

## **Effect of Intrinsic Motivation Strategies on Teachers' Job Satisfaction in Secondary Schools in Kashari North County, Mbarara District, Uganda**

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### **Abstract**

Globally, teachers form the backbone of any country's education system and their job satisfaction directly affects the quality of education provided. The study aimed at exploring the effect of motivation strategies on teachers' job satisfaction in secondary schools in Kashari North County, Mbarara District, Uganda. The study's objective was to examine the relationship between intrinsic motivation strategies and teachers' job satisfaction. The Herzberg's two factor theory guided the study. Ten secondary schools were involved from which 150 teachers were selected using stratified, proportionate and simple random sampling. A positivism paradigm was adopted using a cross-sectional research design. Data was obtained using structured questionnaires. Data analysis was conducted using multiple linear regression. The study findings showed there was a statistically significant relationship between intrinsic motivation strategies and teacher' job satisfaction  $F(2, 141) = 27.209$ ,  $P < 0.05$  with professional agency having a positive effect  $B = 0.475$ ,  $\beta = 0.498$ ,  $t = 6.265$ ,  $p < 0.05$ ). The study concluded that Intrinsic motivation strategies involving professional agency have a significant positive effect on teacher job satisfaction and those that involve personal fulfilment had no significant effect on teacher job satisfaction. The study recommended that Schools should prioritize teachers' workplace autonomy and professional career development as well as School administrators adopting sustainable non-monetary rewards to teachers

**Keywords:** *Intrinsic Motivation, Job Satisfaction, Secondary School, Strategies, Teachers*

### **1.0 Introduction**

Work is a fundamental part of daily life, encompassing formal employment, domestic responsibilities, and academic tasks. In this study, the focus is on educational institutions, specifically the roles of teachers and their job satisfaction within the work environment. Employees are the most critical resource in any organization, and their motivation and satisfaction are essential to achieving institutional objectives (Oko, 2018). In educational settings, teacher motivation plays a key role in improving teaching and learning outcomes. According to Bennell and Akyeampong (2007), motivation is influenced by both personal and environmental factors. Robbins and Judge (2018) describe motivation as the process driving effort toward goals, while Greenburg and Baron (1995) define it as mechanisms guiding and sustaining behavior. Similarly, Harmer (2001) and Matheka (2005) emphasize motivation as an internal drive that prompts action.

Motivated teachers are more likely to engage students and adapt to educational reforms, leading to job satisfaction.

Job satisfaction and motivation are essential for the sustainable development of education systems. A motivational system includes rules and standards used to allocate rewards and benefits (Renbarger & Davis, 2020). Globally, reward systems influence employee loyalty and performance (Egalite & Kisida, 2022). In education, poor reward systems often lead to low performance and high dissatisfaction (Nguyen & Rivskin, 2019). For example, in China, disparities in compensation have driven teachers in rural areas to seek other jobs (Rigby & Tredway, 2021; Conley & You, 2021). Buchanan et al. (2020) emphasize that job satisfaction among teachers impacts their well-being and effectiveness. It reflects individuals' emotional reactions to their jobs, shaped by their expectations and actual experiences (Mosadeghrad, 2003; Mosadeghrad & Yarmohammadian, 2006). Other scholars describe it as a person's level of contentment with their job and environment (Steven & Mary, 2000; Calvo-Salguero et al., 2010; Zhou, 2009). Bradley and Brian (2003) define it as the pleasure derived from one's job, while Moore (2002) links low satisfaction to increased turnover. Job satisfaction is a widely studied concept with multiple definitions reflecting both emotional and cognitive dimensions (Donaldson, 2022; Roth et al., 2019; Tran & Smith, 2020).

In Venezuela, job satisfaction is viewed as the enjoyment derived from creating or producing desired results from one's work (Ryan & Deci, 2020; Eren, 2023). Its tenets have evolved from singular (emotional) to multiple perspectives, combining feelings and thoughts (Liu & Huang, 2020; Sorensen et al., 2020). Madero et al. (2021) notes that in the Nigerian education system, job satisfaction is often tied to personal sentiments. When employees feel valued, they are more committed and productive (Symeonidis, 2021), whereas dissatisfaction arises when they perceive unfair treatment (Yuncu & Yildirim, 2021).

In the Democratic Republic of Congo, motivational strategies that include compensation and benefits influence how employees perceive fairness (Muijs & Rummyantseva, 2021; Karabenick & Conley, 2021). Teachers respond differently to standardized compensation systems depending on their workload and job demands (Mansfield & Beltman, 2020). In Zimbabwe and the U.S., factors like teaching hours, class sizes, and administrative roles influence job satisfaction (Tamir & Schenke, 2020; Riley, 2021). Buchanan et al. (2020) argue that high levels of satisfaction contribute to societal well-being, while Tran & Smith (2020) emphasize the link between satisfaction, loyalty, and performance.

In South Sudan, attention to employee well-being significantly influences motivation and productivity (Calik et al., 2021; Sorensen & Lad, 2020). Contented employees are more productive and contribute to student performance (Grissom & Bartanen, 2022; Goldhaber et al., 2020). In Uganda, job satisfaction is shaped by demographic, psychological, and environmental factors (Heinz, 2020; Merrinell & Coca, 2021). It is influenced by mismatches between expectations and outcomes (Nguyen et al., 2022). The teaching profession carries the responsibility of preparing future generations. A supportive organizational culture enhances educational outcomes (Van Droogenbroeck & Spruyt, 2021). Leaders play a central role in cultivating positive environments (Liu & Huang, 2020), which, according to Wronowski and Urick (2022), foster employee engagement and loyalty. Job satisfaction thus promotes better educational results (Lazarides et al.,

2018; Aelterman et al., 2019). Leadership, working conditions, and autonomy are key determinants of teacher satisfaction (Klaeijsen et al., 2018).

In Kashari North County, Mbarara District, teachers face challenges such as low pay, limited professional autonomy, constant media criticism and insufficient resources, contributing to dissatisfaction (Haerens et al., 2019). Other contributing factors include administrative workload, student discipline, lack of professional development, and diminished respect for the profession (Bao et al., 2020). It is against this background that the present study explores intrinsic motivational strategies aimed at enhancing teachers' job satisfaction in secondary schools in Kashari North County, Mbarara District, Uganda.

### 1.1 Problem Statement

Despite the essential role that teachers play in shaping the educational landscape, issues surrounding their motivation and job satisfaction persist, impacting the quality of education in secondary schools within Kashari County, Mbarara District, Uganda. According to a recent survey conducted by the Ministry of Education and sports, it was found that 35% of teachers in secondary schools in Uganda expressed dissatisfaction with their current job roles, and with low morale (MoES, & de Dakar, 2021). Additionally, turnover rates among secondary school teachers in the country have risen by 20% over the past five years, indicating a concerning trend of teacher attrition (Arinaitwe & Gilbert, 2021; Tumwebaze & MacLauchlan, 2012). This issue not only affects the well-being of educators but also hampers their ability to effectively impart knowledge and skills to students (D'Sa, et al., 2023), ultimately compromising educational outcomes as well as the overall stability of the teaching workforce in the county and the district at large. This in turn, directly hinders Uganda's achievement of Sustainable Development Goal 4 (SDG 4), which emphasizes on equitable access to quality education.

Whereas general principles of motivation may apply universally, the socio-cultural and economic factors unique to Kashari County necessitate a localized approach to addressing teacher motivation and job satisfaction since the existing studies lack specificity regarding teachers' motivation strategies. Thus, there is a critical need for empirical data to bridge this gap and provide insights into effective motivation strategies tailored to the context of secondary schools in Kashari North County, Mbarara District, Uganda. Therefore, this study aims to contribute to understanding of the relationship between Motivation Strategies and Teachers' Job Satisfaction in Secondary Schools in Kashari North County, Mbarara District.

### 1.2 Objective of the study

To examine the relationship between intrinsic motivation strategies and job satisfaction among teachers in secondary schools in Kashari North County, Mbarara District.  
district.

## 1.4 Theoretical Framework

This study adopted the Herzberg's Two-Factor theory as its guiding framework. This theory distinguishes between motivators (intrinsic factors) and hygiene factors (extrinsic factors). This dual structure allows a comprehensive examination of what specifically influences teachers' job satisfaction and motivation in the educational context of Kashari North County in Mbarara district. The theory's relevance lies in the fact that teaching is often driven by intrinsic motivators, making it relevant for understanding what drives secondary school teachers. In addition, hygiene Factors in Herzberg's theory helps to identify how these extrinsic factors can prevent dissatisfaction, thus providing a holistic view of job satisfaction in secondary schools in Kashari North County Mbarara district.

According to Cooper and Locke (2000), Herzberg's Two-Factor Theory posits that the factors leading to job satisfaction are distinct from those causing dissatisfaction. Satisfaction stems from intrinsic elements like the nature of the work, assigned duties, acknowledgement, appreciation, career advancement, and personal accomplishments. In contrast, extrinsic motivators like organizational policies, work environment, supervisory practices, relationships, and pay result into dissatisfaction. These dissatisfaction sources are termed hygiene factors, while intrinsic factors are considered motivators. Fincham and Rhodes (2005), assert that work place motivators foster long term motivation, though their absence does not necessarily lead to dissatisfaction. Conversely, the absence of hygiene factors leads to job dissatisfaction, but their presence alone does not guarantee employee higher motivation, though it can lessen discontent.

According to Chien, (2013) Herzberg noted that satisfying hygiene factors tends to eliminate dissatisfaction but does not increase satisfaction, while motivator factors can lead to job satisfaction, though their absence does not cause dissatisfaction. Consequently, Herzberg concluded that job satisfaction and dissatisfaction arise from two distinct sets of factors: motivators that lead to satisfaction and hygiene factors that cause dissatisfaction (Pardee, 1990) as shown in Table 1.

**Table 1 Hygiene and Motivator Factors**

<b>Motivators (Satisfiers)</b>	<b>Hygiene factors (Dissatisfiers)</b>
Achievement	Company policies
Recognition	Supervision
Promotion	Working environment
Responsibility	Interpersonal relations
Advancement	Salary
Growth	Status
Meaningfulness of work itself	Peer rapport
Job security	

Source: Adopted from Fincham & Rhodes, (2005). Principles of Organizational Behaviour. Oxford University Press.

Cummings and Scott (1969) explained that intrinsic motivators are interconnected and, whenever used effectively, can lead to greater satisfaction. These "motivators" are considered more impactful in achieving greater performance levels. This thus implies that the presence of

motivators enhances job satisfaction and motivation. Herzberg's theory suggests that organizations should mitigate dissatisfaction by managing hygiene factors and focus more on satisfiers, as they are more impactful in fostering high motivation levels (Kressler, 2003). Hygiene factors are usually determined by the conditions prevailing in the work environment, like employer's supervisory practices, pay, conditions at work, company rules, and colleague relationships. The Two-Factor Theory also outlines employees' needs and provides insights on ways jobs can be redesign to enhance workforce motivation (Fincham & Rhodes, 2005).

Herzberg's Two-Factor Theory significantly impacts the work design field. According to Howell and Dipboye (1986), managers are encouraged to motivate employees through job-related factors by creating and enhancing conditions such as making work more interesting and less routine, recognizing excellent performance, giving employees independence in their work, as well as supporting high-performing employees.

Employers should restructure work to make it more fulfilling, engaging, and inherently motivating (Howell & Dipboye, 1986). According to Herzberg's theory, poorly structured work conditions, including organizational structure, can lead to dissatisfaction (Kessler, 2003). These negative conditions can stem from rules, managerial policies, interactions with supervisors and workmates, as well as ineffective internal communication in the organization. By looking at these two sets of factors, the study aimed at examining the effect of motivation strategies on teachers' job satisfaction in secondary schools in Kashari North County Mbarara district, Uganda.

## 2.0 Literature Review

### ***2.1 The Relationship between Intrinsic Motivation Strategies and teachers' job satisfaction in Secondary Schools***

According to Hein et al. (2021), intrinsic motivation is defined as participating in an activity due to the inherent enjoyment it provides, as opposed to performing a task to receive external rewards or avoid punishment. This type of motivation plays a vital role in the teaching profession, encouraging teachers to engage in activities they find personally rewarding, such as seeing students learn and grow (Tamir & Schenke, 2020). Teachers who are intrinsically motivated tend to have a deeper commitment to their profession, as they derive satisfaction from the process of teaching itself rather than from external rewards and studies have shown that intrinsic motivation can significantly influence educators' satisfaction in their roles. (Hein et al., 2021). Tirana et al. (2023) stated that intrinsic motivation involves engaging in activities that feel meaningful, appealing, or stimulating, which can enhance personal satisfaction. As a result, people often choose work they find enjoyable, even if it does not offer the highest financial rewards or fully align with organizational expectations.

According to Geiger and Pirovarova, (2021), intrinsic motivation is the drive to participate in an activity solely for the sake of involvement in it and its completion. This motivation is connected to higher levels of job satisfaction because it aligns with teachers' personal goals and values. Deci et al. (2017) also emphasize that intrinsic motivation is crucial for maintaining teachers' professional satisfaction, particularly when external rewards are insufficient or absent. Ryan and Deci (2021)



highlight the significance of intrinsic motivation in education systems globally, noting that it is essential for engaging teachers and ensuring their satisfaction with their work. Intrinsic motivation not only enhances teachers' job satisfaction but also positively affects their performance. For example, Riley (2021) discovered that learner involvement and academic success in primary schools in Turkey were strongly predicted by teachers' intrinsic motivation, suggesting that teachers who are intrinsically motivated are more effective and satisfied in their roles. Kenneth and Ssesanga, (2024), found that intrinsic motivation was found to be strongly positively correlated to teacher job satisfaction ( $r=.694$ ,  $p<0.01$ ). Furthermore, Demirta (2010) revealed a highly significant positive relationship between intrinsic teacher motivation and teachers' performance, which is linked to job satisfaction through student academic performance. These findings indicate that intrinsic motivation not only fosters a more satisfying work environment for teachers but also leads to better outcomes for students. Therefore, fostering intrinsic motivation in teachers is crucial for improving both their job satisfaction and overall performance in the educational field. Feelings of accomplishment and being recognized for the work well or fairly done significantly influence employee job satisfaction (Hasanah & Supardi, 2020; Hochschild, 2003). Moreover, Aljumah, (2023), indicates the existence of a significant and positive correlation between intrinsic motivation and job satisfaction among employees in firms in Saudi Arabia. Aljumah, (2023), states that there is a reciprocal nature of the two-phenomenon intrinsic motivation and employee job satisfaction. Relatedly, Raza et al. (2015) found that intrinsic motivation significantly impacts employee job satisfaction in that employees with low feelings of achievement are more inclined to leave their jobs. conversely, high feelings of achievement boosts employee satisfaction and performance, reducing their likelihood to quit the organization. Akunne et al. (2023), highlights the impact factor of intrinsic motivation strategies like opportunities for further studies as key drivers of teacher job satisfaction in secondary schools.

Arnold and Feldman, (1982) posits that Job security is highly valued by employees for fostering behavioral and psychological attachment to an organization. workers are a vital component for any company seeking to maintain a long-term competitive edge. Raza et al. (2015) indicates that job security enhances employee loyalty, commitment, and attachment to the organization, while reducing their intention to quit and thus ensuring job security helps organizations retain their valuable intellectual capital and leverage their skills for positive outcomes. Studies by Khaliq, (2021), and Raza et al. (2015) also shows that greater job responsibility engages employees in a variety of activities and encourages their active engagement in problem-solving and thus a sense of ownership resulting into their job satisfaction. Organizations that prioritize life-long learning, increased job responsibility, and problem-solving tasks will reduce setup times and enhance employee involvement in process improvements. This, in turn, expands the employees' abilities, knowledge, and skills, ultimately boosting the production and performance. Moreover, Sahito and Vaisanen, (2020) acknowledge that teaching activities which involve creativity bring about job satisfaction, as such creativity initiatives by teachers are most times intrinsically fulfilling.

Yildiz and Kilic (2021), conducted a mixed methods study in Erzurum province, Turkey among 414 randomly selected teachers across various schools in the province and found out that teachers' intrinsic motivation and satisfaction were higher than their extrinsic motivation and satisfaction. The results of this study highlight the greater impact of intrinsic factors on teachers' job satisfaction compared to extrinsic ones. Success orientation is another pivotal internal motivation

factor that significantly influences job satisfaction. According to Tirana et al. (2023), specific factors of motivation at work account for 28% of the variance in job satisfaction, with success orientation emerging as a key determinant. This internal motivation factor encompasses an individual's drive to achieve goals, excel in their professional roles, and receive recognition for their accomplishments. It reflects one's intrinsic urge for achievement and personal growth.

Tirana et al. (2023) emphasizes that success orientation, alongside other factors such as relationships with school leaders and salary, working conditions and other fringe benefits, having a substantial impact on job satisfaction among teachers. When individuals are motivated by a strong orientation towards success, they are more likely to experience higher levels of satisfaction because their intrinsic goals align with their professional environment. Teachers with a high success orientation are often more engaged and committed to their work. This motivation drives them to set and accomplish challenging goals, leading to improved performance and effectiveness in their roles. As noted by Tirana et al. (2023), success orientation not only affects job satisfaction but also contributes to higher levels of satisfaction through its impact on job performance and achievement. Tirana et al. (2023) suggests that motivation factors, including success orientation, explain a significant portion of job satisfaction variance, underscoring the importance of internal drivers in achieving job satisfaction.

### 3.0 Materials and Methods

The study adopted a quantitative approach and a cross-sectional research design to examine the effect of motivation strategies on teachers' job satisfaction in secondary schools in Kashari North County Mbarara district, Uganda. The target population for this study consisted of all teachers in secondary schools within Kashari North County. According to the Mbarara Education Office, there are approximately 284 secondary school teachers in the 12 (twelve) secondary schools in the county, where 3 are government aided (public) while 8 are privately established schools. From a total population of 245, a sample of 150 participants drawn from both male and female teachers in the secondary schools within Kashari county was selected by the aid of statistic kingdom (<https://www.statskingdom.com/>). This was within the range of sample size determination at confidence level of 95% and margin of error of 5%. The sampling process involved stratified sampling, proportionate sampling, and simple random sampling to ensure representativeness, minimize bias, and offer equal and independent chance to participants for being selected into the sample respectively.

Data was collected using semi- structured questionnaires. The questionnaires used consisted of close ended questions measuring the variable on a 5-point Likert scale with a section on Teachers' job satisfaction and intrinsic motivation strategies. Face validity) was ensured through multiple reviews by subject experts whereas content validity was ensured by conducting a pilot study to test if the items formulated measured the set objective and a Content Validity Index (CVI) of 0.94 was obtained. Similarly, Reliability was ensured by using the Cronbach alpha coefficient statistical analysis on the pilot study results to assess the internal consistency of the instrument. The analyses yielded 0.862 and 0.821 for level of teachers' job satisfaction and intrinsic motivation variables respectively indicating high level of reliability. Data obtained was analysed using multiple linear

regression. Ethical consideration like ethical clearance, confidentiality, informed consent and anonymity were also observed throughout the whole process.

## 4.0 Results and Discussions

### 4.1 Relationship between intrinsic motivation strategies and job satisfaction

In order to examine if there was relationship between Intrinsic motivation strategies and job satisfaction among teachers in secondary schools in Kashari North County, Mbarara District, the following null hypothesis was tested.

Multiple linear regression was performed at a 95% confidence level. To determine how intrinsic motivation strategies predict job satisfaction and a regression equation was established as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon.$$

Where Y is Job Satisfaction, X<sub>1</sub> is professional agency, X<sub>2</sub> is Personal Fulfillment,  $\beta_1$ ,  $\beta_2$  are the regression coefficients,  $\beta_0$  is the intercept and  $\varepsilon$  is the error term. Below are the regression results;

**Table 2 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.528 <sup>a</sup>	.279	.268	.69336	1.968
<i>a. Predictors: (Constant), Personal Fulfillment, Professional Agency</i>					
<i>b. Dependent Variable: Job Satisfaction</i>					

Source: Field data 2025

From the results in table 2, the column for R represents the R Value which is a coefficient of correlation that can be considered to measure the prediction of job satisfaction among teachers. An R value of 0.528 in the R column indicates an averagely good level of prediction in the model. It implies that there happens to be a moderate positive relationship between intrinsic motivation strategies and Job satisfaction. R square represents a value indicates the proportion of variance in Job satisfaction that is explained by Intrinsic motivation strategies. In this case, 27.9% of the variance in job Satisfaction can be explained by intrinsic motivation strategies (profession agency, personal fulfilment). Implying that a total of 72.1% of variation in job satisfaction can be explained by other variables outside this very model.

Furthermore, an F-test was done to test the hypothesis that there is no statistically significant relationship between intrinsic motivation strategies and job satisfaction among teachers in secondary schools in Kashari North County, Mbarara district. and the results are shown in table 3



**Table 3 Model Fitness**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26.161	2	13.080	27.209	.000 <sup>b</sup>
	Residual	67.785	141	.481		
	Total	93.945	143			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Personal Fulfillment, Professional Agency

Source: Field data 2025

Table 3 shows the test of the significance of the model in predicting Job Satisfaction. The regression model was significant at an  $F(2, 141) = 27.209$ ,  $P < 0.05$ . This implies that the hypothesis that was tested about intrinsic motivation strategies was statistically fit to predict job satisfaction. From the above output of the findings, the F-test is statistically significant since the probability value (0.000) is less than the significance value (0.05) which implies that intrinsic motivation strategies predict teachers' Job Satisfaction hence we reject the null hypothesis and conclude that there is statistically significant relationship between intrinsic motivation strategies and job satisfaction among teachers in secondary schools in Kashari North County, Mbarara district.

**Table 4 Regression Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta	t		Lower Bound	Upper Bound
1 (Constant)	1.618	.324		4.990	.000	.977	2.260
Personal Fulfillment	.063	.080	.062	.787	.433	-.096	.222
Professional Agency	.475	.076	.498	6.265	.000	.325	.624

a. Dependent Variable: Job Satisfaction

From the table of coefficients, the findings indicate that professional agency had a significant positive effect on job satisfaction, ( $B=0.475$ ,  $\beta=0.498$ ,  $t=6.265$ ,  $p<0.05$ ). This indicates that for every one-unit increase in professional agency, job satisfaction increases by 0.475 units, holding other variables constant. Personal fulfilment did not have a significant effect on job satisfaction ( $B=0.063$ ,  $\beta=0.062$ ,  $t=0.787$ ,  $p>0.05$ ). This suggests that personal fulfilment is not a significant predictor of job satisfaction in this model much as it constitutes the intrinsic motivation strategies variable.

The study findings show that there is statistically significant relationship between intrinsic motivation strategies and job satisfaction among teachers in secondary schools in Kashari North County, Mbarara district. Intrinsic motivation strategies were measured using 07 items which were later reduced to two dimensions by factor analysis. These dimensions include; professional agency and personal fulfilment. According to the findings in this study, professional agency had a significant positive effect on job satisfaction, with every one-unit increase in professional agency, increasing job satisfaction by 0.475 units, while Personal fulfilment did not have a significant effect on job satisfaction implying that personal fulfilment is not a significant predictor of job satisfaction much as it constituted the intrinsic motivation strategies variable.

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Kenneth and Ssesanga, (2024), share similar findings with the current study where they posit that intrinsic motivation was found to be strongly positively correlated to teacher job satisfaction ( $r=.694^{**}$ ,  $p<0.01$ ), implying that increasing intrinsic motivation among primary school teachers in the area of study increases their job satisfaction. This was after their cross-sectional survey involving 88 teachers from 6 private primary schools in Kawempe division Kampala Uganda. However, Kenneth and Ssesanga, (2024), also revealed that intrinsic motivation needs to be minded about by school administrators alongside extrinsic motivation and other personal factors. Kashari North County secondary school administrators need to put more effort in enhancing their teacher's motivation intrinsically by employing intrinsic motivation strategies like assigning teachers responsibilities, appreciation of their work, internal promotions and recommendation for promotion to the ministry. However, this should be coupled with other extrinsic motivation strategies like provision of housing, allowances and

Consistent with the above study findings, Hasanah and Supardi, (2020), opined that when employees are recognized for their work well or fairly done, it gives them a sense of pride for their work and the institution which pushes them to work harder. Whereas monetary incentives are important, appreciation and recognition strengthen teachers' attitudes and confidence with a feeling that their competence is unmatched in executing their duties. The study findings are also in agreement with Khaliq, (2021), who acknowledges that intrinsic motivation strategies like promotional ladders in schools enhance teachers' job satisfaction. Khaliq, (2021), posits one's promotion comes along with an increased responsibility which translates into an enhanced salary and elevated social status within school and the surrounding community and the absence of this intrinsic motivation strategy drastically reduces teacher's vigor to work as they find their work not valued. However, according to Özkan and Akgenç, (2022), the above can boost teacher job satisfaction only if the promotion policies use a clear criterion and offer equal opportunities to teachers for being promoted less of that, staff may develop bias in the promotions leading to dissatisfaction instead. A correlational survey by Akunne et al. (2023), also conforms to the present study finding. The study indicates a high and positive relationship between teacher's intrinsic motivation and job satisfaction in rural and urban secondary schools in Onitsha Education Zone of Anambra State, Nigeria. Akunne et al. (2023), highlights the impact factor of intrinsic motivation strategies like opportunities for further studies as key drivers of teacher job satisfaction in secondary schools. Despite this reflecting the situation in west Africa particularly Nigeria, the current study aligns with similar findings with the literature.

The present study findings agree with Aljumah, (2023), who also found out that there exists a significant and positive relationship between intrinsic motivation and job satisfaction among employees in firms in Saudi Arabia. According to Aljumah, (2023), there is a reciprocal nature of the two-phenomenon intrinsic motivation and employee job satisfaction whereby he asserts that much as intrinsic motivation positively influence job satisfaction, an individual's satisfaction with the job itself, boosts his or her intrinsic motivation. This affirms the link of the present study with the Herzberg two factor theory which highlights that intrinsic motivation factors (motivators) bring about satisfaction but not necessarily sustain job satisfaction while the absence of factors called hygiene factors (extrinsic motivation strategies) cause dissatisfaction though their presence prevent dissatisfaction, it doesn't enhance employee satisfaction. This explains why Kenneth & Ssesanga (2024) emphasize balancing the intrinsic and extrinsic motivation strategies. Intrinsic motivation

strategies-professional agency reflects Herzberg's claim that motivators do drive job satisfaction. As well, personal fulfilment's findings being insignificant could indicate what the Herzberg theory anticipate about the overlapping nature of motivators with hygiene factors for realization of impact. The study findings and the Herzberg theoretical framework are of practical importance to secondary school administrators in Kashari North County in a sense that they should prioritize intrinsic motivation strategies in their school to harness sustainable job satisfaction among their teachers but also ensure adequate extrinsic motivation strategies to keep employee dissatisfaction at bay.

Limited studies contradict with the study findings. Singh, (2021) argues that much as intrinsic motivation was found to have a statistically significant relationship with job satisfaction among both females and males aged between 25-40 in India, his study revealed that majority intrinsically motivated participants showed moderate satisfaction indicating the possibility of other job satisfaction avenues much as intrinsic motivation strategies were the major contributor. This aligns with the Herzberg two factor theory which emphasizes on availing both intrinsic and extrinsic motivation factors to achieve total and sustainable satisfaction among employees. Secondary school administrators in Kashari North County adapting the dual approach of employing both intrinsic and extrinsic motivation strategies in their school could not only cause maximum and sustainable job satisfaction among their staff but also, reduce the attrition rate ultimately yielding improved educational outcomes.

## 5.0 Conclusion

The study examined the effect of motivation strategies on job satisfaction among secondary school teachers in Kashari North County, Mbarara District. The findings show that Intrinsic motivation strategies used in schools specifically those involving professional agency have a significant positive effect on teacher job satisfaction. Strategies like teacher professional development and autonomy boost their job satisfaction. However, intrinsic motivation strategies dimension of personal fulfilment has no significant effect on teacher job satisfaction indicating that whereas it is important its influence on teacher job satisfaction is not direct thus just supplemental.

## 6.0 Recommendation

From the findings of the study, school administrators should prioritize teachers' workplace autonomy and professional career development through empowering their decision-making powers, organizing trainings and workshops. They should also adopt sustainable non-monetary rewards like public appreciation and recognition.

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### Conflict of interest statement

The authors possess no financial or personal interests that may have influenced the results of this study.