



Influence of Motivational Strategies on Tutors' Performance: A Case of Teacher Training Institutions in Eastern Uganda

Margaret Sarah Nafuna

ORCID: <https://orcid.org/0009-0005-6918-9504>

School of Education, Uganda Christian University, Uganda

Email: nafunasarah1@gmail.com

***Joel Yawe Masagazi, PhD**

ORCID: <https://orcid.org/0000-0002-4926-9348>

School of Education, Uganda Christian University, Uganda

Email: jmasagazi@ucu.ac.ug

David Andrew Omona, PhD

ORCID: <https://orcid.org/0000-0002-4387-7094>

School of Education, Uganda Christian University, Uganda

Email: adomona@ucu.ac.ug

***Corresponding Author:** jmasagazi@ucu.ac.ug

Copyright resides with the author(s) in terms of the Creative Commons Attribution CC BY-NC 4.0.
The users may copy, distribute, transmit and adapt the work, but must recognize the author(s) and the
East African Journal of Education and Social Sciences

Abstract

The purpose of this study was to examine the effect of motivational strategies on the performance of tutors among Teacher Training Institutions (TTIs) in Eastern Uganda. A multiple-case study design was adopted to explore both intrinsic and extrinsic motivational efforts. The study population comprised tutors, principals, deputy principals and members of Boards of Governors from three Core Primary Teacher Colleges. Using a purposive sampling procedure, 66 participants were selected, including 45 tutors, 3 principals, 6 deputy principals, and 12 Board members, based on their direct involvement in teacher education and institutional management. Data was collected through semi-structured interviews and focus group discussions. Thematic analysis identified key patterns and relationships between motivation and tutor performance. The findings show that motivation influences autonomy, engagement, job satisfaction and teaching effectiveness. Professional growth opportunities, recognition and structured feedback systems were critical in sustaining the motivation. The study concludes that a multifaceted motivational framework grounded in selected theoretical frameworks enhances the performance of tutors and institutional productivity. It recommends that TTIs institutionalize transparent goal-setting, equitable reward systems, continuous professional development and supportive feedback mechanisms to strengthen motivation and overall educational outcomes.

Keywords: Motivational Strategies; tutor performance; teacher training institutions.

How to cite: Nafuna, M. S., Masagazi, J. Y. and Omona, D. A. (2025). Influence of Motivational Strategies on Tutors' Performance: A Case of Teacher Training Institutions in Eastern Uganda. *East African Journal of Education and Social Sciences* 6(4), 13-25.

DOI: <https://doi.org/10.46606/eajess2025v06i04.0452>.

Introduction

Teachers play a pivotal role in shaping learning by creating effective educational opportunities as they function not only as transmitters of knowledge but also as facilitators of holistic

development. Their influence extends to cultivating critical thinking, nurturing creativity, instilling values and preparing learners to thrive in dynamic and complex societies. In Teacher Training Institutions (TTIs), this role acquires

even greater significance because tutors are responsible for shaping the professional identity, pedagogical competence and ethical disposition of future teachers. In this regard, tutors act as role models, whose instructional practices, mentorship approaches and professional engagement directly influence the quality of graduates entering the teaching profession (Konig et al., 2024; Donitsa-Schmidt, 2024).

The ability of tutors to create effective educational opportunities is closely tied to their levels of motivation, which determines their willingness to innovate, invest effort and sustain commitment despite faced challenges. Where tutors are well-motivated, they will design responsive pedagogies, integrate technology and inspire teacher trainees to embrace best practices, thereby improving the quality of the teaching and learning process (Mills et al., 2024; Sok & Heng, 2024). Conversely, when motivation is lacking, tutors may struggle with low morale and reduced research productivity, which compromises the preparation of competent teachers.

Motivational strategies, both intrinsic and extrinsic, have been recognized as essential drivers of staff performance in educational institutions (Mahimbo & Mtamike, 2025). These include structured goal-setting, financial and non-financial rewards, professional development opportunities, recognition systems, inclusive work environments and institutional feedback mechanisms (Iwu et al., 2018; Manalo et al., 2020; Moreen et al. 2025).

In the context of TTIs, tutor performance refers to the demonstrated ability of educators to effectively prepare future teachers through quality instruction, mentorship, curriculum delivery, research productivity and professional engagement. When tutors are adequately motivated, their capacity to deliver meaningful learning experiences, adapt to pedagogical innovations and remain committed to institutional goals is significantly enhanced.

Studies have shown that financial incentives can boost performance by aligning personal goals with institutional expectations (Serdyukov, 2017; Manalo et al., 2020; Gao et al., 2025). However, motivation is not solely material; psychological needs, such as autonomy, competence, and relatedness—outlined in Self-

Determination Theory (Ryan & Deci, 2000)—also play a vital role. Furthermore, Herzberg's Two-Factor Theory emphasizes the importance of both hygiene factors (such as salary and work conditions) and motivators (such as recognition and achievement) in sustaining employee satisfaction and productivity.

Global studies from North America, Europe and Asia (Lopez, 2021; Guler, 2024) have highlighted that while many motivational strategies improve teacher outcomes, their effectiveness depends on institutional culture and socio-economic context. In Sub-Saharan Africa, studies by Adedeji and Olaniyan (2011) and Nwogbaga et al. (2022) reveal systemic challenges, such as inadequate remuneration, poor career growth structures and limited institutional support, which undermine staff morale and retention (Gao et al., 2025; Elamalki et al., 2024).

In Uganda, research has largely focused on motivation and performance at primary and secondary school levels. For instance, Tumwesigye (2022) demonstrated that teacher motivation significantly shapes learners' performance in primary schools while Odama et al. (2025) linked leadership styles in primary education to overall school quality in Gulu City. Similarly, recent studies at the secondary school level emphasized the relationship between teacher motivation and performance outcomes. For instance, Mbabazi et al. (2025) highlighted the role of output planning, monitoring and review in enhancing job performance; their complementary work stressed the impact of effective appraisal policies in motivating teachers. Aja et al. (2025) explored how psychological patterns influence performance in secondary schools while Muhamad et al. (2024) underscored the importance of non-monetary intangible rewards in sustaining teacher effectiveness. The literature review indicates that limited studies have specifically targeted TTIs, which remains critical in shaping the next generation of teachers. The lack of empirical insight into how motivational strategies influence the tutor performance in TTIs, especially in rural or under-resourced areas like Eastern Uganda, represents a significant gap in educational research and policy. This study therefore investigated motivational strategies and their impact on tutor performance in selected Teacher Training Institutions in Eastern Uganda.

Theoretical Framework

This study adopted an eclectic theoretical framework that integrates Herzberg's Two-Factor Theory (Herzberg, 1959), Expectancy Theory (Vroom, 1964) and Self-Determination Theory (Deci & Ryan, 1985) to analyze the influence of motivational strategies on tutor performance within TTIs.

Herzberg's Two-Factor Theory has distinguished between hygiene factors, such as salary, institutional culture and working conditions, and motivators like recognition, job enrichment and professional growth. While hygiene factors prevent dissatisfaction, motivators promote job satisfaction and productivity. This theory has been particularly useful in framing how structural supports and institutional incentives affect tutors' morale, commitment and instructional performance. It addressed the study problem by explaining why, despite the presence of basic provisions, tutor performance may still suffer if deeper motivational drivers are absent.

Expectancy Theory (Vroom, 1964) posited that motivation depends on an individual's belief that effort leads to performance and performance leads to valued outcomes. Within the context of TTIs, this theory illuminates how tutors' willingness to invest effort is influenced by their perception of reward fairness, institutional transparency and personal efficacy. It addressed the study problem by clarifying the cognitive processes that underpin tutors' motivation to engage actively and perform well, especially in environments where incentives may be inconsistent or unclear.

Self-Determination Theory (Deci & Ryan, 1985) emphasizes that intrinsic motivation arises when psychological needs for autonomy, competence and relatedness are met. This theory contributed to the understanding of how non-material factors, such as trust, participation in decision-making and collegial support, sustain long-term motivation among tutors. It addressed the study problem by offering insight into how internal fulfillment, rather than external inducements alone, shapes consistent and meaningful performance in the teacher education context.

Together, the three theories provide a multi-layered lens through which the complex relationship between motivational strategies

and tutor performance has been examined. They have enabled the study to capture not only the structural and cognitive dimensions of motivation, but also its emotional and psychological underpinnings, thereby offering a comprehensive approach to diagnosing and improving tutor performance in TTIs.

Methodology

Design

This study adopted a multiple-case study design to investigate participants' perspectives, emphasizing an in-depth exploration of contextual dynamics. Conducted within the natural settings of teacher training institutions in eastern Uganda, the study sought to generate rich and comprehensive insights (Dzogovic & Bajrami, 2023; Masagazi, 2022; Creswell et al., 2023).

Population and Sampling

The study targeted key stakeholders in TTIs, specifically Core Primary Teacher Colleges (PTCs) in Eastern Uganda. The population comprised principals, deputy principals, members of Boards of Governors (BOG) and tutors directly involved in pre-service teacher training. A total of 66 participants took part in the study, including 3 principals, 6 deputy principals, 12 BOG members and 45 tutors drawn from the three Core PTCs. A purposive sampling technique was employed to select both the institutions and participants, based on their roles, experience, and relevance to the study objectives. This approach enabled the researchers to obtain rich, context-specific insights into how motivational strategies influence tutor performance (Ahmad & Wilkins, 2024; Dworkin, 2024).

Instruments

This study utilized individual interviews and Focus Group Discussions (FGDs), guided by structured interview protocols, to facilitate an in-depth exploration of the research objectives (Tomoaia-Cotisel et al., 2024). This method complemented the researcher's note-taking efforts, providing a complete and accurate audio record of the conversations.

Validity and Reliability

Credibility was reinforced through member checking, where some participants verified the interpretation of the data. Dependability was ensured through data triangulation, the use of interviews and FGDs. Transferability was

ensured through thick descriptions of the study findings, allowing readers to transfer the findings's implications to similar contexts. These measures upheld the rigor, coherence and integrity of the research process (Enworo, 2023; Cloutier & Ravasi, 2021; Lincoln & Guba, 1985).

Analysis of Data

Data was systematically analyzed through coding, resulting in the identification of themes and thematic categories as recommended by literature (Kanygin & Koretckaia, 2021, p. 317; Sharma et al., 2024). Relevant data categories were delineated and relationships among these categories were examined to identify significant patterns and insights as recommended by Gamielien et al. (2023). A meticulous filtering process at the data-phrase level ensured the inclusion of only pertinent information. The findings were reported verbatim to preserve the integrity and authenticity of participants' perspectives

Ethical Considerations

Given the involvement of tutors and administrators from TTIs as integral human subjects in this study, ethical approval was meticulously sought and obtained. The Uganda Christian University Research Ethics Committee (UCUREC) and the Uganda National Council for Science and Technology (UNCST) provided ethical clearance. In addition, permissions were secured from the authorities of the respective TTIs. Informed consent was also obtained from individual participants, ensuring their voluntary participation in the study and adherence to ethical research standards.

Results and Discussion

This section presents the study's findings, organized according to emerging themes. Thematic structuring is aligned with the guiding research question.

Research Question: How do the motivation strategies affect the performance of tutors in teacher training institutions in Eastern Uganda?

Goal Setting and Positive Reinforcement

The study revealed that clear and attainable goal setting plays a critical role in shaping tutor performance in TTIs. Participant P6TA emphasized that such goals not only offer clarity in daily responsibilities but also serve as a guiding framework for success: "Setting

attainable goals makes it easy for me to perform my roles, providing a clear road map for success and enhancing overall performance. Through implementing planned activities well, to avoid negative impacts, ensuring that the goals contribute positively to this college."

Tutors reported that well-defined goals provided direction and structure, enabling them to focus their efforts and align with institutional priorities. Beyond individual clarity, participants also noted that setting shared goals fostered *healthy professional competition*, motivating tutors to strive for excellence in their instructional delivery.

These findings are well-supported by the Self-Determination Theory, which highlights the importance of *autonomy*, *competence* and *relatedness* in sustaining motivation (Deci et al., 2017). The ability to engage with clear, personalized and collaboratively developed goals empowered tutors to take ownership of their roles and perform with greater commitment and innovation.

Furthermore, participants valued the sense of freedom in executing their duties within the framework of established goals and fostering collaboration without unnecessary competition. A case in point, participant P5TA explored the impact of goal-setting on the autonomy of tutors within the college. It "provides freedom in executing duties, promoting a collaborative environment where tutors can work without stepping on each other's toes."

The findings above highlight the influence of clear and attainable goals on role definition, allowing tutors to understand their responsibilities, preventing overlap and fostering collaboration. This aligns with the autonomy aspect of self-determination theory, as tutors feel free to execute their duties within the framework of established goals without unnecessary competition (Moore et al., 2020). The focus on goal setting that boosts morale and commitment ties into competence as tutors experience a sense of mastery and effectiveness in achieving objectives. Lastly, the emphasis on collaboration without competition enhances relatedness, promoting a supportive and connected work environment (Gilal et al., 2020; Autin et al., 2021).

policy at the college could improve tutor commitment. Participants emphasized the

importance of open communication channels. This free flow of information was seen as fostering a culture of trust and collaboration among tutors. Additionally, some tutors advocated for a culture of peer observation, where the tutors could observe each other's classes and provide constructive feedback. This focus on continuous improvement and sharing best practices was viewed as enhancing commitment to teaching excellence. Overall, the findings suggested that an open-door policy that prioritizes open communication and collaboration contributes to a more positive and supportive work environment, ultimately strengthening tutor commitment to their roles.

Effective Communication Channels

The findings revealed that establishing open and structured communication channels is essential for enhancing tutor motivation and professional performance. Participants emphasized the role of regular meetings and peer interaction in fostering a collaborative institutional culture. As noted by participant P1TC, "Establish regular meetings where tutors can openly discuss academic concerns, share best practices and receive feedback from administrators ensures that information flows freely and fosters a culture of open communication.

Such communication platforms not only address academic challenges but also nurture a sense of professional belonging. This is particularly relevant within the framework of the Self-Determination Theory, which identifies *relatedness* as a core psychological need (Ryan & Deci, 2019). When tutors are provided with spaces to engage in open dialogue and mutual feedback, they experience increased trust and interpersonal support. In addition, peer observation was described as a driver of continuous improvement. P5TA, reported "a culture of peer observations, where tutors observe each other's classes and provide constructive feedback. This promotes a continuous improvement mindset and a commitment to excellence in teaching." This practice reinforces competence—another SDT construct—by supporting tutors' pursuit of growth (Ntoumanis et al., 2020; Howard et al., 2020). It also reflects the role of intrinsic motivation through an opportunity for self-reflection, innovation and performance refinement.

Performance-Based Bonuses

In the study, participant P1TB discussed how performance-based bonuses positively impacted their working morale. The participant felt that linking exceptional performance to financial rewards provided a sense of recognition and value, motivating tutors to strive for excellence in their teaching and training efforts: "Knowing that my exceptional performance is directly linked to financial bonuses creates a sense of recognition and value. It motivates me to consistently strive for excellence in my teaching and training efforts." According to Manalo et al., (2020), teachers' intrinsic motivation stems from their love for the profession and enjoyment of their students while their extrinsic motivation is driven by compensation and continuous learning. These findings are further aligned with the assertions of Frimin and Sikawa (2023) and Nguyen et al., (2023), who highlight the role of both intrinsic and extrinsic factors in motivating teachers to excel in their work.

Synonymous with the above, the expectancy Theory, developed by Victor Vroom, explains motivation as a function of three elements: Expectancy (belief that effort leads to performance), Instrumentality (belief that performance leads to rewards) and Valence (value placed on the reward). In the study, tutors are motivated by performance-based bonuses, which act as an extrinsic reward (Israfilov et al. 2020). They believe that their efforts will result in improved performance (Expectancy), that their performance will lead to financial recognition (Instrumentality) and that the bonuses are valuable (Valence) (Liang & Bautista 2021). The desire for financial recognition reinforces their motivation by validating their skills and enhancing performance. Expectancy Theory effectively captures this dynamic, showing how the expectation of rewards drives motivation and performance (Liang & Bautista 2021).

This sense of recognition was further emphasized by the importance placed on professional development opportunities. Tutors valued the opportunity to attend conferences and workshops sponsored by the institution as it demonstrated the institution's commitment to their continuous learning and growth. Similarly, tutors appreciated the prospect of career advancement linked to high performance and

dedication. The potential for career progression instilled a sense of purpose and motivated them to strive for excellence (Hur 2018). Finally, support for obtaining additional qualifications to tutors was viewed as a sign that the institution valued keeping tutor skills current and relevant. This recognition served to boost morale by demonstrating the institution's investment in their professional development.

Professional Development Opportunities

Participants P8TC, P13TB and P4TB emphasized how professional development opportunities positively affected their working morale. Tutor P8TC specifically highlighted that attending conferences and workshops not only enhanced their skills but also made them feel valued and invested in by the institution:

The opportunity to attend conferences and workshops supported by the institution not only enhances my professional skills but also signals that the institution values my continuous learning. This contributes to a positive morale, as I feel invested in and supported in my growth.

One interviewee (P13TB) further noted that recognizing and rewarding commitment and high performance with career advancement opportunities significantly elevated their morale. The participant felt that such recognition reflected a long-term investment in their professional development: "Knowing that the institution recognizes and rewards commitment and high performance with career advancement opportunities instills a sense of career progression. This can significantly elevate morale, as it reflects long-term investment in my professional development."

The institution's support for tutors to attend conferences and workshops and gain additional qualifications resonates with the Herzberg's motivators of growth and advancement (Hur 2018). These opportunities contribute to a sense of achievement and professional development, further enhancing job satisfaction. According to Herzberg et al. (1959), factors that lead to job satisfaction, such as recognition, career advancement and professional growth opportunities, are referred to as motivators. These motivators drive employees toward improved performance and satisfaction (Peramatzis & Galanakis 2022; Viray & Velasquez-Fajanela 2023). The institution's investment in tutors' continuous

learning and skills development boosts morale, which aligns with Herzberg's two Factor theory view that intrinsic factors (like professional recognition and development) contribute significantly to motivation and satisfaction (Toytok & Acar 2021; Koncar et al., 2022).

Recognition and Awards

Recognition and awards in fostering tutor morale was highlighted in the study. Tutors expressed that receiving public acknowledgment or awards for their achievements significantly boosted their morale. The findings are consistent with Chaudhry et al. (2020), who argued that supervisors should recognize excellent work and acknowledge accomplishments and professional milestones of teachers. Furthermore, supervisors need to appreciate the outstanding work of instructors and publicly commend their efforts. This recognition instilled a sense of pride and accomplishment, confirming the value their contributions held.

In addition, tutors appreciated being recognized for their long-term service and commitment to their institutions. This observation echoes the findings of Toytok and Acar (2021), who reported that formal recognition of teachers' dedication, loyalty and years of service fosters a deeper emotional attachment to their institutions. According to these authors, recognition functions as an intrinsic motivator that enhances organizational commitment and long-term satisfaction among the educators. When tutors' efforts and longevity are acknowledged through awards, certificates or verbal appreciation, it reinforces their sense of belonging and purpose within the institution.

Furthermore, P7TA reported, "receiving awards or public acknowledgment for outstanding achievements provides a tremendous boost to morale. It fosters a sense of pride and accomplishment, reinforcing that my contributions are valued by the institution and peers."

Additionally, the findings highlighted that being recognized and rewarded for long-term service created a strong sense of loyalty and belonging among the tutors. This acknowledgment of their time and effort invested in the institution was seen as a key factor in fostering a positive and enduring morale as revealed by P13TC: "Being

recognized and rewarded for long-term service creates a sense of loyalty and belonging. It acknowledges the investment of time and effort in the institution, fostering a positive and enduring morale.”

Consistent with the above, Herzberg's Two-Factor Theory distinguishes between motivators (factors that lead to job satisfaction) and hygiene factors (factors that can cause dissatisfaction if absent but do not necessarily motivate when present). In the context of the study results, recognition and awards are clear examples of motivators as they provide tutors with a sense of accomplishment and pride, directly boosting their morale (Viray & Velasquez-Fajanela 2023; Sankaran et al., 2023). According to Herzberg et al. (1959), recognition is a key motivator that fosters job satisfaction by affirming the value of employees' contributions. The public acknowledgment of achievements as well as the recognition of long-term service, resonates with the idea that intrinsic motivators like recognition and respect from supervisors enhance employees' commitment and loyalty to the institution (Toytok & Acar 2021).

Tutors expressed that institutional support for their research, through funding and other resources, signaled commitment to academic excellence. This sense of backing fostered a sense of purpose and pride in their contributions to the scholarly community, ultimately boosting their morale. Furthermore, tutors valued incentives related to collaborative projects and grants. These opportunities allowed them to work with colleagues on meaningful initiatives, fostering a sense of teamwork and shared accomplishment. This collaborative environment positively impacted morale by creating a sense of belonging and shared purpose. These findings imply that incorporating research and publication support, including incentives for collaboration, into incentive programs significantly enhances morale. This particular finding aligns well with Self-Determination Theory, which emphasizes the importance of supporting intrinsic motivation through autonomy, competence and relatedness (Gilal et al., 2020).

In this context, the institutional support, such as funding for research and resources for collaborative projects aligns with the SDT's focus on fulfilling individuals' psychological

needs for competence and relatedness. In SDT, competence is supported when individuals feel skilled and effective in their roles as when tutors receive research funding and resources, signaling a belief in their capability to contribute valuable work (Gilal et al., 2019). This institutional backing fosters pride and a sense of purpose, fulfilling the need for competence. Relatedness is also reinforced here, as the opportunities for collaboration allow tutors to connect with colleagues, cultivating a sense of belonging and shared goals. The nurturing of social bonds and team involvement enhances morale and encourages sustained commitment to institutional goals as tutors feel valued and part of a cohesive academic community (Ryan & Deci, 2017).

Networking and Professional Communities

Findings highlighted the value of networking and professional communities. These opportunities allowed tutors to share insights, learn from colleagues and stay updated on educational trends, ultimately leading to more effective teaching strategies. Furthermore, positive environments fostered a sense of ethical and moral support. Knowing that there was a system in place to address ethical concerns allowed tutors to navigate challenging situations with confidence, ensuring positive service delivery. Furthermore, tutors explained how positive environments, characterized by supportive colleagues, effective communication and a culture of appreciation, significantly impacted their motivation and job satisfaction. This, in turn, translated into a more enthusiastic and dedicated approach to delivering high-quality service to students. In essence, these findings suggest that fostering a collaborative and supportive work environment is crucial for enhancing the tutor service delivery within teacher training institutions in eastern Uganda. Participant P1TB reported, “A positive working environment promotes networking and engagement with professional communities. This exposure allows me to share insights, learn from peers and stay connected to broader educational trends, positively influencing my teaching strategies.”

Self-Determination Theory aligns well with the motivational impact described in the above discussed arguments as it highlights the importance of professional networking, ethical support and a positive work culture in fulfilling

tutors' intrinsic psychological needs for autonomy, competence and relatedness (Ryan & Deci 2019). These elements create an environment where tutors feel motivated and capable, ultimately enhancing their commitment to quality service delivery.

Additionally, the SDT's principle of relatedness is particularly relevant here, as professional communities and networking opportunities enable tutors to connect with colleagues, share ideas and stay informed about current educational practices (Kanat-Maymon et al., 2020). This connection helps tutors feel part of a collaborative professional community, which fosters mutual support and ongoing professional development. Additionally, the ethical support systems described fulfill the need for competence by providing tutors with the resources to handle difficult situations confidently, ensuring they can uphold professional standards (Moore et al., 2020). Lastly, a culture of appreciation and supportive communication in the workplace satisfies tutors' need for autonomy and job satisfaction by allowing them to feel valued and respected for their contributions, ultimately reinforcing their dedication to high-quality service.

Institutional Feedback Mechanisms

The study revealed that institutional feedback mechanisms played a crucial role in enhancing tutors' professional growth and instructional effectiveness. Participants emphasized that structured and consistent feedback from supervisors and administrators enabled them to reflect on their teaching methods and continuously improve their performance. For example, participant P13TC remarked, "An institution that values feedback and provides structured mechanisms allows continuous improvement. Regular feedback on teaching methods, curriculum and overall performance helps me refine my approaches and deliver more effective service." This response illustrates how constructive feedback served as a catalyst for reflection, professional learning and improved teaching practice.

Tutors noted that receiving periodic evaluations of their instructional performance helped them identify strengths, address areas for improvement and adapt appropriate pedagogical approaches to better meet institutional goals. The existence of formal feedback channels created a sense of

accountability and ownership, reinforcing a culture of openness and professional dialogue. This finding aligns with Xing et al. (2021) and Warrilow et al. (2020), who argue that feedback from supervisors enhances teachers' instructional strategies and fosters collaboration. Similarly, Lee et al. (2021) observed that timely and constructive feedback strengthens teachers' confidence and professional competence, particularly when it is participatory and oriented toward development rather than evaluation alone.

Overall, the study concludes that institutional feedback mechanisms contribute significantly to a positive organizational climate by enhancing continuous improvement, shared learning and professional trust among tutors. When feedback processes are structured, transparent and supportive, they promote self-reflection, intrinsic motivation and sustained performance. In this regard, the findings resonate with Self-Determination Theory (Deci & Ryan, 1985), which posits that constructive feedback enhances individuals' sense of competence and autonomy, thereby fostering intrinsic motivation and long-term engagement within educational institutions.

Access to Teaching Resources

The study revealed that access to innovative teaching tools and resources played a significant role in enhancing the tutors' instructional effectiveness and engagement. Participants emphasized that the integration of technology in teaching enabled them to adopt more interactive pedagogical approaches, stimulate learner participation and remain abreast of emerging educational practices. Participant P14TB noted, "A positive working environment that embraces technology integration provides access to innovative teaching tools and resources. This enables me, as a tutor, to leverage technology to enhance instructional methods, engage students and stay current with educational advancements." Such access not only improved tutors' capacity to deliver content effectively but also enriched the overall learning experience for students.

Tutors also appreciated the availability of well-equipped physical facilities that supported technology-based teaching. Comfortable classrooms, functional laboratories and resourceful libraries created an enabling environment that complemented the effective

use of digital resources. As one participant explained, well-designed physical spaces contributed to a positive teaching atmosphere by fostering concentration, creativity and efficient use of instructional tools. These infrastructural provisions collectively enhanced both teaching and learning outcomes within the institutions.

These findings align with Herzberg's Two-Factor Theory, which distinguishes between motivators that enhance satisfaction and hygiene factors that prevent dissatisfaction. In this context, access to technological tools and conducive physical facilities functioned as hygiene factors that while not inherently motivational, provided the essential foundation for tutors to perform effectively. When such resources are available and reliable, tutors experience greater job satisfaction, reduced frustration and increased confidence in their instructional delivery (Kotni et al., 2021). Consequently, institutions that invest in technological integration and resourceful learning environments enable tutors to focus on pedagogy and innovation, thereby strengthening both their motivation and teaching performance.

Career Advancement Opportunities

The study revealed that career advancement opportunities served as a major source of motivation and engagement for tutors. Participants consistently emphasized that having clear and attainable pathways for professional growth enhanced their sense of purpose, confidence, and commitment to their work. For instance, participant P1TA stated, "Knowing that there are clear pathways for career advancement creates a sense of purpose and motivation. This motivation translates into increased engagement with my teaching responsibilities as I am working towards professional growth and development." Tutors viewed promotion prospects, participation in leadership roles and involvement in decision-making processes as recognition of their competence, which strengthened their intrinsic motivation and alignment with institutional goals.

Tutors also highlighted that career advancement often came with access to professional development opportunities, such as workshops, conferences and advanced training. These activities enabled them to

expand their knowledge, refine teaching methods and enhance classroom performance. As P8TA explained, "Career advancement opportunities signal that the institution values and rewards excellence. In response, I am more likely to strive for excellence in my teaching practices, curriculum development and overall contribution to the institution." This finding supports Gore et al. (2017), who noted that professional advancement and leadership experiences enhance teachers' confidence and collaborative engagement. Similarly, Iqbal et al. (2020) observed that when institutions invest in employees' development, staff reciprocate through increased job engagement and improved performance outcomes.

Furthermore, the study found that career advancement exposed tutors to professional networking opportunities, enabling them to interact with peers, researchers, and educational experts. These engagements expanded their perspectives, fostered collaboration, and promoted the exchange of best practices, all of which contributed to improved instructional quality. In line with Expectancy Theory (Yang & Mindrila, 2020; Liang & Bautista, 2021), tutors perceived professional growth and networking as instrumental to achieving valued outcomes, such as recognition, expertise and career progression. This belief that effort and engagement lead to advancement motivated them to participate actively in continuous learning and institutional initiatives.

Conclusions and Recommendations

Conclusions

Based on the findings, the study concludes that motivation is a key driver of tutor performance and professional engagement in various ways. For instance, clear and attainable goal-setting frameworks strengthened accountability, focus and autonomy, which enabled the tutors to align personal effort with institutional objectives. Effective communication channels enhanced collaboration, openness and trust, thus creating an environment that supports shared learning and continuous improvement. Just as linking performance with tangible incentives reinforced a sense of value and inspired excellence, transparent rewards fostered commitment and cooperation.

Recognition and awards emerged as powerful tools that enhanced morale and loyalty by affirming tutors' contributions and service. While constructive feedback mechanisms supported professional reflection, enabling tutors to refine their teaching practices and maintain high standards, access to innovative teaching tools and supportive facilities played an essential role in fostering job satisfaction and effective instruction.

Finally, participation in professional networks strengthened collaboration and shared learning, enriching tutors' experiences and promoting institutional growth. Therefore, motivational strategies influenced tutors' performance in a positive way.

Recommendations

The study recommends that Teacher training Institutions institutionalize participatory goal-setting systems, open communication channels and transparent reward frameworks.

Expanding professional development programs, recognition schemes and clear career progression pathways is essential for sustaining motivation.

The institutions should also invest in technology, improved feedback systems and collaborative platforms to enhance teaching effectiveness and professional fulfillment. Collectively, these measures will strengthen the tutor performance and ensure continuous improvement in the Uganda's teacher training sector.

References

Adedeji, S. O. and Olaniyan, O. (2011). Improving the conditions of teachers and teaching in rural schools across African countries (pp. 1-89). Addis Ababa: Unesco-licba.

Ahmad, M. and Wilkins, S. (2024). Purposive sampling in qualitative research: a framework for the entire journey. *Quality & Quantity*, 1-19.

Aja, L., Odhine, I. S., Muhammad, T. and Lubega, M. (2025). Students' psychological patterns and academic performance in public secondary schools in Kazo District, Uganda: A quantitative analysis. *BMC Psychology*, 13(1), 920.

Autin, K. L., Shelton, A. J., Diaz Tapia, W. A., Garcia, R. G. and Cadenas, G. A. (2021).

Testing psychology of working theory among Spanish-speaking Latinx workers in the US. *Journal of Career Assessment*, 29(3), 379-395.

Chaudhry, A. Q., Munawar, S. and Sittar, K. (2020). Role of Principals' Motivational Strategies and Performance of Elementary Schools Teachers Regarding their Academic Qualification. *Journal of Elementary Education*, 29(2), 109-120.

Cloutier, C. and Ravasi, D. (2021). Using tables to enhance trustworthiness in qualitative research. *Strategic Organization*, 19(1), 113-133.

<https://doi.org/10.1177/1476127020979329>.

Creswell, J. W. and Plano Clark, V. L. (2023). Revisiting mixed methods research designs twenty years later. *Handbook of mixed methods research designs*, 21-36.

Deci, E. L. and Ryan, R. M. (1985). The general causality orientations scale: Self-determination in personality. *Journal of research in personality*, 19(2), 109-134.

Deci, E. L., Olafsen, A. H. and Ryan, R. M. (2017). Self-determination theory in work organizations: The state of a science. *Annual review of organizational psychology and organizational behavior*, 4, 19-43.

Donitsa-Schmidt, S. (2024). Teacher education in Israel: A fifty-year journey (1974-2024). *Journal of Education for Teaching*, 50(5), 816-833. <https://doi.org/10.1080/02607476.2024.2411963>.

Dworkin, S. L. (2024). Sample size in qualitative research using in-depth interviews: A view from the associate editor 12 years later. *Archives of Sexual Behavior*, 53(10), 3701-3704.

Dzogovic, S. A. and Bajrami, V. (2023). Qualitative research methods in Science and Higher education. *Journal Human Research in Rehabilitation*, 13(1), 156-166.

Elamalki, D., Kaddar, A. and Beniich, N. (2024). Impact of motivation on the job performance of public sector employees: The case of Morocco. *Future Business Journal*, 10(1), 53.

Enworo, O. C. (2023). Application of Guba and Lincoln's parallel criteria to assess trustworthiness of qualitative research on indigenous social protection

- systems. *Qualitative research journal*, 23(4), 372-384.
- Frimin, H. S. and Sikawa, G. Y. (2023). Monetary rewards and work commitment among teachers in rural public secondary schools in rombo district, Tanzania. *Journal of Management and Science*, 13(2), 32-37.
- Gamielien, Y., Case, J. M. and Katz, A. (2023). Advancing qualitative analysis: An exploration of the potential of generative AI and NLP in thematic coding. Available at SSRN 4487768.
- Gao, Z., Hu, G., Akram, S., Ul Hassan, M., Shahzad, M. F. and Jan, S. A. (2025). Comparative analysis of managerial strategies for enhancing teacher motivation in public and private schools. *Scientific Reports*, 15(1), 6272.
- Gilal, F. G., Zhang, J., Gilal, R. G. and Gilal, N. G. (2020). Integrating intrinsic motivation into the relationship between product design and brand attachment: A cross-cultural investigation based on self-determination theory. *European Journal of International Management*, 14(1), 1-27. <https://doi.org/10.1504/EJIM.2019.10018089>.
- Gilal, F. G., Zhang, J., Paul, J. and Gilal, N. G. (2019). The role of self-determination theory in marketing science: An integrative review and agenda for research. *European Management Journal*, 37(1), 29-44.
- Gore, J., Lloyd, A., Smith, M., Bowe, J., Ellis, H. and Lubans, D. (2017). Effects of professional development on the quality of teaching: Results from a randomised controlled trial of Quality Teaching Rounds. *Teaching and teacher education*, 68, 99-113.
- Guler, N. (2024). Global competency for teacher educators: exploring the needs of teacher education faculty in a professional development project. *Teacher Development*, 1-19.
- Herzberg, F., Mausner, B. and Snyderman, B. B. (1959). *The Motivation to Work*. New York: John Wiley & Sons.
- Howard, J., Huang, A., Li, Z., Tufekci, Z., Zimal, V., van der Westhuizen, H. M., ... and Rimoin, A. W. (2020). Face masks against COVID-19: an evidence review.
- Hur, Y. (2018). Testing Herzberg's two-factor theory of motivation in the public sector: is it applicable to public managers. *Public Organization Review*, 18(3), 329-343.
- Iqbal, N., Khan, M. M., Mohmand, Y. T. and Mujtaba, B. G. (2020). The impact of in-service training and motivation on job performance of technical & vocational education teachers: Role of person-job fit. *Public Organization Review*, 20, 529-548.
- Israfilov, N., Borisova, O., Kartashova, O., Davydova, N., Biserova, G. and Gryaznukhin, A. (2020). Motivation and Employee Effectiveness in Online Learning Environments: Leadership Strategies of New Generation and Emotional Intellect. *International Journal of Emerging Technologies in Learning (iJET)*, 15(9), 258-279.
- Iwu, C. G., Ezeuduji, I. O., Iwu, I. C., Ikebuaku, K. and Tengah, R. (2018). Achieving quality education by understanding teacher job satisfaction determinants. *Social Sciences*, 7(25), 1-13.
- Kanygin, G. and Koretckaia, V. (2021). Analytical coding: Performing qualitative data analysis based on programming principles. *The Qualitative Report*, 26(2), 316-333.
- Koncar, P., Santos, T., Strohmaier, M. and Helic, D. (2022). On the application of the Two-Factor Theory to online employer reviews. *Journal of Data, Information and Management*, 4(1), 1-23.
- Konig, J., Heine, S., Kramer, C., Weyers, J., Becker-Mrotzek, M., Großschedl, J., Hanisch, C., Hanke, P., Hennemann, T., Jost, J., Kaspar, K., Rott, B. and Straub, S. (2024). Teacher education effectiveness as an emerging research paradigm: A synthesis of reviews of empirical studies published over three decades (1993-2023). *Journal of Curriculum Studies*, 56(4), 371-391. <https://doi.org/10.1080/00220272.2023.2268702>.
- Konig, J., Heine, S., Kramer, C., Weyers, J., Becker-Mrotzek, M., Großschedl, J., Kotni, V. V., Karumuri, V. and Balaram, M. (2021). A study on Herzberg's two-factor theory of motivation and its influence on job satisfaction. *International Journal of Management (IJM)*, 12(3), 45-54.
- Hanisch, C., Hanke, P., Hennemann, T., Jost, J., Kaspar, K., Rott, B. and Straub, S. (2024). Teacher education effectiveness as an emerging research paradigm: A synthesis of

- reviews of empirical studies published over three decades (1993–2023). *Journal of Curriculum Studies*, 56(4), 371–391. <https://doi.org/10.1080/00220272.2023.2268702>.
- Lee, W. R., Choi, S. B. and Kang, S. W. (2021). How leaders' positive feedback influences employees' innovative behavior: The mediating role of voice behavior and job autonomy. *Sustainability*, 13(4), 1901.
- Liang, X. and Bautista, O. O. (2021). Analysis on the difference of college teachers' professional pressure and strategies to improve teachers' mental health under the expectancy theory. *Work*, 69(2), 543-557.
- Lincoln, Y. and Guba. E. (1985). *Naturalistic inquiry*. Beverly Hills. CA: Sage.
- Lopez, J. M. T. (2021). Concept of education: Confluence of definition criteria, temporary formative orientation and common activity as core content of its meaning. *Revista Boletín Redipe*, 10(1), 28-77.
- Mahimbo, A. and Mtamike, S. (2025). The impact of intrinsic and extrinsic motivation on job performance in Tanzania's public sector. *Journal of International Trade, Logistics & Law*, 11(1).
- Manalo, R. A., de Castro, B. and Uy, C. (2020). The mediating role of job satisfaction on the effect of motivation to organizational commitment and work engagement of private secondary high school teachers in Metro-Manila. *Review of Integrative Business and Economics Research*, 9, 133-159.
- Masagazi J.Y. (2022). "Managing Burnout Among Teaching Staff at Private Universities in Uganda: A Case Study. *International Journal of Educational Development in Africa*. 7(1):1-33 <https://doi.org/10.25159/2312-3540/10233>.
- Mbabazi, A., Muhammad, T., Bagiwa, Z. L. and Aja, L. (2025). Enhancing teacher performance and motivation through effective appraisal policies: Evidence-based recommendations for improving educational outcomes in secondary schools in Uganda. *F1000Research*, 14, 826.
- Mills, M., van Leent, L., Bourke, T., Wood, C., White, S., Readette, M. and Mills, R. (2024). Teacher shortages: A social justice perspective on an Australian teacher education policy. *Teaching Education*, 1-17.
- Moreen, J. T., Letangule, L., Chirchir, K. M. and Sylvia, C. T. (2025). Extrinsic motivation and employee performance among law enforcement personnel. *European Journal of Human Resource Management Studies*, 9(1).
- Moore, M., Dickson-Deane, C. and Galyen, K. (2020). Motivational factors and autonomy in higher education: Applying self-determination theory to teaching and tutoring contexts. *Journal of Educational Psychology Research*, 12(3), 211–225.
- Muhamad, A., Kiyangi, F. P. and Namugumya, E. (2024). Non-monetary intangible rewards and teacher performance in secondary schools in the central region of Uganda. *Journal of Research in Education and Technology*, 2(2), 39–50.
- Nguyen, T. D., Anglum, J. C. and Crouch, M. (2023). The effects of school finance reforms on teacher salary and turnover: Evidence from national data. *AERA Open*, 9, 23328584231174447.
- Ntoumanis, N., Ng, J. Y., Prestwich, A., Quested, E., Hancox, J. E., Thøgersen-Ntoumani, C., ... and Williams, G. C. (2020). A meta-analysis of self-determination theory-informed intervention studies in the health domain: effects on motivation, health behavior, physical, and psychological health. *Health psychology review*, 15(2), 214-244.
- Nwogbaga, D. M. E., Okorie, U. E. and Anyanwu, C. I. (2022). Systemic challenges affecting staff morale and retention in higher education institutions. *Journal of Educational Management and Policy Studies*, 14(2), 45–60.
- Odama, S., Alidri, A., Okumu, C. N. and Jensen, I. (2025). Educational leadership styles and quality of primary education in Gulu City, Northern Uganda. In *Transforming Higher Education for Community Development: Participatory Reflection on a Decade of Mutual Capacity-Building in Northern Uganda* (pp. 133–154).
- Peramatzis, G. and Galanakis, M. (2022). Herzberg's motivation theory in workplace. *Psychology*, 12(12), 971-978.
- Ryan, R. M. and Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary educational psychology*, 25(1), 54-67.

- Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. New York, NY: Guilford Press.
- Ryan, R. M. and Deci, E. L. (2019). Brick by brick: The origins, development, and future of self-determination theory. In *Advances in motivation science* 6, 111-156). Elsevier.
- Sankaran, S., Sankaran, K. and Bui, T. (2023). Student satisfaction with R vs. Excel in Data Mining and Business Analytics: A Herzberg's motivation-hygiene theory perspective. *Decision Sciences Journal of Innovative Education*, 21(2), 68-82.
- Serdyukov, P. (2017). Innovation in education: what works, what doesn't, and what to do about it?. *Journal of research in innovative teaching & learning*, 10(1), 4-33.
- Sharma, S. K., Mudgal, S. K., Gaur, R., Chaturvedi, J., Rulaniya, S. and Sharma, P. (2024). Navigating sample size estimation for qualitative research. *Journal of Medical Evidence*, 5(2), 133-139.
- Sok, S. and Heng, K. (2024). Research on teacher education and implications for improving the quality of teacher education in Cambodia. *International Journal of Professional Development, Learners and Learning*, 6(1), ep2401. <https://doi.org/10.30935/ijpdll/14042>.
- Tomoaia-Cotisel, A., Allen, S. D., Kim, H., Andersen, D. F., Qureshi, N. and Chalabi, Z. (2024). Are we there yet? Saturation analysis as a foundation for confidence in system dynamics modeling, applied to a conceptualization process using qualitative data. *System Dynamics Review*, e1781.
- Toytok, E. H. and Acar, A. (2021). Organizational policy in schools and the relation between Herzberg's Double Factor Hygiene-Motivation Theory: Organizational policy in schools. *International Journal of Curriculum and Instruction*, 13(1), 93-113.
- Tumwesigye, J. (2022). Level of teachers' motivation and learners' performance in primary schools in Kayunga District, Uganda. *IJARIE*, 8(6), 1400-1407.
- Viray, R. A. B. and Velasquez-Fajanela, J. V. (2023). The Perennial Exit of Teachers from Alaska and the Inadequacy of Herzberg Theory: A Follow-Up Qualitative Study. *International Journal of Educational Methodology*, 9(3), 509-524.
- Vroom, V. H. (1964). *Work and motivation*. John Willey & Sons.
- Warrilow, G. D., Johnson, D. A. and Eagle, L. M. (2020). The effects of feedback modality on performance. *Journal of Organizational Behavior Management*, 40(3-4), 233-248.
- Xing, L., Sun, J. M. and Jepsen, D. (2021). Feeling shame in the workplace: examining negative feedback as an antecedent and performance and well-being as consequences. *Journal of Organizational Behavior*, 42(9), 1244-1260.
- Yang, Y. and Mindrila, D. (2020). Probing the underlying structure of modern expectancy-value theory in multicultural education: A Bayesian exploratory factor analysis. *International Journal of Educational Psychology*, 9(1), 55-81.