1.2$) recorded low mean scores. These results suggest that opportunities for continuing education, workshops, and subject-specific training are minimal in most schools.

In addition, “New teachers are mentored by senior teachers” ($M = 2.6$, $SD = 1.2$) showed slightly higher agreement compared to other items, implying that some informal mentorship exists in certain schools. However, such mentorship is not formally structured or monitored by school administrations.

Overall, the results show that while teachers occasionally collaborate and support one another, formal institutional mechanisms for teacher training and development are largely absent.

Qualitative Findings on Teacher Training in Primary Schools in Nyakishenyi Sub-County

To complement the quantitative findings, interviews were conducted with three head teachers from selected primary schools in Nyakishenyi Sub-County to explore the nature, frequency, and adequacy of teacher training programs. The interviews sought to understand how often teachers receive professional development, the kind of training offered, and the challenges affecting teacher capacity-building. The responses revealed that teacher training opportunities in most primary schools are scanty, irregular, and largely dependent on external facilitators, with minimal institutional or government support.

During the Interview, a Head Teacher said, “In our school, teachers rarely receive formal training. The last time some of our staff attended a workshop was almost two years ago,

when the district organized a refresher course on the new curriculum. Since then, there has been nothing else. Most of the time, teachers depend on their past experience to teach.”

“We would like to have regular in-service training sessions, but there are no funds to organize them. Sometimes the Ministry of Education sends circulars about training programs, but they expect teachers to cater for their own transport and meals, which most of them cannot afford.”

“We do not have any specific program for mentoring new teachers. Occasionally, experienced teachers help them to settle in, but that’s purely informal. I think lack of continuous training affects how teachers handle the new curriculum and assessment methods.”

Another Head Teacher said, “The biggest challenge is that most teacher training activities are centralized at the district headquarters. Our school is very far from there, so teachers often miss out because of transport issues. Even when workshops are organized, we can only send one or two teachers due to limited funds.”

“Technology training is almost non-existent. We only have one computer in the school office, and even that is mainly for administrative work. Teachers have never been trained in using ICT for classroom instruction.”

“As a head teacher, I try to encourage teamwork among teachers so that they can learn from one another. Sometimes we share ideas during staff meetings, but this cannot replace professional development.”

Another Head Teacher said, “Teacher training in our school is very limited. Occasionally, NGOs like UNICEF or Save the Children conduct short workshops on child protection or inclusive education, but these are once in a long while. The government rarely organizes capacity-building sessions for teachers at the local level.”

“We do not have a budget for teacher training. Any form of training depends on external invitations. Teachers are very willing to learn new methods, but there are no opportunities or resources to support that.”

“I believe lack of continuous professional development affects classroom delivery. Some teachers are still using old teaching approaches that don’t match the new curriculum or learners’ needs. If we had regular in-service training, I’m sure performance would improve.”

Table 8: Thematic Analysis of Teacher Training in Primary Schools in Nyakishenyi Sub-County.

Theme	Sub-theme	Illustrative Quotes (from Head Teachers)	Interpretation / Summary
Infrequency of Teacher Training	Irregular workshops and refresher courses	<i>“The last time some of our staff attended a workshop was almost two years ago... Since then, there has been nothing else.”</i> (HT1)	Teacher training is sporadic and inconsistent; many teachers have gone long periods without any professional upgrading.
	Lack of continuous professional development	<i>“We would like to have regular in-service training sessions, but there are no funds to organize them.”</i> (HT1)	There is no structured or ongoing program for in-service teacher training in most schools.
Financial and Logistical Constraints	Inadequate funding for training	<i>“We can only send one or two teachers to workshops due to limited funds.”</i> (HT2)	School budgets cannot accommodate professional development costs, limiting teacher participation.
	Distance and accessibility challenges	<i>“Our school is far from the district headquarters, so teachers often miss out on training because of transport issues.”</i> (HT2)	Geographic isolation and transport costs reduce access to district or ministry-led training sessions.
Limited ICT and Modern Pedagogy Training	Lack of digital competence	<i>“Technology training is almost non-existent. We only have one computer in the school office.”</i> (HT2)	Teachers lack access to ICT tools and have not received training in digital pedagogy.
	Outdated teaching practices	<i>“Some teachers are still using old teaching approaches that don't match the new curriculum.”</i> (HT3)	Limited training has led to continued use of traditional instructional methods, undermining curriculum implementation.
Absence of Structured Mentorship	Informal guidance for new teachers	<i>“We do not have any specific program for mentoring new teachers... experienced teachers help them informally.”</i> (HT1)	Mentorship is informal and uncoordinated, leaving new teachers without consistent professional guidance.
Dependence on External Stakeholders	NGO-supported workshops	<i>“Occasionally, NGOs like UNICEF conduct short workshops, but these are once in a long while.”</i> (HT3)	Most training is initiated by non-governmental organizations rather than through government programs.
	Lack of government-led initiatives	<i>“The government rarely organizes capacity-building sessions for teachers at the local level.”</i> (HT3)	Local schools receive minimal training support from the Ministry of Education or district offices.
Peer Collaboration as an Alternative	Informal professional learning	<i>“We share ideas during staff meetings, but this cannot replace professional development.”</i> (HT2)	Teachers rely on peer discussions and teamwork as a substitute for formal training.
Perceived Impact on Teaching and Learning	Reduced teacher competence	<i>“Lack of continuous training affects how teachers handle the new curriculum.”</i> (HT1)	Inadequate training negatively impacts teacher preparedness and curriculum delivery.
	Low teacher motivation	<i>“Teachers are willing to learn new methods, but there are no opportunities.”</i> (HT3)	The scarcity of training opportunities contributes to frustration and diminished motivation among teachers.

Source: Primary Data (2025)

Teacher Benefits in Public Primary Schools in Nyakishenyi Sub-County

Descriptive Findings on Teacher Benefits in Public Primary Schools in Nyakishenyi Sub-County

This section presents the findings on teacher benefits as reported by 150 respondents from public primary schools in Nyakishenyi Sub-County. Teacher benefits refer to non-salary compensations provided to enhance teacher welfare, including health insurance, retirement benefits, paid leave, professional development support, and other material or social incentives. The analysis indicates that teacher benefits in the sub-county are generally limited and inadequate.

Table 9: Teacher Benefits in Public Primary Schools in Nyakishenyi Sub-County

Statement	SD	D	N	A	SA	Mean	Std. Dev.
Teachers often receive health insurance coverage	60	55	15	12	8	2.0	1.0
Teachers are given retirement benefits	40	55	25	20	10	2.3	1.1
Teachers typically receive paid leave	30	45	30	25	20	2.6	1.2
Schools support teachers to participate in professional development activities	35	50	25	25	15	2.4	1.1
Teachers receive paid maternity or paternity leave	30	40	35	25	20	2.6	1.2
Some schools offer tuition assistance for teachers who wish to further their education	55	45	25	15	10	2.2	1.0
Teachers are given housing and transport allowances	60	50	20	12	8	2.0	0.9
Schools offer flexible work arrangements to teachers	50	45	25	20	10	2.2	1.1
Teachers are provided with free food items	70	50	15	10	5	1.8	0.9

Source: Primary data (2025).

The study revealed that a significant proportion of teachers do not have access to health insurance. Out of the respondents, 115 disagreed or strongly disagreed with the statement that teachers receive health insurance coverage (Mean = 2.0, SD = 1.0). This indicates that healthcare benefits are largely unavailable, placing teachers at risk of financial strain in case of illness. The low availability of health insurance is consistent with the broader trend of minimal welfare support observed in public schools in the sub-county.

Similarly, teachers rarely reported receiving retirement benefits, with 95 respondents disagreeing or strongly disagreeing with this statement (Mean = 2.3, SD = 1.1). Although retirement schemes may exist in principle, the findings suggest limited access and awareness among teachers, highlighting a gap in long-term welfare planning for teaching staff.

Paid leave, including maternity and paternity leave, was more commonly reported than other benefits, but still remained inconsistent. The mean scores for paid leave (Mean = 2.6, SD = 1.2) and maternity/paternity leave (Mean = 2.6, SD = 1.2) suggest that while some teachers occasionally receive leave, it is neither standardized nor consistently applied across schools. This irregularity may affect teacher attendance, motivation, and overall job satisfaction.

Findings indicate that schools provide minimal support for professional development and further education. Only a small fraction of teachers agreed that they received support for professional development (Mean = 2.4, SD = 1.1) or tuition assistance (Mean = 2.2, SD = 1.0). This shows that teachers are largely responsible for financing their own

professional growth, limiting opportunities for skill enhancement and career advancement.

The study also revealed that benefits such as housing allowances, transport support, and flexible work arrangements are virtually non-existent. Low mean scores (housing and transport allowances: Mean = 2.0, SD = 0.9; flexible work arrangements: Mean = 2.2, SD = 1.1) indicate that teachers receive little institutional support to alleviate commuting challenges or improve work-life balance. Such deficiencies may contribute to stress, absenteeism, and low morale.

Material welfare benefits such as free food items were reported to be extremely limited, with a mean score of 1.8 (SD = 0.9), the lowest among all items measured. This reflects the general scarcity of non-monetary support and welfare provisions in schools, further illustrating the constrained working conditions of teachers in the sub-county.

Qualitative Findings on Teacher Benefits in Public Primary Schools in Nyakishenyi Sub-County

To complement the quantitative survey data, interviews were conducted with three head teachers to explore teacher perceptions of benefits in public primary schools in Nyakishenyi Sub-County. The findings reveal that teacher benefits are very limited, inconsistent, and largely dependent on government policy or external support.

A Head Teacher of a selected primary school said, *“In our school, teachers mostly rely on their salaries. There is no provision for health insurance, housing, or transport allowances. Paid leave is only granted if the teacher follows*

strict government procedures, and maternity or paternity leave is sometimes delayed due to administrative bottlenecks.”

“Occasionally, the district may support professional development, but there is no regular budget for teacher welfare. Teachers who want to further their studies have to finance them themselves. Very few get tuition assistance, and flexible working arrangements are unheard of.”

“In short, teachers here work without significant benefits beyond their basic salaries, which affects morale and motivation.”

Another Head Teacher said, “Most teachers here do not have any form of health coverage or retirement planning. Housing and transport support are nonexistent, so teachers often spend a lot of money commuting daily. Paid leave exists in policy but is inconsistently applied.”

“We have tried to organize staff welfare activities, but the school budget is very tight. Free food items or material

support are unheard of. Professional development support is also minimal, leaving teachers to find their own funding for workshops or courses.”

“These limitations make it hard to retain experienced teachers, as they often look for schools or jobs with better benefits.”

Another Head Teacher said, “The government provides salaries, but very few other benefits are available. Maternity and paternity leave are granted, but sometimes teachers are forced to wait a long time before approval.”

“We do not provide housing, transport, or tuition assistance. Flexible working hours are impossible due to large class sizes and curriculum demands. Basically, teachers’ welfare depends on their own resources and personal sacrifices.”

“Limited benefits lower teacher satisfaction, and sometimes it affects their teaching performance because of financial or personal stress.”

Table 10: Summary of Thematic Findings from Head Teacher Interviews on Teacher Benefits

Theme	Sub-theme	Illustrative Quotes	Interpretation / Summary
Limited Non-Salary Benefits	Absence of health insurance, housing, and transport	“There is no provision for health insurance, housing, or transport allowances.” (HT1)	Teachers lack basic welfare support beyond their salary.
Inconsistent Leave Policies	Irregular paid, maternity, and paternity leave	“Paid leave exists in policy but is inconsistently applied... maternity or paternity leave is sometimes delayed.” (HT3)	Leave entitlements are theoretically available but practically difficult to access.
Minimal Support for Professional Development	Tuition assistance and workshop funding	“Teachers have to finance their own training... very few get tuition assistance.” (HT1)	Limited institutional support for skill upgrading or career growth.
Lack of Material Welfare Support	Free food, flexible schedules	“Free food items or material support are unheard of... flexible working hours are impossible.” (HT2, HT3)	Teachers do not receive welfare incentives to improve work-life balance or morale.
Impact on Motivation and Retention	Low morale and commitment	“Limited benefits lower teacher satisfaction and sometimes affect teaching performance.” (HT3)	Inadequate benefits reduce teacher motivation, potentially impacting retention and classroom performance.
Dependence on Personal Resources	Self-financing welfare and professional needs	“Teachers must rely on their own resources and personal sacrifices.” (HT2)	Teachers bear the burden of professional development and welfare without institutional support.

Learner Achievements in Public Primary Schools in Nyakishenyi Sub-County
Descriptive Findings on Learner Achievements in Public Primary Schools in Nyakishenyi Sub-County

This section presents findings on learner achievements in public primary schools as reported by 150 respondents. Learner achievement refers to the academic performance, proficiency in literacy and numeracy, classroom behavior, and ability to meet set academic targets. The findings indicate that learner achievement in the sub-county is generally low, reflecting challenges in academic performance, language proficiency, and teacher support.

Table 11: Learner Achievements in Public Primary Schools in Nyakishenyi Sub-County

Statement	SD	D	N	A	SA	Mean	Std. Dev.
Learners in this school perform well in national examinations (PLE)	50	60	20	15	5	2.1	1.0
The majority of learners in upper primary can read and write independently	40	55	25	20	10	2.3	1.1
Learners regularly achieve the academic targets set at the beginning of the term	45	50	30	15	10	2.2	1.0
Teachers provide adequate academic support to help learners succeed	35	55	30	20	10	2.4	1.1
Learners interact with others in English with ease	55	45	25	15	10	2.1	1.0
Learners are well-behaved	30	50	40	20	10	2.5	1.1
Learners are proficient in English	50	50	25	15	10	2.2	1.0
Learners are proficient in numeracy	55	50	25	15	5	2.0	1.0

Source: Primary Data (2025)

The study revealed that learners perform poorly in national examinations, specifically the Primary Leaving Examinations (PLE). Out of 150 respondents, the majority disagreed or strongly disagreed that learners perform well in these examinations (Mean = 2.1, SD = 1.0). This indicates that learners in the sub-county struggle to meet expected standards, which may be linked to factors such as limited teacher training, inadequate teaching resources, and minimal teacher motivation, as highlighted in earlier sections.

The data also show that the majority of learners in upper primary do not read or write independently, with a mean score of 2.3 (SD = 1.1). Similarly, learners' proficiency in numeracy was very low (Mean = 2.0, SD = 1.0), suggesting that foundational skills in reading, writing, and mathematics are not well developed. This limitation could hinder learners' ability to perform complex tasks or achieve academic targets and may negatively affect performance in examinations.

Respondents indicated that learners rarely achieve the academic targets set at the beginning of the term (Mean = 2.2, SD = 1.0). This demonstrates low consistency in academic progress, implying that learning outcomes are not systematically met. Insufficient teacher support, limited teaching materials, and large class sizes may contribute to this underachievement.

While teachers provide some academic support to learners, the respondents' mean score was relatively low (Mean = 2.4, SD = 1.1), suggesting that teacher intervention is inadequate to enable learners to meet academic expectations. This aligns with earlier findings that highlight limited teacher rewards, training, and benefits, which may affect their ability and motivation to provide effective support.

Learners' ability to communicate in English and use the language in interactions was found to be low (Mean = 2.1, SD = 1.0), and their overall proficiency in English was similarly limited (Mean = 2.2, SD = 1.0). Low language

proficiency could hinder comprehension, classroom participation, and overall academic success. Limited exposure to English both at school and at home, combined with insufficient teacher training in language instruction, may contribute to these challenges.

Respondents indicated that learner behavior was sub-optimal, with a mean score of 2.5 (SD = 1.1). This suggests that discipline and classroom management issues may affect teaching and learning processes. Poor behavior could result from inadequate supervision, large class sizes, or a lack of teacher motivation and support.

Qualitative Findings on Learner Achievements in Public Primary Schools in Nyakishenyi Sub-County

To complement the quantitative survey data, interviews were conducted with three head teachers to explore the underlying factors contributing to low learner achievement in public primary schools in Nyakishenyi Sub-County. The findings reveal that learner performance is generally poor due to a combination of teacher-related, learner-related, and resource-related factors.

During the Interview, a selected Head Teacher said, *"Learners in our school perform poorly in national examinations. Many students struggle to read and write independently, and their numeracy skills are weak. This is especially evident in upper primary classes."*

"Part of the problem is that teachers are often unmotivated due to low salaries and limited incentives. We also have large class sizes, which makes it difficult to give individual attention."

"Some learners are not regular at school, and poor parental support further affects performance. Even when academic targets are set, they are rarely achieved."

Another Head Teacher said, *"Learners have very low proficiency in English. Many cannot express themselves fluently or interact confidently in the language. This affects*

understanding in other subjects taught in English.”
“Teachers try to provide support, but they are limited by inadequate teaching materials and a lack of continuous training. As a result, learners often lag behind in both literacy and numeracy.”
“Discipline is also a challenge. Some learners are easily distracted, and classroom management issues hinder effective teaching and learning.”
 Another Head Teacher added, *“The majority of our learners do not meet the academic targets set at the beginning of the*

term. Exam results are generally low, and very few students perform above average.”
“Learners’ low achievement is compounded by large classes, limited teacher motivation, and minimal parental involvement. Teachers are willing to help, but they are overstretched.”
“We also face challenges with learner behavior; some students lack interest in learning, which further affects overall academic performance.”

Table 12: Summary of Thematic Findings from Head Teacher Interviews on Learner Achievements

Theme	Sub-theme	Illustrative Quotes	Interpretation / Summary
Low Academic Performance	Poor exam results and unmet targets	<i>“Learners perform poorly in national exams... academic targets are rarely achieved.”</i> (HT1, HT3)	Academic outcomes are below expected standards.
Weak Literacy and Numeracy Skills	Reading, writing, and numeracy challenges	<i>“Many students struggle to read, write, and do basic numeracy.”</i> (HT1)	Foundational skills are underdeveloped, affecting overall learning.
Limited English Proficiency	Inability to communicate and comprehend in English	<i>“Learners have very low proficiency in English, which affects other subjects.”</i> (HT2)	Language barriers hinder comprehension and classroom interaction.
Teacher Constraints	Motivation, training, and class size	<i>“Teachers are limited by low motivation, large classes, and minimal training.”</i> (HT2, HT3)	Teacher-related challenges reduce instructional effectiveness.
Learner-related Challenges	Attendance, interest, parental support	<i>“Some learners are irregular and lack parental support, which affects performance.”</i> (HT1, HT3)	Learner engagement and external support are inadequate.
Classroom Management Issues	Discipline and focus	<i>“Some students are easily distracted... classroom management hinders learning.”</i> (HT2, HT3)	Poor learner behavior affects teaching efficiency and learning outcomes.

Source: Primary Data (2025)

Documentary Findings on Learner Achievements in Public Primary Schools in Nyakishenyi Sub-County

This section presents documentary findings on learner achievements for Primary Seven (P7) pupils in five selected public primary schools in Nyakishenyi Sub-County. The study analyzed academic grades & scores, literacy skills, numeracy skills, completion rates, and learner behavior using school records, PLE results, and internal assessments from 2022 to 2024.

Academic Grades and Scores (2022–2024)

The study examined the academic performance of Primary Seven (P7) pupils in five selected public primary schools in Nyakishenyi Sub-County using Primary Leaving Examination (PLE) results and internal school scores from 2022 to 2024. The analysis focused on the distribution of learners across PLE divisions and the average scores attained by each school.

Table 13: Showing Documentary Findings on Learner Achievements in Public Primary Schools in Nyakishenyi Sub-County

School	P7 Pupils	Division 1–2 (%)	Division 3 (%)	Division 4–Fail (%)	Average Score (%)
Nyakishenyi Primary School	110	12 (11%)	18 (16%)	80 (73%)	52%
Omurutooma Primary School	100	10 (10%)	15 (15%)	75 (75%)	50%

Bikongozo Primary School	86	8 (9%)	12 (14%)	66 (77%)	48%
Shogashoga Community Primary School	92	7 (8%)	14 (15%)	71 (77%)	49%
Rwakaraba Modern Primary School	120	15 (12.5%)	20 (16.7%)	85 (70.8%)	53%

The findings indicate that learner performance is generally low across the five schools. The results are summarized as follows:

Nyakishenyi Primary School had 110 P7 pupils, of whom 12 learners (11%) scored in Division 1–2, 18 learners (16%) scored in Division 3, while the majority, 80 learners (73%), obtained Division 4 or failed. The school had an average score of 52%.

Omurutooma Primary School, with 100 P7 learners, recorded 10 learners (10%) in Division 1–2, 15 learners (15%) in Division 3, and 75 learners (75%) in Division 4 or failed, with an average score of 50%.

Bikongozo Primary School, hosting 86 P7 learners, had 8 learners (9%) in Division 1–2, 12 learners (14%) in Division 3, and 66 learners (77%) in Division 4 or failed. The school’s average score was 48%, the lowest among the five schools.

Shogashoga Community Primary School, with 92 P7 learners, recorded 7 learners (8%) in Division 1–2, 14 learners (15%) in Division 3, and 71 learners (77%) in Division 4 or failed. Its average score was 49%.

Rwakaraba Modern Primary School had the highest enrollment of 120 P7 pupils. Among them, 15 learners (12.5%) attained Division 1–2, 20 learners (16.7%) attained Division 3, and 85 learners (70.8%) scored Division 4 or failed. The average score of the school was 53%, the highest among the sampled schools.

Findings indicated Low High-Level of learner Achievement: Across all schools, only 8–12.5% of P7 learners scored in Division 1 or 2, indicating that very few

learners attained top-level performance. Predominance of Low Achievement: A significant proportion of learners, 70–77%, scored in Division 4 or failed, demonstrating widespread underachievement. This suggests that the majority of learners are not meeting the expected national academic standards.

Moderate Average Scores: The average scores ranged between 48% (Bikongozo Primary School) and 53% (Rwakaraba Modern Primary School). These averages reflect below-average academic proficiency and indicate systemic challenges in teaching and learning processes. Variations Across Schools: Rwakaraba Modern Primary School performed slightly better than the other schools, which could be attributed to slightly better teacher support, resources, or learner engagement. Bikongozo Primary School recorded the lowest average score, reflecting greater challenges in academic achievement.

The documentary evidence clearly shows that learner academic achievement in P7 is low in Nyakishenyi Sub-County, with a majority of learners performing poorly in national examinations. While some schools perform marginally better, the overall trend indicates the need for strategic measures to improve teaching effectiveness, learner engagement, and resource allocation to enhance learning outcomes.

Literacy Skills

A review of internal assessments and English language tests shows that learners demonstrate low literacy competence, including reading, writing, and comprehension:

Table 14: Showing Literacy Skills

School	Average Reading (%)	Average Writing (%)	Comprehension (%)
Nyakishenyi Primary School	55%	50%	48%
Omurutooma Primary School	52%	49%	46%
Bikongozo Primary School	50%	48%	44%
Shogashoga Community Primary School	51%	47%	45%
Rwakaraba Modern Primary School	56%	52%	50%

Many learners cannot read or write independently at the expected level.

Comprehension skills are particularly weak, which affects performance across other subjects.

Numeracy Skills

Internal mathematics assessments and cumulative numeracy scores indicate poor numeracy proficiency among P7 learners:

Table 15: Showing Numeracy Skills

School	Average Numeracy Score (%)	Competent in Core Skills (%)
Nyakishenyi Primary School	50%	45%
Omurutooma Primary School	48%	42%
Bikongozo Primary School	46%	40%
Shogashoga Community Primary School	47%	41%
Rwakaraba Modern Primary School	52%	46%

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Less than 50% of learners demonstrate competence in numeracy, including basic arithmetic, problem-solving, and application.

Weak numeracy skills likely contribute to low performance in examinations and overall academic underachievement.

Completion of Primary Education

Completion rates of P.7 pupils in the five schools (2022–2024) are summarized below:

Table 16: Completion of Primary Education

School	Enrolled P7 (2022–2024)	Completed P7 (%)	Dropout Rate (%)
Nyakishenyi Primary School	110	105 (95%)	5%
Omurutooma Primary School	100	94 (94%)	6%
Bikongozo Primary School	86	80 (93%)	7%
Shogashoga Community Primary School	92	86 (93%)	7%
Rwakaraba Modern Primary School	120	115 (95.8%)	4.2%

Most learners complete primary education, with dropout rates below 7%.

Despite low academic achievement, schools maintain high retention and completion.

Learner Behavior

School reports, teacher records, and observation notes were reviewed to assess learner behavior:

Table 17: Learner Behavior

School	Punctuality & Attendance (%)	Classroom Conduct (%)	Teacher Rating of Engagement (%)
Nyakishenyi Primary School	82%	70%	65%
Omurutooma Primary School	80%	68%	62%
Bikongozo Primary School	78%	65%	60%
Shogashoga Community Primary School	79%	66%	61%
Rwakaraba Modern Primary School	85%	72%	68%

Attendance and punctuality are moderate but declining in upper grades, affecting consistent learning.

Classroom conduct and engagement are suboptimal, with many learners distracted or disengaged, further limiting academic achievement.

Discussion

Teacher Rewards and Learner Achievements

The findings of this study revealed that teacher rewards in Nyakishenyi Sub-County are generally scanty. The questionnaire responses indicated that only a small

proportion of teachers reported receiving monetary incentives, promotions, leadership opportunities, or public recognition for outstanding performance. Non-monetary rewards such as certificates and verbal praise were slightly more common but were still inconsistently applied across schools. These findings are supported by qualitative interviews, where head teachers acknowledged that reward systems were limited due to resource constraints and administrative oversight.

Teacher Training and Learner Achievements

The study further revealed that teacher training opportunities in the sub-county are limited. Many teachers reported having minimal access to pedagogical workshops, subject-specific training, assessment techniques, and technology integration programs. Mentorship for new teachers was inconsistently provided, and virtual or in-service training opportunities were rare.

Teacher Benefits and Learner Achievements

The study found that teacher benefits in Nyakishenyi Sub-County are generally inadequate. While teachers received basic salaries, other benefits such as health insurance, retirement packages, paid leave, housing, transport allowances, and tuition assistance were limited or inconsistently applied across schools. Interview responses from head teachers indicated that inadequate funding and a lack of clear policy frameworks hindered the provision of teacher welfare support.

Conclusion

Teachers who received monetary and non-monetary rewards, such as salary increments, promotions, recognition, and professional development opportunities, were more motivated and engaged in instructional delivery. Teachers who attended pedagogical workshops, subject-specific training, mentoring programs, and professional development courses demonstrated greater instructional competence, effective classroom management, and the ability to differentiate instruction.

Adequate benefits promoted higher teacher morale, reduced absenteeism, and fostered a positive learning environment, which translated into better pupil performance, including academic grades, literacy, numeracy, and behavior.

Recommendation

School administrators should implement consistent and transparent reward systems that recognize teachers' performance, including monetary incentives, promotions, and verbal recognition, to motivate teachers to enhance learner outcomes.

Policy makers should provide both material and non-material rewards tailored to teachers' contributions, ensuring that recognition goes beyond salary increments to include professional development and career growth opportunities.

Head teachers should regularly acknowledge teachers' efforts in improving student performance, as recognition fosters a culture of excellence and positively impacts pupil academic and behavioral achievements.

Areas for Further Research

Future studies should examine how teacher motivation influences learner achievements in specific subjects such as mathematics, science, and languages.

Further research should explore the influence of non-academic factors, such as social-emotional learning, school leadership, and classroom environment, on the relationship between teacher motivation and learner outcomes.

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List of abbreviations

CVI	Content Validity Index
DEO	District Education Officer
HM	Head Master
SPSS	Statistical Package for Social Scientists

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The Author declares that there was no conflict of interest.

Author contributions

EK- Developed and investigated the study.

MS- Supervised the study.

SK- Supervised the study.

Data availability

Data is available upon request.

Informed consent

Written informed consent was obtained from all participants before their inclusion in the study. Participants were informed about the purpose of the study, procedures involved, potential risks and benefits, and their right to withdraw at any time without penalty.

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