

Relationship between school working environment and teachers' motivation in private secondary schools of Wakiso district, Uganda

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Motivation has become a serious issue among teachers, the study was on school working environment and its impact on teachers' motivation in private secondary schools of Wakiso District, Uganda. The study was descriptive employing a cross-sectional design approach in which both qualitative and quantitative data collection methods were used. A total of 132 teachers were randomly selected and 5 head teachers were purposively selected from the selected private secondary schools of Wakiso District. The study found out that there is a high level of teacher motivation in private secondary schools of Wakiso district with an overall aggregate mean of 3.01 as depicted by attendance to duty, time management and extended hours of work. The study established a positive relationship between motivation and school working environmental and factors with only interpersonal relationship being statistically significant at multiple regression analysis contributing to motivation by 0.378 times (p-value 0.000). The analysis showed that school working environmental factors explained 16.3% of the observed teacher motivation in selected private secondary schools of Wakiso District. The study recommends that, there is need to create a friendly interpersonal relationship between administrators and teachers, amongst teachers themselves and among teachers and their learners so as to provide a motivating working environment.

BACKGROUND OF THE STUDY

A global commitment to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” is clearly under threat due to un motivated teachers (Collie & Martin, 2017; Kim & Choi, 2018; UNESCO report, 2019; Gaite, Asiimwe, Emurugat & Mugenyi, 2023). Teacher motivation plays a great role in the education system and therefore a requirement for achieving quality education (Ekabu, 2018; Ndijuye, 2019; Asiimwe & Zuena, 2023; Emurugat, Gaite, Asiimwe & Mugenyi, 2023). Theories indicate that motivation stimulates teachers to work effectively towards fulfillment of their roles and responsibilities both in and outside the classroom and was in agreement with (Edge, Dapper, Stone-Jonson, Frayman, 2017; (Ekabu, 2018; Ndijuye, 2019; Asiimwe & Zuena, 2023; Emurugat, Gaite, Asiimwe & Mugenyi, 2023). Reduction of motivation and commitment of teachers leads to a negative result on the student's learning and most importantly puts the future of learners on stake (Collie & Martin, 2017; Kim & Choi, 2018; Gaite, Asiimwe, Emurugat & Mugenyi, 2023).

Baraka, Ngusi and Luicensi (2017), James (2018), UNNESCO (2019), Apiku & Asiimwe (2023), say that for teachers to realize the intended results they have to be driven to act in a way that enhances the attainment of teaching and learning objectives. Motivation helps teachers to behave in ways that indicate a strong willingness and desire to work evidenced by low absenteeism, extended hours of work, and making the best possible use of different abilities and skills of both teachers and learners (Collie & Martin, 2017; Kim & Choi, 2018; UNESCO report, 2019; Gaite, Asiimwe, Emurugat & Mugenyi, 2023). On the other hand, less motivated teachers have low levels of commitment and give learners less time or not. Baraka, Ngusi and Luicensi (2017), James (2018), UNNESCO (2019), Apiku & Asiimwe (2023), agree on the role of extrinsic or school related factors on teacher motivation in secondary schools. These factors include, good salaries, existence of an appraisal system, positive behavior of students, presence of a staffroom, friendly environment, living in a safe area, Promotions, Interesting work, sympathetic help with personal problems and appreciation of work done. Baraka, Ngusi and Luicensi (2017), James (2018), UNNESCO (2019), Apiku & Asiimwe (2023), indicate that with free accommodation, free meals, weekly duty allowances and extra teaching load allowances, advance payments in case of financial problems, leave of absence and free medical care can improve motivation in teachers.

Baraka, Ngusi and Luicensi (2017), James (2018), UNNESCO (2019), Apiku & Asiimwe (2023), argue that administrators should always endeavor to have highly motivated teachers who are actively engaged in teaching

and learning, open to new ideas and approaches, and committed to students and change over the lifetime of their teaching career. To achieve this, their study showed that schools should ensure that the school environment is conducive for teachers to ensure their motivation. This can be achieved by ensuring that there are adequate teaching and learning resources, good and timely payment of salaries and recognition among others (Collie & Martin, 2017; Kim & Choi, 2018; UNESCO report, 2019; Gaite, Asiimwe, Emurugat & Mugenyi, 2023).

In Africa, research has it that sizeable proportions of teachers have low levels of job satisfaction and are poorly motivated; learners are not well taught and thus don't receive minimal acceptable education. Most schooling systems therefore, are faced with teacher motivation crisis that are related to salary, advancement, achievement, recognition, responsibility, poor school facilities, among others which have far reaching consequences (Collie & Martin, 2017; Kim & Choi, 2018; UNESCO report, 2019; Gaite, Asiimwe, Emurugat & Mugenyi, 2023). According to the learning portal brief two of teacher motivation and incentives, improving the motivation and status of teachers generally improves teaching. (Asiimwe & Zuena, 2023). Research suggests that learners learn more in classrooms with highly dedicated and motivated teachers. It has been noted that both high- and low-income countries around the world face issues in both attracting and retaining quality teachers and this is largely due to poor motivation and incentive structure, (Collie & Martin, 2017; Kim & Choi, 2018; UNESCO report, 2019; Gaite, Asiimwe, Emurugat & Mugenyi, 2023). According to Baraka, Ngusi and Luicensi (2017), James (2018), UNNESCO (2019), Apiku & Asiimwe (2023), motivating teachers with proper incentives is key in achieving sustainable development goal targets.

In Uganda around 56% or more of teachers lack willingness to work due to poor institutional environment, around 71% due to lack of recognition, around 58% due to lack of career development opportunities while others are not motivated due to factors related to remuneration, accountability, work load and decision making, (Collie & Martin, 2017; Kim & Choi, 2018; UNESCO report, 2019; Gaite, Asiimwe, Emurugat & Mugenyi, 2023). The statistics indicate that teacher motivation is closely linked to school working environment conditions. Baraka, Ngusi and Luicensi (2017), James (2018), UNNESCO (2019), Apiku & Asiimwe (2023), content that, for teachers to realize the intended results they have to be motivated in order to attain the educational objectives. Motivation drives teachers to behave in ways that indicate a strong willingness and desire to work evidenced by low absenteeism, extended hours of work, and making the best possible use of different abilities and skills of both teachers and learners (Edge, Dapper, Stone-Jonson, Frayman. 2017; Zhou & Wu, 2022; Wanga & Zhang, 2022; Gaite, Tumwesigye, Asiimwe, & Emurugat 2022; Asiimwe & Zuena; 2023; Apiku & Asiimwe 2023).

On the other hand, Edge, Dapper, Stone-Jonson, Frayman, (2017); Zhou & Wu, (2022); Wanga & Zhang, (2022); Gaite, Tumwesigye, Asiimwe, & Emurugat (2022); Asiimwe & Zuena; (2023); Apiku & Asiimwe (2023) indicate that less motivated teachers have low levels of commitment and give learners limited time to learners. This long run lead to low performance of both the learners and the school. Africa, research has it that sizeable proportions of teachers have low levels of job satisfaction and are poorly motivated; children are not well taught and thus don't receive minimal acceptable education. Most schooling systems therefore, are faced with teacher motivation crisis that are related to salary, advancement, achievement, recognition, responsibility, poor school facilities, among others which have far reaching consequences (Collie & Martin, 2017; Kim & Choi, 2018; UNESCO report, 2019 ; Gaite, Asiimwe, Emurugat & Mugenyi, 2023).

Baraka, Ngusi and Luicensi (2017), James (2018), UNNESCO (2019), Apiku & Asiimwe (2023), motivating teachers with proper incentives is key in achieving sustainable development goal 4 targets. World Bank, (2018), adds lack of support from leadership, poor accountability, inadequate living conditions and promotion opportunities as key factors leading to low teacher. Motivation which is shown to lead to increased teacher absenteeism and attrition (Edge, Dapper, Stone-Jonson, Frayman. 2017; Zhou & Wu, 2022; Wanga & Zhang, 2022; Gaite, Tumwesigye, Asiimwe, & Emurugat 2022; Asiimwe & Zuena; 2023; Apiku & Asiimwe 2023).

The government of Uganda through the Ministry of Education and Wakiso district has come out boldly against schools with poor working conditions. This has been done through sensitizations of school heads and directors to resist from poor working conditions like poor pay and late salaries. According to Baraka, Ngusi and Luicensi (2017), James (2018), UNNESCO (2019), Apiku and Asiimwe (2023), the representative of the minister of education and sports called upon all head teachers to ensure that they provide a good working environment for their teachers in order to achieve their set objectives. Despite all these initiatives, teachers in Wakiso schools still complain about poor school related factors making them hate the job and also hindering them from doing their best in the teaching profession (Stone-Jonson, Frayman, 2017; Zhou & Wu, 2022; Wanga & Zhang, 2022; Gaite, Tumwesigye, Asiimwe, & Emurugat 2022; Asiimwe & Zuena; 2023; Apiku & Asiimwe 2023).

RELATED LITERATURE

School Working Environmental Factors

There are a number of intrinsic and extrinsic factors that drive teachers to perform their teaching task and this study, however, looked at extrinsic factors that are influenced by the school environment. According to Baraka, Ngusi and Luicensi (2017), James (2018), UNESCO (2019), Apiku & Asiimwe (2023), School working environmental factor are from outside of the individual or teacher in particular and are brought by the circumstances that happen at school that can affect teacher motivation. These School working environmental factors are as follows;

Remuneration

Payment and increment of salary are primary concern of individuals seeking work. Workers' remuneration is an incentive central to their personal finances and their social standing. Unless workers are happy with their salary, their attitudes and behavior may be affected, so it is crucial that employers set pay at a satisfactory level (Collie & Martin, 2017; Kim & Choi, 2018; UNESCO report, 2019; Gaitte, Asiimwe, Emurugat & Mugenyi, 2023). Therefore, pay is a key component in determining teacher motivation. Its significance is greater than the purchasing power it confers, as it may also signal achievement and respect, or failure.

According to Baraka, Ngusi and Luicensi (2017), James (2018), UNESCO (2019), Apiku & Asiimwe (2023), salary is ranked first among school related factors related to teacher motivation. It means that the motivational power of salary is greater as compare to other motivational factors for the private secondary school teachers. They assert that paying teachers good salary packages can reduce teachers' turnover in the private secondary school and motivate teachers to work towards good performance of students and development of the school. Baraka, Ngusi and Luicensi (2017), James (2018), UNESCO (2019), Apiku & Asiimwe (2023), contend that despite the challenges of limited availability of funds, regular salary and other financial incentives, of no doubt, undermine the ability to motivate teachers towards their positive job disposition, positive job attitude, greater productivity and higher commitment of teachers, Baraka, Ngusi and Luicensi (2017), James (2018), UNESCO (2019), Apiku & Asiimwe (2023), argue that salary and fringe benefits are important elements of interest to teachers; they also dictate the tempo of the teaching job; increases teachers' commitment in the job of teaching; leads students to likely record better grades; increases teachers job disposition when their physiological needs like food, clothing and shelter are met; increases teachers' self-esteem; and it make teachers active and responsible to their school work (James, 2018; Edge, Dapper, Stone-Jonson, Frayman. 2017; Zhou & Wu, 2022; Wanga & Zhang, 2022; Gaitte, Tumwesigye, Asiimwe, & Emurugat 2022; Asiimwe & Zuena; 2023; Apiku & Asiimwe 2023).

Baraka, Ngusi and Luicensi (2017), James (2018), UNESCO (2019), Apiku & Asiimwe (2023), also agree that delays or reductions to teacher pay can lead to demoralization and increased absenteeism. Baraka, Ngusi and Luicensi (2017), James (2018), UNESCO (2019), Apiku & Asiimwe (2023), in their research emphasized that, teacher motivation, thought that employing new teachers on short-term renewable contracts may generate stronger incentives to perform and get more motivated, than the long-term contracts often offered to teachers its contexts.

Several studies of the impact of such contract teachers have found them to be cost effective, to be associated with improved learning outcomes (in Kenya & India) and to offer improved local monitoring of teacher performance and making teachers more motivated (Mustafa & Collie & Martin, 2017; Kim & Choi, 2018; UNESCO report, 2019 ; Gaitte, Asiimwe, Emurugat & Mugenyi, 2023). However, the authors also state that "there are major questions about the sustainability of this policy over time," with many teachers accepting contract positions hoping to secure full civil service positions later (Collie & Martin, 2017; Kim & Choi, 2018; UNESCO report, 2019; Gaitte, Asiimwe, Emurugat & Mugenyi, 2023). Apiku and Asiimwe 2023) also noted that such teacher hiring policies may be difficult to implement and challenging to existing teachers. Evidence from Greece (highlighted earlier in this review) also suggests potentially negative long-term impacts of such a reform on the teacher workforce (OECD, 2018; Apiku & Asiimwe 2023).

The two-factor theory (Herzberg, 1957) also suggests that increasing pay could prevent worker dissatisfaction, while equity theory - Adams (1963) states that people will be satisfied when they view a reward structure such as pay as fair and similarly, expectancy theory Vroom (1964) views pay as a reward that should meet workers' expectations. Baraka, Ngusi and Luicensi (2017), James (2018), UNESCO (2019), Apiku & Asiimwe (2023), in their study, they realized that irregular payment of salary to teachers have been responsible for the apathy and low morale in the teaching job; thus, this could ultimately result to poor work role and negative work disposition. Ngusi and Luicensi (2017), James (2018), UNESCO (2019), Apiku & Asiimwe (2023), teachers need to be motivated in order to perform because motivation is influenced by various factors including the

amount of salary. This finding aligns with (Edge, Dapper, Stone-Jonson, Frayman. 2017; Zhou & Wu, 2022; Wanga & Zhang, 2022; Gaité, Tumwesigye, Asiimwe, & Emurugat 2022; Asiimwe & Zuena; 2023; Apiku & Asiimwe 2023). Which states that the regularity of salary, incentives, and fringe benefits motivates teachers to the extent to which they discharge their professional responsibilities.

Nature of Work

Apiku and Asiimwe (2023) and Asiimwe & Zuena, (2023) say that countries base on their education sector to achieve their sustainable economic development. This quality education has to be achieved through improving the working conditions and teaching environment as well as providing incentives to teachers so that they are highly motivated and committed to teach. Various studies have revealed that a de-motivated teacher doesn't provide good education performance for the school (Apiku & Asiimwe, 2023); Asiimwe & Zuena, (2023). There is a fact that an employee might absolutely love his or her job, is satisfied with the pay, and has good relationships with his/her colleagues, but still finds the work itself completely boring and uninspiring. (Collie & Martin, 2017; Kim & Choi, 2018; UNESCO report, 2019; Gaité, Asiimwe, Emurugat & Mugenyi, 2023).

Available data show a serious shortage of teachers in Kenyan, Uganda and Tanzania secondary schools with a large number of teachers leaving the teaching profession for non-teaching related jobs in both private and public sector or outside the country. This largely attributes to loss of interest in teaching as a profession (Asiimwe & Zuena, 2023), Apiku & Asiimwe (2023). Researchers have also identified that deplorable working conditions, among other factors, have created a lot of despair amongst East African teachers and many of them would quit teaching for any opportunity arises (Ekabu, 2018; Ndiujye, 2019; Asiimwe & Zuena, 2023; Emurugat, Gaité, Asiimwe & Mugenyi, 2023). Asiimwe & Zuena, (2023) found that teachers were dissatisfied with their physical working conditions and were seeking employment elsewhere in other schools with supportive environment. Work environment and the availability of resources impacted teachers' job satisfaction (Ekabu, 2018; Ndiujye, 2019; Asiimwe & Zuena, 2023; Emurugat, Gaité, Asiimwe & Mugenyi, 2023).

Employee Recognition

According Baraka, Ngusi and Luicensi (2017), James (2018), UNNESCO (2019), Apiku & Asiimwe (2023), to Asiimwe & Zuena, (2023) the recognition of teachers can provide employees with feedback and support, thus improving their performance and motivation. Similarly, Asiimwe & Zuena, (2023), Apiku and Asiimwe (2023) indicated that, recognition serve as a crucial factor in keeping employees' self-esteem high. They further maintain that recognition and reward lead to enhancement of passion among employees. Teachers need to be formally recognized. This recognition can be made through letters of appreciation, trophies, or plaques that state the achievement or certificate of excellence also stating the achievement Apiku and Asiimwe (2023), affirm that key outcome that employees routinely seek is recognition, which is "an effective motivation tool" that validates their efforts to help the school. (Dapper, Stone-Jonson, Frayman. 2017; Zhou & Wu, 2022; Wanga & Zhang, 2022; Gaité, Tumwesigye, Asiimwe, & Emurugat 2022; Asiimwe & Zuena; 2023; Apiku & Asiimwe 2023).

Apiku and Asiimwe (2023), argue that workforces regard recognition as their feeling of acknowledgement and as a result it boosts their morale and this eventually increases productivity of organizations. Apiku and Asiimwe (2023), gave another combination of different motivators according to them, money may be the most important motivator when it is combined with non-monetary rewards. However, Asiimwe and Zuena (2023), differed a bit by saying that, employees do not always respond to the same type of recognition; some will prefer monetary rewards, while others will desire positive supervisory feedback or societal recognition. According to Apiku and Asiimwe (2023), an overwhelming majority of the respondents over (81.1%) agreed that the lack of effort recognition de-motivates teacher and discourages hard work and the improvement of their career profession through work delivery. (Jane 2017; (Ekabu, 2018; Ndiujye, 2019; Asiimwe & Zuena, 2023; Emurugat, Gaité, Asiimwe & Mugenyi, 2023). Acknowledge the meeting of targets and achievement of goals, and let particularly hard-working employees know that you see and are impressed by their progress "In a lot of organizations, there are no recognition programs for employees whatsoever, so employers need to catch up (Apiku & Asiimwe, 2023). Schools with strong recognition programs enjoy increased productivity, lower job turnover, and greater returns on investment than other companies in the same industries (Gaité, Tumwesigye, Asiimwe, & Emurugat 2022; Asiimwe & Zuena; 2023; Apiku & Asiimwe 2023).

What employees crave even more is to feel that their managers appreciate them and aren't afraid to show it, not only in paycheck terms, but in other ways such as flexible work-at-home schedules, gift cards for pulling off impressive projects, or even just by saying "thank you" for a job well done. With these needs satisfied, an employee will want his higher-level needs of esteem and self-actualization met. (Edge, Dapper, Stone-Jonson, Frayman. 2017; Zhou & Wu, 2022; Wanga & Zhang, 2022; Gaité, Tumwesigye, Asiimwe, & Emurugat 2022; Asiimwe & Zuena; 2023; Apiku & Asiimwe 2023). Esteem needs are tied to an employee's image of himself

and his desire for the respect and recognition of others. In other words, the reward systems available to the teaching profession go a long way to determine how motivated teachers are while executing their work. Incentive system in any organization is a means of sustaining those workers on the job. However, it is a motivating factor that influences the attitude of the worker on the job (Ekbom, 2018; Ndijuye, 2019; Asimwe & Zuena, 2023; Emurugat, Gaité, Asimwe & Mugenyi, 2023).

Promotion Opportunities

Good employees are enthusiastic, eager, determined, and above all, ambitious (Nguyen, 2017; (Ekabu, 2018; Ndijuye, 2019; Asimwe & Zuena, 2023; Emurugat, Gaité, Asimwe & Mugenyi, 2023). Promotion is of considerable importance for employees in any organization. According to Apiku & Asimwe (2023) say that, besides entailing higher pay, it increases workers' social standing and can lead to personal growth. It is therefore considered important in determining job satisfaction and motivation. In educational settings, opportunities for promotion are found to correlate with job satisfaction and influence teacher motivation (Edge, Dapper, Stone-Jonson, Frayman. 2017; Zhou & Wu, 2022; Wanga & Zhang, 2022; Gaité, Tumwesigye, Asimwe, & Emurugat 2022; Asimwe & Zuena; 2023; Apiku & Asimwe 2023). It was also found that teacher training and development affects their motivation as training is found to be correlated with productivity and retention (Edge, Dapper, Stone-Jonson, Frayman. 2017; Zhou & Wu, 2022; Wanga & Zhang, 2022; Gaité, Tumwesigye, Asimwe, & Emurugat 2022; Asimwe & Zuena; 2023; Apiku & Asimwe 2023).

Teacher's Social Welfare

According to Apiku and Asimwe (2023), employee welfare includes accessibility of services; facilities and amenities in or near the organization to enable employees perform their work in a healthy environment that is conducive to good health and high morale for both the workers and their families in the most comprehensive sense. Apiku and Asimwe (2023), further elaborate that, teacher's welfare can be as well be measured in form of teachers housing, provision of meals, provision of medical care, allowances and the general school environment in which the teachers perform their duties as educators. The main objective of employee welfare is to keep enriching the quality of life of the workers, keep them happy and contented and have their job motivation levels high (Ekabu, 2018; Ndijuye, 2019; Asimwe & Zuena, 2023; Emurugat, Gaité, Asimwe & Mugenyi, 2023). The purpose of providing such facilities is to make their work life better and to raise their standard of living. Apiku & Asimwe (2023), argue that the role of welfare activities is to promote economic development by increasing efficiency and productivity with the underlying principle being making workers give their loyal services ungrudgingly in genuine spirit of co-operation and the general well-being of the employee.

Emurugat, Gaité, Asimwe & Mugenyi (2023).further adds that improvement in teachers welfare makes their work easier and enjoyable so that they may concentrate on their duties as educators. The teacher does not need to walk or travel a long distance to school and this may minimize absenteeism, late coming; and it also enhances a teachers' status ; Emurugat, Gaité, Asimwe & Mugenyi, 2023). Housing is accepted as also most important human need after food, a fundamental human right and it is more than shelter (Ekabu, 2018; Ndijuye, 2019; Asimwe & Zuena, 2023; Emurugat, Gaité, Asimwe & Mugenyi, 2023). Housing may provide investment opportunities, offer shelter and improve on an employees' social and cultural status.

According to; Emurugat, Gaité, Asimwe & Mugenyi, (2023), provision of medical care to teachers is a concern for the teachers' mental and physical health which affects their work as educators. Some studies have been done about school health care provisions and performance..

Emurugat, Gaité, Asimwe & Mugenyi (2023), employee welfare is a comprehensive term that refers to various services, benefits and facilities offered by the employer to employees with a purpose of enriching the life of employees, to keep them happy and contented or satisfied. Asimwe & Zuena, (2023) advocated that employee welfare measures serve as an oxygen for motivation of the workers and increase not only the effectiveness of the workforce but also creativity in solving unique organizational challenges, this will eventually lead to attainment of higher level of financial performance and high service delivery in an organization. Staff welfare is one of the corporate commitments to demonstrate care for employees at all levels, underpinning their work and the environment in which it is performed (Ekabu, 2018; Ndijuye, 2019; Asimwe & Zuena, 2023; Emurugat, Gaité, Asimwe & Mugenyi, 2023).

Involvement in Decision Making

Involvement in decision making provides an opportunity, at the end, to review whether the decision was the right one or not. Decision making helps teachers to be part of the action. Apiku and Asimwe (2023) ; Asimwe and Zuena, (2023) emphasized that if the employees are given authority to take decision under their territories of expertise, then it may very well be used as an enormous motivation tool. The study also established that in most

cases, teachers are usually excluded by school administrators in the process of decision-making. Asiimwe & Zuena, (2023) recommended that school heads should increase the frequency and level of teachers' participation in decision-making because they are the ones carrying out the main operative work and they are in the better position to know what goes on in school operations.

Participation enables teachers to become active participants in school management process. As a result, teachers will have a wider and greater ownership of the schools' vision and priorities (Ekabu, 2018; Ndijuye, 2019; Asiimwe & Zuena, 2023; Emurugat, Gaita, Asiimwe & Mugenyi, 2023). On the other hand, Baraka and Luicensi (2017) indicate that, participation in decision making of teachers' increase participation in other activities. Teachers are important ingredients for proper functioning of the school. Due to global competition, institutions are interested in organizational development and professional growth of employees through active participation in decision making and employees' commitment. Asiimwe and Zuena, (2023); Apiku and Asiimwe (2023) agree that decision making autonomously motivates the employees to be aware of his/her rights in an organization. It favors the employee to maintain a higher degree of constancy between their ideas and works. According to Asiimwe and Zuena, (2023), teachers believe their input needs to carry more meaning when important decisions are being made at the school level.

Interpersonal Relationship

Asiimwe and Zuena (2023) argue that if people work in a good environment, friendly environment they will find it easier to work. This is supported Apiku & Asiimwe (2023), that strong interpersonal skills are a key indicator of success in a working environment, as benefits include the ability to cooperate with teammates to solve difficult problems, as well as a motivating factor for workers to work effectively towards organizational goals (Ekabu, 2018; Ndijuye, 2019; Asiimwe & Zuena, 2023; Emurugat, Gaita, Asiimwe & Mugenyi, 2023). Teachers are willing to work if they are satisfied with their friendship with co-workers, students, parents, and the respect they receive from communities which lead to moral satisfaction of their profession and more morale. On the other hand, employees would prefer to work in an environment that allows free interaction with other colleagues, subordinates and their supervisor. This creates a sense of comradeship and teamwork within the organization leading to motivation in working (Ekabu, 2018; Ndijuye, 2019; Asiimwe & Zuena, 2023; Emurugat, Gaita, Asiimwe & Mugenyi, 2023).

Methods of the study

The study employed both quantitative and qualitative approaches applying descriptive statistics and correlation research designs; qualitative data was collected from the interview guides and quantitative data was collected from the questionnaires. The researcher used descriptive statistics in describing the situation as it has been during the study and to measure the central tendency of the items through determining the means, percentages and the median of the score. The researcher also used the correlation analysis design in establishing the relationship between the two variables under the study.

The study is across-sectional as it involved collecting data from a large population of 132 teachers at a particular time. In addition, the study was based on descriptive survey; this is because the research design is suitable for describing facts about a given population and would also reduce on time wasting. The researcher also used this method to measure the central tendency of the items through determining the means, percentages and the median of the score. The researcher used the correlation analysis design in establishing the relationship between the two variables under the study. Therefore, the design was considered appropriate for the study and used to describe both independent and the dependent variables in them. Given the research design the study selected the respondents across private secondary schools in Wakiso District with a purpose of getting the respondent's opinion.

FINDINGS OF THE STUDY

Relationship between School Working Environment and Teachers' Motivation in Private Secondary Schools of Wakiso District

The relationship was achieved by carrying out multiple linear regression analysis and results are as presented below in table 1. A Table Showing a relationship between School Working Environment Factors and Teacher Motivation among Private Secondary Schools in Wakiso District

	Beta	P-value	Interpretation
Remuneration	-0.032	0.742	Not significant

Nature of work	0.017	0.874	Not Significant
Recognition of staff	0.040	0.725	Not significant
Promotion opportunities	-0.090	0.319	Not significant
Welfare of staff	0.000	1.000	Not Significant
Decision making	0.019	0.878	Not Significant
Interpersonal relationship	0.378	0.000	Significant

R = 0.404

R² = 0.163

F = 3.361

Std error = 4.49195

ANOVA P-value = 0.003

Source: primary data collected by researcher, 2019.

The study showed only interpersonal relationship to be the statistically significant school environment factor associated with teacher motivation (p-value 0.000) as shown in table 1. This is because good interpersonal relationship build confidence and a supportive environment which in turn create a strong base for commitment and hence teacher motivation (Edge, Dapper, Stone-Jonson, Frayman. 2017; Zhou & Wu, 2022; Wanga & Zhang, 202; Gaite, Tumwesigye, Asiimwe, & Emurugat 2022; Asiimwe & Zuena; 2023; Apiku & Asiimwe 2023).

The study findings agree with a study by Asiimwe and Zuena, (2023) who found out that there is a positive relationship between interpersonal interaction and the teaching and learning process which involves teacher's motivation to a greater extent (Edge, Dapper, Stone-Jonson, Frayman. 2017; Zhou & Wu, 2022; Wanga & Zhang, 202; Gaite, Tumwesigye, Asiimwe, & Emurugat 2022; Asiimwe & Zuena; 2023; Apiku & Asiimwe 2023). Some of the school environmental factors were not significant and this could be attributable to the fact that majority of the participants were junior teachers who had been in teaching profession for less than 5 years. These are generally young graduates driven by their fresh aspirations and passion in the teaching profession, personal satisfaction for a dream achieved, and their interest in working with learners and transferring information and culture as a motivation to work as compared to environmental/ extrinsic factors like job security, remuneration or involvement in decision making (Edge, Dapper, Stone-Jonson, Frayman. 2017; Zhou & Wu, 2022; Wanga & Zhang, 202; Gaite, Tumwesigye, Asiimwe, & Emurugat 2022; Asiimwe & Zuena; 2023; Apiku & Asiimwe 2023).

Further analysis showed that school environmental factors have a positive correlation with teacher motivation in in Wakiso District contributing around 16.3% of the observed teacher motivation among private schools. This agrees with World Bank reports (2018) and UNESCO (2019) and Asiimwe & Zuena (2023); Apiku & Asiimwe 2023) that school environment and working conditions have a correlation with teacher motivation. Other findings show that around 74.7% of the observed motivation is due to other factors. A study by Asiimwe & Zuena, (2023) indicate that environmental factors motivate teachers to perform in several activities.

Conclusions and recommendations

There's a significant relationship between inter-personal relationship (teacher - administrator, teacher – student and teacher – teacher relationship) and teacher motivation in private secondary schools in Wakiso District. Motivation was evidenced by teachers putting in extra hours at work and during weekends, good time management and duly attending to their duties inside and outside classroom. It was recommended that, there should be regular workshops or seminars on how to improve working environment in private schools to cultivate a positive outlook, acknowledge others expertise, identifying peoples good traits, practice empathy, customer care and public relations among members.

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