

Introduction: The study focused on examining the various factors that directly and indirectly influence the performance of village health teams activities the study was based on a scientific facts that motivation/incentives, individual factors such as sex, age, level of education, attitude and so on and community factors such as the population, culture, accessibility and so on have significant impact on the quality of health services offered by VHTs.

Objective: The purpose of the study was to establish factor that influence the performance of VHTs in Namugongo sub-county Kaliro district. In achieving this I had to assess the individual factors, community factors and even motivational factors influencing the performance of VHTs.

Methodology: In order to capture comprehensive results, the researcher adopted a cross-sectional descriptive method, he also employed questionnaires and focus group discussions as the primary data collection tools. A researcher acquired an interview guide to gather qualitative data and a pretested questionnaire was used but the samples size was 272 VHTs which were randomly selected from all the six parishes of Namugongo sub-county plus 8 FGD

Results: In order to test for relationship between independent and dependent variable,chi-square was ran and it showed significance which was confirmed that there was significance on the performance of VHTS as it is influenced by motivational factors, individual factors and community factors and these include support supervision, incentives and so on.

Conclusion: In conclusion, the researcher argued that for quality service delivery by VHTs in health promotion, there is great need to improve on the availability of incentives, support supervision, supplies and also sincere involvement of community members that health quality in the area can be realized. Therefore, the researcher recommended for horizontal management to ensure continuity and sustainability of the VHT activities

Recommendations: Based on the study findings, the researcher suggest that in order to ensure sustainability and good performance of VHTs, it would be worthwhile to improve on incentives given to VHTs especially transport refund in order for them to respond promptly to the local needs. The highest level of education of the VHTs is primary education and the researcher recommends that since the dominant educational level is only primary, the government should do proper training through designing and implementing a curriculum that will equip the VHTs with adequate knowledge to handle health at household level basing on their level of education. They lack motivation as the majority of them had never received any incentive and even those who received; it was so small comparing to the work load of bridging the gap in health care at household level. The researcher strongly recommends more valuable incentives like bicycles that make their work easier. Support supervision of VHTs had a strong significance and therefore the researcher recommends that the frequency of supervision especially at the sub-county level should be enhanced and be increased at least every month.

There is need for continuous supervision and training of VHTs and their supervisors especially in the area of record keeping and report making. The community members can be involved in the supervision and monitoring of VHT activities in the areas.

These recommendations are derived from the fact that community members are the main stakeholders that can positively and constructively support the success of VHT activities in terms of incentives, supplying simple but sound inputs and offering support supervision on the activating, motivating capacity building and allowing the community and its representative for example community based organizations (CBOs), people's movements, and voluntary organizations to directly give feedback about the functioning of VHT health services. The community (health system); the community, community-based organizations. The emphasis is based on the developmental spirit of “fact-finding” and “learning lessons for improvement” rather than fault finding. Garg and Laskar, (2009).