

**ESTABLISHING SATISFACTION LEVELS OF TEACHERS IN SECONDARY SCHOOLS AND
HOW THEY INFLUENCE PERFORMANCE: A CASE OF KYENJONJO DISTRICT WESTERN
UGANDA SECONDARY SCHOOLS
FACULTY OF EDUCATION, UNIVERSITY OF ELDORET**

Nganzi Christopher EDU/D.Phil/PGPE/1007/13

ABSTRACT: *This study aimed at investigating the effects of teacher job satisfaction on performance in Kyenjojo District. The study determined the principle effects on teacher's motivation in terms of achievement, competence, status, personal worth and self actualization in secondary schools. The findings in this study are expected to benefit schools and teachers among other stakeholders who would get first hand information on effects of teacher job satisfaction and motivation. The general objective of this study is how does job satisfaction influence teachers' performance. A descriptive research design was used and a case study approach was adopted. The target population of interest was twenty one (21) secondary schools registered in Kyenjojo District. A non probability sampling technique or method was used for this study. The study purposively selected seven (7) public schools and twenty (20) respondents from each of the schools as being representatives of the target population. Data was collected using the questionnaires. Quantitative data was analyzed through the use of descriptive statistics which included frequencies, percentages and means as measures of central tendency, while the qualitative data was analyzed through the use of content analysis. The analyzed data was presented using tables and bar charts. The key findings of this study were that teachers who lack enthusiasm are unable to teach effectively, making students not to learn well. It also showed that principals' attitude of not considering teachers' suggestions, in decision making made teachers lose interest in their job. The study recommends that the ministry of Education should seek ways to improve on job satisfaction of teachers in their teaching profession by improving on working conditions and giving them more opportunities for training. Principals should be able to work with others to implant their vision into the structures and processes of the school. The heads also need to communicate their vision to the staff of what they should become.*

KEYWORDS: Satisfaction levels and Performance

INTRODUCTION AND LITERATURE REVIEW

Job satisfaction is a universal phenomenon. Most of the expectations of workers somewhat correlate worldwide, although there are divergent differences due to sociological, political and cultural backgrounds. However, there are similar expected aspects from a job from all global workers, such as good pay, good environment, recognition and respecting their human rights. On the other hand job satisfaction, is a desired commodity worldwide, (Heywood 2008). Heywood says that Countries like Unite States, Australia, Germany, Korea, United Kingdom, take job satisfaction with high regard. Job satisfaction has been studied widely due to the fact that, many experts believe that its trends can affect the labor market behavior and influence work outcomes, work effort, employee presence or absenteeism and turnover. Job satisfaction of the workers is considered as a predictor of overall individual wellbeing, (Diaz Serrano and Cabral Vieira 2005) as well a good predictor of intentions or decisions of employees' leavening or staying at the job (Gaziogulu and Tansel, 2002).

Heywood (2008) says that in United States workers find on their job satisfaction in the work itself, and not expect it from their bosses, however, once they detect dissatisfaction they are free to look for other jobs that fulfill their needs. In Germany companies take it their responsibility to satisfy their workers. Workers in Germany take organizations to court if they do not meet the satisfaction levels that are expected. In England it was discovered that workers are given family leaves, good payments, and child care. Workers who feel satisfied, have less absenteeism, and show up on the work more often and there were no cases of turnover (Heywood 2008).

Organizations have a significant effect on the people who work for them and some of the effects are reflected on how people experience the job (Spector, 1997). This makes job satisfaction a substantial factor to both the employee and the employer (Jorge and Heloisa 2006). As a feature of social welfare, job satisfaction is important and this is taxonomy of a good job. In third world countries it seems the issue of job satisfaction is taken lightly that is the reason to why, there has been many cases of job turnovers in schools, cases of indiscipline, absenteeism and underperformance (Tanya Khan 2004). The challenges realized from problems of inadequate teacher job satisfaction are quite enormous. For instance challenges of education in Pakistan are immense, both in scale and complexity.

In Malawi (Kadzamira and Chibwana 2000, Kadzamira et al 2001, Tudor-Craig 2002, Chimwenje 2003), in their research studies concluded that the overall levels of job satisfaction and motivation are low in both Primary and Secondary Schools. Teachers are highly dissatisfied with their remuneration and other conditions of services. Problems of teacher job satisfaction have also been cited in Nigeria, where teachers' agitations and demands for improved compensation are given little attention due to the problem of the inadequate resources, in the Ministry of Education, to meet satisfactory needs of the workers. As a result the government in Nigeria and the Nigerian Union of Teachers (NUT) are in constant standoffs over the increase in salaries, benefits, and improving the working conditions of teacher Nwachukwu (2006).

Bennell and Mukyanuzi (2005), in their research discovered similar problems of teacher job satisfaction in Tanzania, like in other third world countries. However, Sekiwu (2009) says that job satisfaction and motivation in Uganda has been given priority, there are improved remunerations, such as teaching environment and the Ministry of Education ensures that Teachers attain their basic motivations and satisfactions, such as housing, good transport means, holidays, good retirement packages and in service training among others, these have kept the education system, a bit stable. Never the less, teachers' absolute job satisfaction and motivation remains a challenge in most third world countries and especially Africa.

Since independence in 1962, job satisfaction has remained an imperative point to ponder in most Ugandan organizations. Many documents have drawn attention to the fragility of perceived teacher job satisfaction. Notably in the recent policy which demands for teachers to stay in the same station for five years mandatory without asking any transfer has been a setback to teachers' professional freedom, a right of choice, the teacher unions have also raised concerns on teacher job permanency and pensions. Thus, there are a range of factors concerning teacher job satisfaction in Uganda, like salaries, promotions and other pertinent needs in a profession (Nakera and Wesang'ula 2010).

The Ugandan Education systems has always been endowed with tireless and never give up teachers. Never the less, efforts to motivate them have been inadequate. This has made it hard to retain these competent and tireless teachers, they move to greener pastures (alternative jobs). Thus, consistency in

student academic achievement has been a problem (Lukuyani 2009). It is on the basis of such evidence that studies on the problems that bring about teacher job dissatisfaction need to be carried out and find amicable ways of solving the issues that cause disharmony in the educational systems of the country.

This study investigates satisfaction levels secondary school teachers in Kyenjojo District Western Uganda. This study highly recognizes the person of a teacher and it also deeply expounds the concept, teacher job satisfaction levels and how it directly affects the teacher's performance.

The imperative essence of this study, from its commencement to its conclusion is to understand how job satisfaction influences a teacher's performance, attitudes towards work, and life in general. Never the less, the interest and fulfillment are some of the vital modalities that are ought to be investigated. The challenges indicated in education in most African countries, draw the attention of researchers to discover ways of addressing the issues that causing teacher ineffectiveness, which leads to poor student achievement. The decreasing popularity and status of teaching profession as a whole, calls for interventions by policy makers in education and stakeholders and researchers to discover proper ways of addressing concerns of teacher job satisfaction. Therefore, examining factors that influence teacher job satisfaction may help to decrease the likelihood of teacher turnover, inefficiency in instruction and improve the quality of education. Teacher job satisfaction is a key ingredient to keeping teachers in their careers and a key ingredient to keeping quality; motivate individuals in their teaching profession (Turner 2007)

Statement of the Problem

Job satisfaction is vital to progressive development of educational systems around the world in the sense that the relevance of job satisfaction is crucial to the long term growth and development of any workplace. This has to do with needs satisfaction which is essential in the lives of workers which is the fundamental reason for working (Olubobe, 2005). Generally, studies that were conducted here in Uganda about teacher job satisfaction similar to the topic under research, did not tackle the issue of the satisfaction levels of secondary school teacher, especially in Kyenjojo District Western Uganda.

The current study stands is to establish teachers' satisfaction levels and try to correlate them to performance. On the basis of the evidence presented from the studies carried out in Uganda about teachers' job satisfaction by (Nakera and Wesang'ula 2010, Jackson and Katam n.d, Glewwe et al 2003) , the unavoidable conclusion is that there is scarce information on satisfaction levels influencing secondary school teacher job satisfaction levels in Kyenjojo District. Hence, more studies must be conducted to study the problems in the teaching profession that create dissatisfaction.

Research Question

How does job satisfaction enhance performance of secondary school teachers in Kyenjojo District Western Uganda?

The significance of the study

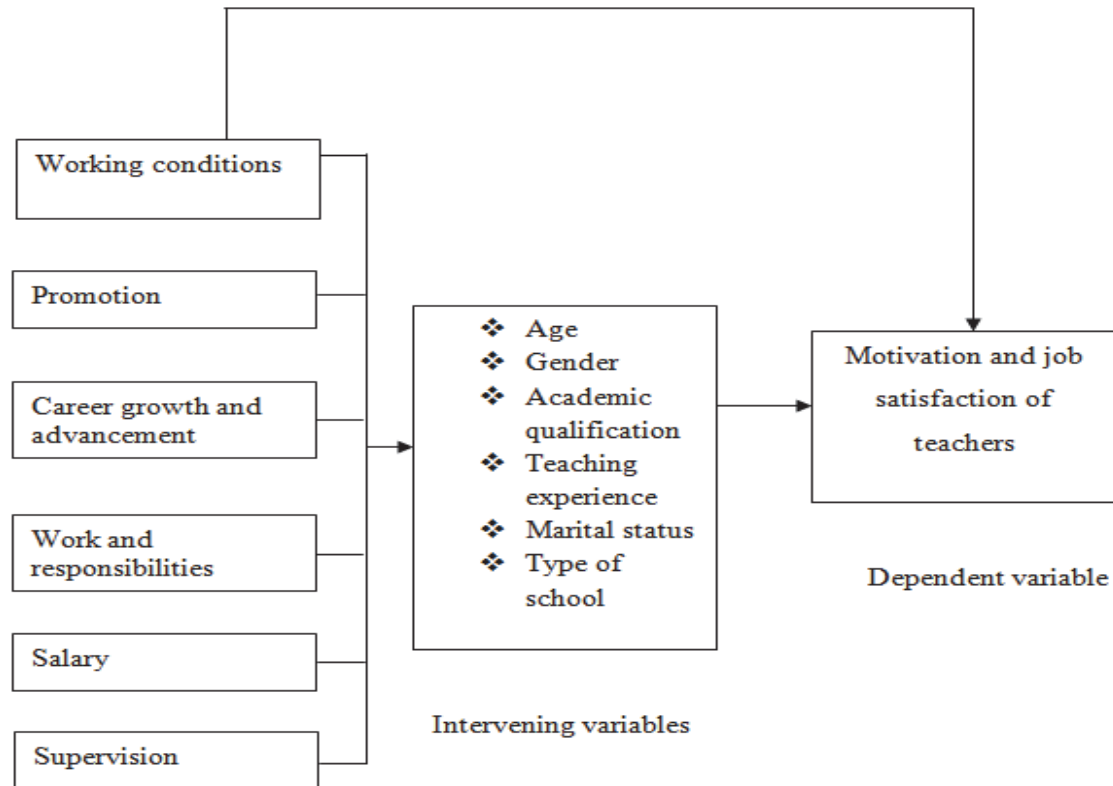
The study was intended to enlighten the Ministry of Education Science and Technology about the importance of teacher job satisfaction and its influence on performance.

This research is to help Head Teachers and educational policy makers' to spot out Key satisfaction levels deemed paramount by teachers and how they enhance their performance.

The information that was collected in schools helped to assess teachers' attitudes, in regard to their working conditions and levels of job satisfaction.

This study analyzed the components influencing teacher job satisfaction levels. This helped in understanding key determinants that bring about teacher job satisfaction and dissatisfaction. Thus, the findings should enable policy makers to find proper ways of motivating and satisfying teachers' needs in their career in order.

Conceptual frame work



Independent variables

Source: Leah Muthoni Njiru (2014)

RESEARCH METHODOLOGY

The study uses a descriptive survey design to investigate satisfaction levels of secondary school teachers and the way it correlated to performance in Kyenjojo District. Descriptive studies are designed to obtain pertinent and precise information concerning the current status of phenomena and wherever possible to draw valid general conclusions from facts discovered. According to Gay (1976) descriptive survey research method, is used to examine educational problems and report the way things. The method relies on administration of questionnaire and analysis of documents as the principle data collection procedures. The head-teachers interview schedule items were also scored and analyzed using the same format to determine the importance to job satisfaction

FINDINGS

How does Job Satisfaction Enhance Performance

This section presents data on the indicators of a satisfied a teacher as responded to by the teachers.

Teachers' responses

Outcomes of Job Satisfaction	SA (%)	A (%)	U (%)	D (%)	SD (%)
Ever present in school	22(27.2)	39(48.1)	4(4.9)	9(11.1)	7(8.6)
Active in school activities and particularly in class	27(33.3)	39(48.1)	4(4.9)	8(9.9)	3(3.7)
Obedient to school time table	25(30.9)	33(40.7)	10(12.3)	10(12.3)	3(3.7)
Healthy and exhibits happiness traits of good socialization	19(23.5)	37(45.7)	11(13.6)	10(12.3)	4(4.9)
Responsible and accountable	31(38.3)	37(45.7)	6(7.4)	5(6.2)	2(2.5)

Various indicators of job satisfaction were responded to by the participants. The findings indicate that teachers who are satisfied are ever present in school as shown by majority (75.3%) of the participants, a smaller number (19.7%) disagreed to this while the least (4.9%) were undecided. Majority (81.4%) of the teachers agreed that teachers who are satisfied are active in school activities and particularly in class; a smaller number (13.6%) disagreed while the least (4.9%) were undecided. As indicated, majority (71.6%) of the respondents said that a satisfied teacher is obedient to school timetable, 16% disagreed to it while the least (12.3%) were undecided; in terms of being healthy and exhibition of happiness traits of good socialization, 69.2% said that they agreed to it, 17.2% disagreed while 13.6% were undecided; and it is also shown that a satisfied teacher is always responsible and accountable as responded to by 84% of the respondents, 8.7% disagreed while 7.4% were undecided on the statement. It is therefore; clear that a satisfied teacher will always exhibit various characteristics that need to be looked at keenly if a school manager is to achieve the organizational/institutional goals and objectives. This will help the school managers stop viewing teachers as machines but as human beings who can relate with the machines to bring productivity.

CONCLUSIONS

It can be believed as per findings that job satisfaction is very paramount in improving teachers' performance. In the findings it was discovered that job satisfaction kills absenteeism in the school and also promote obedience to the school timetable. Thus, job satisfaction stands out as a key factor in influencing teachers' performance. It can therefore, be taken very key to the growth and development of a school system.

RECOMMENDATIONS

Head teachers and other school managers need to find were of how to satisfy the basic need of their teachers for them to perform as expected. The findings are very category that satisfying teachers cannot be avoided if at all the school system is to achieve its intended objectives. It can also be recommended that the school management need to put in place factors that facilitate job satisfaction, which is a conducive environment. In most African countries and Uganda in particular teachers have lots of personal issues especially from their backgrounds; satisfying their needs would aid good performance.

REFERENCE

- Bennel P. & Munyanuzi (2005). *Is There a teacher Motivation Crisis in Tanzania?* Managing Partner, HR-CONSULT.Dar es salaam, Tanzania (Research Paper)
- Diaz-Serrano & Cabral Vieira (2005). *Low pay, High pay and Job satisfaction within European Union: Emprical Evidence from fourteen Countries*, IZA Discussion Papers
- Heywood (2008). *Identifying global Elements of Job Satisfaction*: University of Wisconsin-Milwaukee
- Ganziogulu & Tansel (2002). *The Effect of Job Organizational Factors on Job Satisfaction*: In two Automotive industries in Malaysia: Department of Engineering Design and Manufacture, Facaulty of Engineering, University of Malaya Kuala Lumpur50603, Malaysia
- Gay, L.R. (1996). *Educational Research: Competencies for analysis and application (5th Ed.)* New Jersey: Prentice Hall Inc.
- Jorge C & Heloisa P. (2006). *Psychosocial work factors, Quality of work indicators*. EU Countries
- Nakera Sirima & Wesang'ula Moses (2010). *Perceived factors influencing public secondary school Teachers' job satisfaction in Busia district, Kenya*: Masinde Musinde Muriro University of Science and Technology, Kakamega, Kenya (Research Paper)
- Nwachukwu (2006). *Teacher Job Satisfaction and Motivation for School Effectiveness*: University of Helsinki Finland- Nigeria
- Ololube, N.P. (2004). *Benchmarking the Motivational Competencies of Academically Qualified Teachers and Professionally Qualified Teachers in Nigerian Secondary Schools*: The African Symposium, Vol.5, No.3.pp. 17-37.
- Tanya Khan (2004). *Teacher Job satisfaction and incentives: A Case Study of Pakistan* <http://webache.googleusercontent>
- Turner H.C (2007). *Predictors of Teachers' Job Satisfaction in Urban Middle Schools*: ProQuest LLC 789 East Eisenhower Parkway Ann Arbor, MI USA
- Sekiwu D. (2009). *Teacher's Job Amenities in the Developing World: Precursor for Peak School Performance*: Makerere University Uganda