



The Influence of Work Climate, Recognition, and Career Development on Teacher Performance in Primary Schools in Nakabugo Sub-county, Wakiso District, Uganda

ANNET MBABAZI, PHIONA ATUKUNDA
Cavendish University, Uganda

Abstract. This study examined the influence of work climate, recognition, and career development on teacher performance in primary schools in Nakabugo Sub-County, Wakiso District, Uganda. A positivist cross-sectional survey design was adopted. The study involved 102 teachers selected from six primary schools using stratified and simple random sampling techniques. Data were collected using a structured questionnaire and analyzed using descriptive statistics, and inferential statistics. Results indicate that teachers had favorable attitude towards work discipline ($M=4.09$, $SD=.97$), work environment ($M=3.96$, $SD=0.84$), and recognition ($M=3.86$, $SD=1.12$) with work discipline recording the highest. Correlation results showed significant positive influence between work climate ($r = 0.477$, $p < 0.01$), recognition ($r = 0.539$, $p < 0.01$), career development ($r = 0.571$, $p < 0.01$), and teacher performance. Multiple regression analysis suggested that work climate, recognition, and career development jointly explained 34.7% of the variance (Adjusted $R^2 = 0.347$, $p < 0.001$). Career development had the most significant influence on teacher performance, while work climate and recognition had positive but statistically insignificant individual influences. The study concludes that supportive work climate and career development opportunities are beneficial for enhancing teacher performance. Study recommends reinforcing school climate, expanding professional development opportunities, and maintaining effective recognition practices to improve teacher performance.

Keywords: Work climate, Recognition, Career development, Teacher performance.

1. Introduction

Teacher performance is one of the vital areas in the education sector, owing to the fact that it is strongly influences teaching quality and learner performance. It's considered a crucial attribute of achieving the education goals and improving learner performance. Lesson delivery, teacher performance encompasses the

professional duties of a teacher, teamwork, and the institutional adherence to job expectations (Mugizi et al., 2023; Ugbe, 2024).

Globally, teacher performance has been acknowledged as critical factor for education quality and student performance. Countries such as the U.S., Finland, and Australia, and others, have established structured teacher evaluation assessment and professional development systems to enhance teaching quality, accountability, and to increase teaching standards (Ghasemi Pirbalouti et al., 2023). In East Asia, teacher performance relates to stringent teacher education programs, powerful professional culture and teacher ongoing professional development (Green & Phan, 2026).

Teacher performance across Africa has become an area of concern due to its influence on teaching and learner outcomes. Literature indicates that teacher effectiveness, effective instructional practices, a conducive working climate, and institutional support significantly influence teacher performance, although obstacles persist, including limited resources and low morale (Tabe, 2023; Bietenbeck et al., 2023).

In Uganda teacher performance is the focal policy and research issue and the concerns particularly highlight under the Universal Primary Education system. Teacher effectiveness is argued to be mediated by effective human resources management approaches, performance management, motivational, supervision and institutional support (Mugizi et al., 2023). Challenges including teacher absenteeism, lack of proper supervision and ineffective teacher performance management are still undermining instruction (Mbabazi et al., 2025).

Teacher performance in the African region have emerged as a matter of concern because of its impact on both instruction and the learner's outcomes. According to existing literature, performance of teachers is largely determined by factors such as teacher efficacy, good

pedagogy, supportive work environment and institutional supports; challenges remain, such as lack of limited resources and morale (Tabe, 2023; Bietenbeck et al, 2023). Teacher performance is a multidimensional construct that extends beyond classroom instruction to include professional responsibilities such as lesson preparation, assessment, record keeping, discipline management, meeting attendance, and effective time management (Zikanga et al., 2021). Effective instructional preparation, appropriate pedagogy, and sound assessment practices further characterize high teacher performance (Akullo & Kamanyire, 2023).

Theoretically, Elger's (2007) Theory of Performance explains that performance improves through the continuous development of knowledge, skills, and practice, while Hafeez (2021) views performance as the achievement of predetermined goals. Guided by these perspectives, this study conceptualizes teacher performance through three dimensions: lesson preparation, learner assessment, and classroom management. Scholars reveal that teacher performance is influenced by both organizational and individual factors. Well-motivated teachers tend to perform better; however, organizational factors such as burnout undermine teacher effectiveness (Forson et al., 2021; Wea et al., 2020). Accordingly, this study defines teacher performance as the extent to which teachers effectively fulfil their professional responsibilities through lesson preparation, learner assessment, and classroom management to improve learner outcomes.

1.1 Statement of the Problem

Teacher performance is a crucial factor in the quality of education and student outcomes in primary schools (Mulumba et al., 2024). Despite government efforts to improve school infrastructure, teacher welfare, and the learning environment, teacher performance in Wakiso District is still a concern. Reports show ongoing issues with lesson preparation, teacher attendance, student assessment, and record keeping, which hurt teaching effectiveness and student success (Ministry of Education and Sports, 2020/2021).

These challenges have led to less instructional time, poor service delivery, and declining student outcomes (Mugenyi et al., 2023; Sekiswa, 2025). Ssebyatika et al. (2020) noted low performance in student assessment, record keeping, and reporting. Additionally, Mulumba and Masaba (2024) connected poor teacher performance to inadequate supervision and low pay. Similarly, Kimbugwe et al. (2024) found that staffing factors, such as the teacher-student ratio and availability of teaching resources, significantly affect student achievement in Wakiso District. The Wakiso District

Local Government (2025) also points out ongoing issues that affect education service delivery and teaching quality in government-supported primary schools.

While previous studies have looked at factors like motivation, pay, staffing, and absenteeism, little attention has been paid to how work environment, recognition, and career advancement together impact teacher performance. This study aims to explore the influence of these organizational factors on teacher performance in primary schools in Nakabugo Sub-county, Wakiso District.

1.2 Purpose of the study

The study aimed to examine the influence of work climate, recognition, and career development on teacher performance in primary schools in Nakabugo Sub-County, Wakiso District. Specifically, the study had the following specific objectives;

To examine the influence of recognition on teacher performance in primary schools in Nakabugo Sub-County.

To determine the influence of career development on teacher performance in primary schools in Nakabugo Sub-County.

To examine the combined influence of work climate, recognition, and career development on teacher performance in primary schools in Nakabugo Sub-County.

1.3 Research Questions

The following are research questions that guided the study:

- How does work climate influence teacher performance in primary schools in Nakabugo Sub-County, Wakiso District?
- What is the effect of recognition on teacher performance in primary schools in Nakabugo Sub-County, Wakiso District?
- How does career development influence teacher performance in primary schools in Nakabugo Sub-County, Wakiso District?
- What is the combined influence of work climate, recognition, and career development on teacher performance in primary schools in Nakabugo Sub-County?

1.4 Hypotheses

The following hypotheses were stated and was tested at 0.05 level of significance:

H01: Work climate has no significant influence on teacher performance in primary schools in Nakabugo Sub-County, Wakiso District.

H02: Recognition has no significant influence on teacher performance in primary schools in Nakabugo Sub-County, Wakiso District.

H03: Career development has no significant influence on teacher performance in primary schools in Nakabugo Sub-County, Wakiso District.

H04: Work climate, recognition, and career development have no significant combined influence on teacher performance in primary schools in Nakabugo Sub-County.

2. Literature review

2.1 Theoretical Review

This study is built on the Two-Factor Theory (1959) by Herzberg cited in Herzberg (1987) which accounts for employees' performance in terms of two sets of variables: hygiene factors and motivators. Hygiene factors include work condition and the working environment. They prevent satisfaction but eliminate dissatisfaction in a workplace, while motivators include recognition, achievement, and career development that enhance satisfaction and performance in a workplace (Herzberg, 1987; Alshmemri et al., 2017). For this study work climate was considered as a hygiene factor while recognition and career development were considered as motivation factors to boost the teacher performance. However, the theory has been critiqued for failing to distinguish between the "hygiene factors and motivation factors as some workplace factors may function as both depending on the context (Alshmemri et al., 2017).

It also gives limited attention to broader organizational influences on employee behaviour. In addition to Herzberg's theory, the study considered Expectancy Theory (Vroom, 1964), which postulates that employees are motivated when they believe their effort will yield rewards for their effort for good performance. Moreover, according to Vroom et al. (2015), motivation, performance, and reward are intrinsically related in a cyclic pattern. Applied to this study, the two theories suggest that teacher performance is likely to improve when schools provide a supportive work climate, recognize teachers' contributions, and offer opportunities for career development.

2.2 Work Climate and Teachers' Performance

Work climate refers to teachers' views of their working climate, including leadership support, communication, relationships among colleagues, and access to teaching resources that influence their attitude and performance (Mbabazi & Balojja, 2023; Ugbe, 2024). A conducive work climate enhances teachers' commitment, collaboration, and teaching effectiveness, whereas an unfavorable work climate culminates in absenteeism,

low morale, and low performance (Noorhapizah et al., 2023; Aladetan, 2023). In this study, work climate is operationalized through communication, social relations, and learning resources. Research indicates that work climate influences teachers' performance in most cases. Scholars have shown that supportive organizational climates boost teachers' motivation, instructional effectiveness, and their general performance at the workplace (Noorhapizah et al., 2023; Yolviansyah et al., 2024; Setyarini, 2025). In Nigeria and other contexts, it has been demonstrated that physical and psychosocial work environments strengthen teacher performance and schools' effectiveness (Aladetan, 2023; Mahmood et al., 2024).

However, findings remain inconsistent across contexts. While Ugbe (2024) reported that school climate significantly improves teachers' job performance, Rudin et al. (2024) identified teacher quality as a stronger predictor of educational outcomes. Other studies emphasize that leadership and organizational culture interact with work climate, making it difficult to isolate its independent effect on teacher performance (Sambomalilin & Ni'matullah, 2024).

Previous studies also differ conceptually, theoretically, and methodologically. Work climate has been variously defined to emphasize leadership, communication, collegial relationships, physical resources, or organizational culture, resulting in inconsistent operationalization across studies (Sari, 2024; Mahmood et al., 2024). However, findings yield disparate results across contexts. While Ugbe (2024) concluded that school climate increases teacher's job performance to a large extent, Rudin et al. (2024) identified teacher quality as a stronger determinant of student performance than school climate. Conversely, other researchers argue that the relationship between leadership and the culture of an organization interacts with work climate, making its effect on teacher performance unexplainable (Sambomalilin & Ni'matullah, 2024).

In addition, earlier studies differ conceptually, theoretically, and methodologically. 'Work climate' has been defined to emphasize leadership, communication, social relatedness, physical resources, or organization, thereby leading to varied operationalization among researchers. (Sari, 2024; Mahmood et al., 2024). Most studies utilized positivist cross-sectional designs, which examine statistical associations but are unable to capture teachers lived experiences. Additionally, most of the studies are from Asian countries and Nigeria, with relatively few studies conducted in Uganda. This contextual gap underscores the need to examine the influence of work climate and recognition on teachers' performance in Ugandan government-aided primary schools.

2.3 Recognition and Teachers' Performance

"Recognition" refers to the process of expressing or formally indicating acceptance and appreciation of an employee's actions and performance through formal and informal processes such as praise, awards, certificates, promotions, and public appreciation (Armstrong & Taylor, 2014; Odhiambo et al., 2023). In this study, recognition is operationalized through appreciation for teachers' work, rewards for good performance, recognition in school activities, and promotions. The empirical literature indicates that recognition boosts the motivation, commitment, satisfaction and effectiveness of teachers at the workplace. Several Kenyan and Nigerian studies reported better teacher's commitment, effectiveness in the classroom, commitment to the organization and accountability among those who consistently received regular informal and formal recognition Khaemba et al., 2024; Ogbu & Ngwu, 2025). Recognition can be enhanced by pairing with other motivators like career development and promotions (Ndirangu & Mungai, 2024).

Evidence of these observations were recorded in the Philippines with awards and official recognitions improving teachers' moral and professionalism (Lim, 2021). Nevertheless, lack of consensus as to what exactly constituted a formal reward in the concept of verbal recognition, career development or award still persists.

Most of the studies concentrated on a quantitative approach, providing fewer insights into teachers' lived experiences. Additionally, most are concentrated in Kenya, Nigeria, and the Philippines, with a particular focus on Uganda's government-aided primary schools. These conceptual, methodological, and contextual discrepancies justify further examination into the influence of recognition on teachers' performance.

2.4 Career Development and Teachers' Performance

O'Reilly et al. (2020) conceptualize career development as a continuous process of managing and advancing one's professional growth through the acquisition of skills, experiences, and learning opportunities that shape an individual's career trajectory. It involves planned and unplanned activities that support progression, adaptability, and effectiveness within a chosen profession. In education settings, this implies ongoing professional learning, skill enhancement, and progression opportunities that enable teachers to improve their competence and performance over time (Wyatt, 2024). In this study, career development was operationalized through indicators such as access to in-

service training, participation in workshops, professional development opportunities, and support for career advancement. In this study, career development refers to teachers' opportunities for professional growth through training, workshops, and support for career advancement that enhance their competence and performance.

Several studies report positive effects of career development on teachers' performance. Malebe et al. (2024) established that professional development significantly improves teachers' work performance in Kenyan public primary schools. Similarly, Mduma and Mkulu (2021) found that continuous professional development enhances teachers' instructional effectiveness and overall job performance in Tanzania. Geletu et al. (2022) further demonstrated that continuous professional development aligns positively with teachers' performance evaluation and career growth in Ethiopia. Supporting these findings, Adu et al. (2023) similarly concluded that continuing professional teacher development contributes to improved teacher effectiveness and learner achievement in South Africa.

However, studies also reveal challenges affecting career development. Mahlaela (2024) reported that school leaders experience difficulties implementing effective professional development programmes because of financial and organizational constraints. Wyatt (2024) similarly identified barriers to continuous professional development, particularly inadequate ICT training opportunities in rural primary schools. Sadovets (2021) further observed inconsistencies between teacher competence frameworks and career development systems across European countries, suggesting that professional development opportunities remain uneven across educational systems.

Conceptually, researchers define career development differently. Some studies focus on continuous professional development (Geletu et al., 2022), others emphasize career growth and promotion (Sadovets, 2021), while others examine professional learning, teacher competence, or lifelong learning. These varying conceptualizations create inconsistencies regarding what constitutes career development and which dimensions most strongly influence teachers' performance.

Theoretically, most studies rely on Human Capital Theory, Social Cognitive Career Theory, adult learning theory, and teacher professional development models. However, relatively few studies integrate organizational support, motivation, and career development theories within a single explanatory framework. Consequently, the mechanisms through which career development influences teachers' performance remain insufficiently explained.

Methodologically, the reviewed literature is dominated by quantitative surveys and literature

3. Research Methodology

The study adopted a quantitative cross-sectional survey design to examine the influence of recognition and career development on teacher performance. The design was appropriate because it enabled data collection at a single point in time and statistical analysis of relationships among the study variables. This study was carried out in Nakabugo Sub County of Wakiso District, Uganda, among teachers of the selected six primary schools, which are St. Johnson Primary School, Saviour Junior School, Bright Way Junior School, Little King Children's Centre, Africa Junior School, and Step by Step Primary School. The study population was 150 teachers. The study comprised a sample of 108 respondents selected using the Krejcie and Morgan (1970) sample size table. The stratified random sampling technique was used to obtain a representative sample of teachers from each of the six schools based on proportionate allocation to the size of schools. Then a simple random sampling technique was applied to pick individual teachers from each stratum.

Data was collected using a structured questionnaire that measured in a five-point scale, a Likert scale of 1 (strongly disagree) to 5 (strongly agree). Work climate measured in terms of communication, teamwork, leadership support, resource availability, and fair in management (Mbabazi & Balojja, 2023). Recognition was measured as appreciation, rewards, acknowledgement, and promotion opportunities (Hussain et al., 2019). Career development comprised of in-service training, workshops, professional development opportunities, and career advancement support (Odhiambo et al., 2023). Teacher performance includes indicators such as lesson preparation, effectiveness of teaching, learner assessment, classroom management, record keeping, and punctuality (Akullo & Kamanyire, 2023).

3.1 Data Collection, Validity, Reliability and Data Analysis

Data were collected using a structured questionnaire adapted from validated instruments used in previous studies on work climate, recognition, career development, and teacher performance (Noorhapizah et al., 2023; Odhiambo et al., 2023; Malebe et al., 2024). The questionnaire consisted of closed-ended items measured on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Content validity was established through expert review by academic supervisors and educational management

specialists who assessed the clarity, relevance, and adequacy of the items. Their recommendations were incorporated to improve the instrument.

Data were obtained through a structured questionnaire adapted from a number of similar and validated questionnaires that have been used in previous studies concerning the work climate, recognition, career development, and performance of the teacher (Noorhapizah et al., 2023; Odhiambo et al., 2023; Malebe et al., 2024). Questionnaire items were close-ended with a five-point Likert scale where 1 stands for Strongly Disagree and 5 for Strongly Agree.

The content validity was determined by education management experts to check for accuracy, relevance and adequacy of the item. The advice of these reviewers was then used to refine the instrument. The data were coded and entered into SPSS statistical software for analysis. Descriptive statistics in terms of frequencies, percentages, mean, and standard deviations were used to describe respondents' demographics and study variables Pearson correlation and multiple regression were used to determine the influence of work climate, recognition, and career development on teacher performance. The significance level was taken at $p < 0.05$. A pilot study was carried out in schools with similar settings to that of the area for the main study except that it was not included in the study. The reliability of the internal consistency was tested by means of the Cronbach alpha reliability test. A coefficient greater than or equal to 0.70 was regarded as acceptable

3.2 Data Analysis

Data collected was checked, coded and entered into SPSS Software package. Data analysis procedure consisted of: Descriptive Statistics; Frequency and percentages (to describe the personal information of the respondents and the study variables, e.g. Work climate, recognition and career development), Means and Standard Deviations (to summarize the study variables). -Pearson Product-Moment Correlation analysis; to determine the correlation between work climate, recognition and career development with teacher performance. -Multiple Linear Regression analysis; to determine the influence of work climate, recognition and career development jointly and individually to teacher performance. -Assumptions for Multiple Linear Regression analysis namely Multicollinearity was assessed by assessing the Tolerance Values and the Variance Inflation factor (VIF). Ethics were observed in the following ways: Gaining institutional approval; Seeking participants informed consent; Ensuring confidentiality and anonymity; Providing an accurate report of the study results.

4. Results

4.1 Descriptive Statistics

Table 1: Descriptive Results for Demographic Characteristics

Characteristic	Category with Highest Representation	Frequency	Percent (%)
Age of respondents	30 years and above	40	39.2
Gender	Female	67	65.7
Type of school	Public	52	51.0
Teaching experience in the current school	Three years and above	41	40.2
Teaching frequency per week	Five times	59	57.8
Subject taught	English	33	32.4

The findings, in table one, suggest that most respondents were 30 years and above (39.2%), female (65.7%), and from public schools (51.0%). The largest percentage had three years and above of teaching experience in their current schools (40.2%), taught five times per week (57.8%), with expertise in English (32.4%). Generally, the demographic profile suggests that the respondents were active professional and experienced teachers engaged in classroom instruction and therefore well positioned to provide reliable information on the study variables.

Table 2: Mean and Standard Deviation of Academic performance

Construct	Mean	Standard deviation
Lesson preparation	4.13	1.00
Learner assessment	4.19	1.05
Classroom Management	4.094	0.97

Table 2 revealed that teacher respondents received good scores for all aspects. Learner assessment received the highest average score ($M = 4.19$, $SD = 1.05$), followed by preparation of lessons ($M = 4.13$, $SD = 1.00$) while classroom management got the lowest average mean ($M = 4.09$, $SD = 0.97$). Therefore, it is clear that teachers are competent in terms of preparation of lessons, learners' assessment and classroom management and the small standard deviation scores indicates the agreement of the respondents on the scores.

Table 3: Mean and Standard Deviation of WD, WC, and R

Construct	Overall Mean	Overall SD
Work Discipline (WD)	4.09	0.97
Work Climate (WC)	3.97	1.08
Recognition (R)	3.81	1.10

The findings show that teachers generally had favorable perceptions of work discipline, work climate, and recognition. Work Discipline ranked the highest ($M = 4.09$, $SD = 0.97$, SA), suggesting strong commitment to punctuality, task completion, and professional conduct. Work Climate was rated favorably ($M = 3.97$, $SD = 1.08$, A), indicating that teachers perceive their school environment as conducive. Recognition had the list score ($M = 3.81$, $SD = 1.10$, A) but remained positive, indicating that teachers feel appreciated, though recognition practices could be strengthened. Overall, the results suggest working environment was encouraging among teachers.

4.2 Testing Hypotheses

Pearson Correlation of Work Climate, Recognition and Career Development WC, R, and CD

The individual influence of WC, R, and CD on teacher performance was studied. A Pearson correlation coefficient was calculated to establish the influence of work climate on teacher performance. The findings of Pearson correlation analysis were reported in Table 4

Table 4: Pearson correlation of WC, R, and CD

Independent Variable	Pearson Correlation (r)	Sig. (2-tailed)	N
Work Climate (WC)	0.477	0.000	102
Recognition (R)	0.539	0.000	102
Career Development (CD)	0.571	0.000	102

The correlation results showed that work climate, recognition, and career development had positive and significant influence on teacher performance ($p < 0.01$). Career development indicated the strongest influence ($r = 0.571$, $p = 0.000$), followed by recognition ($r = 0.539$, $p = 0.000$) and work climate ($r = 0.477$, $p = 0.000$). These findings indicate work

climate, recognition, and career development significantly influence teacher performance. Hence forth, the null hypotheses (H01, H02, and H03) were rejected.

4.3 H04: Work climate, recognition, and career development have no significant combined relationship with teacher performance in primary schools in Nakabugo Sub-County.

Table 5: Multiple regression analysis between Work Climate, Recognition, Career Development, and Teacher Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.606	0.367	0.347	8.84128

The multiple regression model revealed a statistically significant influence of work climate, recognition, and career development on teacher performance ($R = 0.606$). This indicates that the combination of three independent variables predicts about 36.7% of the variance in job performance of teachers ($R = 0.367$, Adjusted $R^2 = 0.347$). The remaining 65.3% of the variance may be accounted for by other factors not included in the model, namely remuneration, workload, motivation, supervision, and individual characteristics. Generally, work climate, recognition, and career development significantly influence teacher performance.

Table 6: ANOVA on the influence of WC, R, and CD on Teacher performance

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	4438.855	3	4438.855	18.929	.000
Residual	7660.488	98	7660.488		
Total	12099.343	101			

The ANOVA table above shows that the overall multiple regression equation is significant, $F(3, 98) = 18.929$, $p < .001$. Work climate, recognition, and career development significantly influence teachers' performance. The null hypothesis (H04), which postulated work climate, recognition, and career development on teachers' performance have no significant combined influence on teacher performance in primary schools in Nakabugo Sub-County, was rejected.

Table 7: Correlation coefficient between WC, R, CD and teacher performance

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Tolerance	Statistics VIF
(Constant)	31.201	4.005		7.790	.000		
Work Climate	.323	.201	.177	1.608	.111	.536	1.867
Recognition	.310	.378	.125	.821	.414	.280	3.576
Career Development	.755	.286	.370	2.645	.010	.330	3.026

The regression coefficients revealed the individual influence of work climate, recognition, and career development on teacher performance in primary schools of Nakabugo Sub-county, Wakiso District. The had career development a positive and significant influence on teachers' performance in the primary schools of Nakabugo Sub-county, Wakiso District ($\beta = .370$, $t = 2.645$, $p = .010$). Nevertheless, work environment ($= .177$, $t = 1.608$, $p = .111$) and recognition ($= .125$, $t = 0.821$, $p = .414$) were not statistically significant but provided positive coefficient for teacher performance. The tolerances vary from .280 to .536 and VIF range from 1.867 to 3.576, therefore multicollinearity was not a matter.

5. Discussion

The study revealed that work climate significantly influenced teacher performance ($r = 0.618$, $p < 0.001$), making it the strongest influencer of the three variables. This result aligns with earlier studies indicating that collegial relationships, supportive communication, and

adequate resources improve teachers' motivation and effectiveness (Noorhapizah et al., 2023; Aladetan, 2023; Yolviansyah et al., 2024).

The correlation showed a significant influence of recognition on teacher performance ($r = 0.539$, $p < 0.01$). Nevertheless, the regression model did not have a significant influence ($= 0.045$, $p = 0.646$). This finding partially supports the works of Odhiambo et al. (2023), Khaemba et al. (2024), and Lim (2021), which revealed that recognition can enhance teacher motivation, commitment, and effectiveness. However, our findings imply that recognition alone cannot influence teacher performance when considering working climate and career development together. This finding partially supports Herzberg's Two-Factor Theory and Vroom's Expectancy Theory, which argue that when working conditions are good, employees can enhance the effectiveness of recognition.

Career Development had a moderately significant influence on teacher performance ($r = .571$, $p < .01$). (=

0.288, $p=0.002$). This is supported by past studies that reveal professional development positively influences the performance of teachers in relation to their competence, motivation, and delivery of instructions (Odhiambo et al, 2023; Ndirangu & Mungai, 2024). It aligns with Herzberg's work that an avenue to advance within a workplace can be a motivator, and according to Vroom's Expectancy theory, a teacher is motivated to perform a task when they expect their performance on the task to be rewarded, and professional development that results in career advancement is perceived to deliver this.

The multiple regression analysis revealed that the variables of work climate, recognition, and career development collectively influence teacher performance ($F=18.929$, $p < 0.001$), accounting for 36.7% variance in teacher performance ($R=0.367$). These findings implied that teachers' performance is influenced by a host of organizational and psychological factors, but others that have not been studied are also affecting teachers' performance. In general, the findings are supportive of Herzberg's Two-Factor theory and Vroom's Expectancy Theory. Both theories' postulates have been demonstrated, with a supportive working environment and the opportunity for career growth having the greater impact on teachers' performance compared to recognition alone.

6. Conclusions

Based on the findings, work climate and career development significantly influence teacher performance in primary schools in Nakabugo Sub-County, Wakiso District. Although recognition influences teacher performance, it does not independently influence teacher performance after adjusting for work climate and career development. Work climate, recognition and career development as combined, they influence teacher performance hence emphasizing the role of supportive school environment and investing in teachers' careers, work environment must be improved and career development made accessible to teachers, while keeping the practice of recognizing good works for the motivation purpose.

7. Recommendations

School leaders are suggested to further reinforce work climate to promote teachers' performance through improve the climate factors such as improved communication, cooperation, supportive leadership, perceived procedural fairness, availability of teaching and learning resources.

The Ministry of Education and Sports and school heads are to continue emphasis on career development

programmes in schools that include effective in-service courses, in-house training, mentorship and further education of teachers so as to improve their professional skills and competence.

Though, recognition was not found to be significant predictor on performance, schools ought to practice the consistent use of appreciation, construct feedback, rewards and promotions in order to keep the morale of their teachers up.

The adoption of an approach integrating the use of strategies focusing on improving the climate, developing careers, and giving recognition should be used to boost the continuous performance of teachers.

8. Limitations of the Study

The study had some limitations. First, given that the study adopted a cross-sectional approach, a direct inference on causality among the study constructs could not be made directly, however this was mitigated through appropriate use of statistical analysis tools of Pearson's correlation, as well as multiple regression for the purpose of finding direction and the degree of correlation between the study variables. Second, the study relied on self-reported questionnaire data, which may have been affected by response bias. To minimize this, respondents were assured of anonymity and confidentiality, encouraging honest responses. Third, the study was limited to six primary schools within one sub-county, which may constrain the generalizability of the findings, though adequate efforts were made to ensure participation using the stratified random technique from within participating schools.

Despite these limitations, the research generated practical evidence on the influence of work climate, recognition, and career development on teacher performance.

9. Areas for Further Research

Future studies should examine other factors that influence teacher performance not covered in this study, such as teacher motivation, leadership styles, supervision practices, workload, remuneration, and job satisfaction. In addition, further research could adopt longitudinal and mixed-methods approaches to provide deeper and more comprehensive insights into how school-related factors influence teacher performance over time.

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