



## **Job Satisfaction and Teacher Performance in Selected Private Secondary Schools in Makindye Division, Kampala Capital City Authority, Uganda**

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### **ABSTRACT**

The study was primarily set to assess the relationship between job satisfaction and teacher performance in private secondary schools in Makindye Division, Kampala City, Uganda so as to generate knowledge that can directly improve their overall performance and positively impact the quality of education provided to students. The following objectives guided the study; (i) To assess the level of teacher job satisfaction in private secondary schools in Makindye division, Kampala Capital City Authority (ii) To assess the level of teacher performance in Makindye Division, Kampala Capital City Authority and (iii) To examine the relationship between job satisfaction and teacher performance in private secondary schools in Makindye division. The study employed a descriptive-correlation research design with a mixed methods approach. Data was collected using self-administered questionnaires from 350 teachers who were randomly selected. It was then entered and analyzed at descriptive and inferential level through Pearson Product Moment correlation analysis in SPSS Version 20.0. Findings showed a low level of job satisfaction amongst the teachers (Mean = 2.57), a low level of teacher performance (Mean = 2.58) but a positive significant relationship between job satisfaction and performance of teachers in selected private secondary schools in ( $r = .544, p = 0.000 < 0.05$ ). This relationship implies that the more the job satisfaction, the better the performance of teachers in selected private secondary schools and vice versa. The quantitative results were consistent with qualitative results. It was therefore concluded that private schools were still far from making teachers reach the desired levels of job satisfaction and teacher performance but that ensuring job satisfaction specifically satisfaction with salaries, job promotions and workshops were paramount in improving the teacher performance in private secondary schools in Makindye division, Kampala City Council Authority.

Keywords: job satisfaction, teacher performance, federal funding, academic work

### **INTRODUCTION**

This study focused on job satisfaction and teacher performance in selected private secondary schools in Makindye Division, Kampala Capital City Authority. Job satisfaction is a kind of pleasant or positive affection state, which grows in the process of evaluating an individual's work experience (Zhu, 2017). Some teachers are happy, whereas others do not enjoy their work due to delayed payments, lack of job promotion, and lack of workshops to enhance their work. A teacher's job satisfaction affects their performance such as attendance, syllabus coverage, marking students' assignments and preparation of schemes of work (Msuya, 2016). Job satisfaction plays a big role in teachers' occupational life because when they feel comfortable and valued, they have the opportunity to develop themselves and will automatically focus the attention and show good work performance (Chidir et al, 2020).

Globally, 5% to 15% of teachers underperform in the classroom as per the year 2020 (Shields, 2020). However, it is reported that approximately 40%–50% of teachers' performance was wanting world over, with poor teacher performance always seen through lateness in arriving at work, moving to the classroom, completing deadlines and absence from work (Singer, Lloyd, & Stanley, 2015). Specifically, Missouri educators have increased pressures placed upon them because state and federal funding is directly tied to teacher performance (Singer, Lloyd, & Stanley, 2015).

The study on job satisfaction was largely pioneered by Hawthorne studies between 1924-1930, led by Elton Mayo of the Harvard Business School (Naru, 2018). The studies which sought to find out the effects of various conditions on workers' productivity showed that novel changes in work conditions temporarily increased productivity. The findings provided strong evidence that people work for purposes other than pay which paved a way for research to investigate other factors in job satisfaction. Since Taylors' scientific management and the Hawthorne studies, there have been many studies on the nature, causes and consequences of job satisfaction (Nanjappaiah & Mussadiq, 2021).

Teacher performance is the ability of the teacher to facilitate learning in schools in accordance with the process standards set in order to achieve the quality of educational outcomes (Rostini & Syam, 2022). Teacher performance mainly depends on the teacher characteristics such as knowledge base, sense of responsibility, and inquisitiveness; the student characteristics such as opportunity to learn, and academic work; the teaching factors such as lesson

structure, and communication; the learning aspects such as involvement and success; and the classroom phenomena such as environment and climate, and organization and management (Basilius & Anak, 2017).

The performance of teachers remains a big concern due to the fact that the quality of teaching deteriorated world over which indicates that the skills of teachers dropped due to outdated preparation on the part of the teacher and stagnant compensation schemes by the management of the educational institutions (Daworiye, Alagoa, Enaregha & Eremasi 2015). Seigh and Mead (2015) in their suggestion for lifting performance of teachers have emphasized the need for periodical performance appraisal just as it is in the corporate or business organization.

In Africa, a big number of teachers fail to complete tasks as aligned in the curriculum standards in the allocated time frame and this affects their preparation of children for national examinations (Atuhurra, 2022). Poor teacher performance is exhibited through poor preparations in terms of poor lesson plans and schemes of work and irregular attendance to students (Chavan, 2019). There is high poor teacher involvement in co-curricular activities and yet a teacher is expected to get involved in full learning and teaching process (Chavan, 2019).

Various studies have been carried out on the relationship between job satisfaction and teacher' performance, but their findings are contradictory and conflicting. For instance, Basilius and Anak (2017) and Muh (2016) found a positive relationship while Agharuwhe and Ugborugbo , (2017) found a negative relationship between teacher job satisfaction and performance. Most of the studies were done outside Uganda. Therefore, there is need to justify the contradictions by carrying out a study on teacher job satisfaction and performance in selected private secondary schools in Makindye Division in Kampala City Uganda.

According to Herzberg's two factor theory of Hygiene and Motivators factors, when teachers are unsatisfied, they are unhappy and unproductive and when they are highly satisfied, they are happy and highly productive. Abraham, (2021) agrees with the theory by affirming that the school administration should focus on recognizing teachers' good performance and conducting specialized seminars in order to achieve good teacher performance. Shaikh, (2019), also affirms that motivators such as advancement, recognition and growth, and hygiene factors such as company policy, work security and money, positively affect teachers' performance.

Maforah (2015) affirms that teachers who are satisfied with their work are more likely to maintain a quality school climate and culture of a school and are likely to perform highly as compared to unsatisfied teachers (Msuya, 2016). Song and Mustafa (2015) encouraged school district leaders to increase teachers' job satisfaction by ensuring timely salary payment, job promotion and staff development which improves working conditions that enhance teachers' performance.

In the Ugandan context, low teacher performance in secondary schools has led to confrontation between parents and teachers where parents are accusing teachers of laxity and unwillingness to do their best (Kayindu, Asimwe, Bisaso & Nakiyingi 2020). Poor teacher performance involves late arrivals at school, leaving class before the stipulated time, lack of commitment, absenteeism, over complaining by teachers and unwillingness to accept delegated duties. There are many factors that influence the teachers' job performance such as aptitude, attitude, subject mastery, teaching methodology, personal characteristics, the classroom environment, general mental ability, personality, and relations with students (Nzuka, Aringo & Okemassi, 2021 and Tabancali, 2016).

In a study carried out by Paro (2019) on Motivational Practices and teachers' performance in schools in Makindye Division, Kampala City, it was revealed that 87.5% of the teachers were not satisfied with their welfare in terms of the way their salaries were paid, 57.5% felt their salaries were not enough, 6.3% had prospects for career development and only 17.5% showed a great deal of satisfaction of their job. Little has been done to investigate whether job satisfaction affects teacher performance. This study therefore, intends to investigate the influence of job satisfaction on teacher performance in private secondary schools in Makindye Division, Kampala City.

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## Objectives of the Study

- To assess the level of teacher job satisfaction in private secondary schools in Makindye Division, Kampala City.
- To assess the level of teacher performance in private secondary schools in Makindye Division, Kampala City.
- To examine the relationship between job satisfaction and teacher performance in private secondary schools in Makindye division, Kampala City.

## Hypothesis of the Study

There is no significant relationship between job satisfaction and teacher performance in private secondary schools in Makindye Division.

## Theoretical Framework

The study adopted Herzberg's two factor theory (1966). The theory suggests that employee satisfaction and performance depend on two sets of factors which are hygiene and motivators factors. The theory presents hygiene factors as basic conditions which prevent dissatisfaction in terms of Salary, security and working environment. According to this theory, when employees are unsatisfied, they are unhappy and unproductive and when teachers are highly satisfied, they are happy and highly productive. School administration should focus on recognizing teachers' good performance and conducting relevant

or specialized trainings or seminars (Abraham, 2021). Motivators such as advancement, recognition and growth and hygiene factors such as company policy, work security and money positively affect teachers' performance (Shaikh, 2019).

The hygiene factor has a significant impact on teachers in terms of salary, recognition and participation in seminars (Chachar & Lizette, 2022). A teacher may have a strong desire to pursue the acquisition of higher degree and as a result their performance may increase if the desire is fulfilled (Okorie, 2019).

## METHODOLOGY

This chapter presents the key aspects of methodology that were used by the researcher in order to accomplish the set objectives of the study. The chapter looked at the following sections ; research design, locale of the study, study population, target population, sample size, sampling procedure, research instruments, validity and reliability, data collection procedure, and data analysis procedure.

### Research Design

The study employed a mixed-methods approach with a descriptive-correlation design. A mixed approach applied both quantitative and qualitative methods of data collection and analysis. Descriptive design was concerned with describing situations as they are and aimed to provide a description that is factual and accurate as possible (Shona, 2022). The quantitative approach was employed to analyze the data of large sample size quickly (Muthmairah, 2023). According to Pritha (2023), quantitative approach involves collecting and analyzing numerical data for statistical analysis.

The researcher also used qualitative approach to collect information on qualities of entities and on processes and meanings that could not be experimentally examined or measured in terms of amount, quantity, intensity, or frequency (Pritha, 2023). The researcher used qualitative approach in this study because it is flexible (Dian, Kusumah & Faidah, 2023). It therefore provided information that was difficult to obtain through quantitatively oriented data collection methods, such as human behavior, opinions and experiences.

The descriptive research design was used by the researcher because it provides the information as it is without major changes. Shona, (2022), notes that a descriptive survey method is used to collect data to describe people, organizations, environments or phenomena. Through correlation research design, the researcher was able to determine the relationship between teacher job satisfaction and performance in selected private secondary schools in Makindye Division because they are affected by poor teacher performance (Mulunda, 2019). According to Muhammad (2022), correlation research examines the statistical relationships between two or more variables without manipulating them. The researcher therefore used correlation research design to find out the relationship between job satisfaction and teacher performance in selected private secondary schools in Makindye Division.

### Study Population

The study population comprised of teachers and head teachers in private secondary schools in Makindye Division, Kampala District, Uganda because they are aware of the system of education and they are affected by performance (Ajuna, 2019). There was a total of 50 private secondary schools in Makindye Division, with a total of 3,400 teachers.

### Target Population

The researcher targeted teachers and head teachers in private secondary schools in Makindye Division because they are aware of job satisfaction and teacher performance (Ajuna, 2019). According to Willie (2022), target population is defined as all the members who meet the criteria specified for a research investigation. The study used teachers and head teachers from 50 private secondary schools that are found in Makindye Division, as key informants .

### Sample Size

The researcher selected the sample size for teachers using Curry (1984) formula for sample size. In this formula, when the population size is between 101-1000, the sample size becomes 10%. Therefore, the sample size for teachers in this study was 340 teachers which is the 10% of the population size of 3400 teachers.

Table 1: Showing Curry (1984) Sample Size Rule of Thumb

Size of population	0-100	101-1000	1001-5000	500-10000	10000+
Sampling percent	100%	10% (sample falls in this category)	5%	3%	1%

Source: Khan, (2021)

Table 2: Showing Population, Sample Size and Techniques to be Used in the Study

	Population	Sample Size	Technique
Teachers	3400	340	Simple random
Head teachers	50	10	Purposive
Total		350	

Source: Primary Data 2023

### Sampling Techniques

To select the sample size for teachers, a simple random sampling technique was used. In this technique, each member had an equal chance of being selected (Lauren, 2020). Purposive sampling technique was used to select head teachers on the basis of work experience in the secondary schools in Makindye Division. The head teachers were selected because of their vast knowledge about teacher performance in their respective schools. According to Nikolopoulou (2022), purposive sampling is a sampling technique in which units are selected on purpose because they have the characteristics the researcher needs.

### Research Instruments

The instruments that were used include: a self-administered questionnaire and face to face interview. The questionnaire was administered to the teachers and the interview guide was used to collect data from the head teachers. The use of these two research instruments was found to be relevant in this study as postulated by Pontual, & Senhorini, (2022).

The self-administered questionnaire was divided into three sections: A, B and C. Section A dealt with bio-data on issues such as sex, age, and class. Nominal and interval scales were employed. Section B covered variables on teachers' job satisfaction and performance. It contained closed ended questions. This was based on Likert scale where code 5 was for strongly agree, implying a very high mean (4.21-5.00), code 4 was for agree, implying a high mean (3.41-4.20), code 3 was for not sure, implying a moderate mean (2.61-3.40), 2 was for disagree, implying a low mean(1.81-2.60) and code 1 stood for strongly disagree, implying a very low mean(1.00-1.80) Section C contained the respondents' own opinions and suggestions in open-ended question form ( Dauson & Izguierdo, 2023).

Table 3: A Likert scale of Measurement

Scale	Coding	Mean	Interpretation
Strongly agree	5	4.21- 5.00	Very high
Agree	4	3.41 –4.20	High
Not sure	3	2.61- 3.40	Moderate
Disagree	2	1.81 – 2.60	Low
Strongly disagree	1	1.00 – 1.80	Very low

Source: Primary Data 2023

### Interview

The interview method was used by the researcher in order to get in-depth information as advanced by Diaz, Hrastinski & Norstrom, (2023). This method was used to gather information from 10 head teachers concerning job satisfaction and teachers' performance in private secondary schools in Makindye Division because they are aware of job satisfaction and are also affected by teacher performance.

### Validity and Reliability of the Instruments

Validity is the degree to which the results that are obtained from the analysis represent the phenomenon. The researcher ensured accuracy of information by the use of a self-administered questionnaire and interview guide. The questionnaire was subjected to rating and Content Validity Index (CVI) which used the following formula:

$$CVI = \frac{\text{Total Number of relevant items}}{\text{Total number of items of questionnaires}}$$

In order to address this, the primary instrument that's the self-administered questionnaire was given to 3 experts to rate the relevance of the different items and the CVI was computed as shown below;

$$CVI = \frac{18}{23}$$

= 0.783

The instrument was considered valid for data collection since the value of the CVI f 0783 higher than 0.60 as recommended by Woo, LeBreton and Keith (2023).

Reliability refers to the degree of consistency and precision of data collection instrument. The researcher carried out a pre-test on the research instruments to determine its reliability (Lacono, Spong & Bagley, 2023). The purpose of administering the pre-test was to determine the reliability of the instrument (Gonzales, Glorioso, Navarro & Krista, 2023). A pre-test was done in Nakawa Senior Secondary School among 20 teachers as advocated by Lauren (2020). The teachers in Nakawa Senior Secondary school were selected for a pre-test because they had similar characteristics with the study area in terms of job satisfaction and teacher performance. The Statistical Package for Social Scientists (SPSS) was used to ascertain reliability. Cronbach's Alpha of 0.7 and above was used to determine the coefficient of reliability using Statistical Package of Social Scientists. The results were as presented in Table below

Table 4: Reliability Statistics for Cronbach's Alpha Score

Reliability Statistics	
Cronbach's Alpha	N of Items
.838	23

The instrument was regarded reliable and good for data collection since the test result Cronbach's Alpha score of 0838 is above 0.7 (Bilal & Andajani, 2023)

## FINDINGS

### Job Satisfaction

The first objective of the study was to assess the level of teacher job satisfaction in private secondary schools in Makindye Division. To achieve this, teachers who participated in the questionnaire survey were requested to respond to 5 items about salary payment, which were measured on a five-point Likert scale from 1=Strongly Disagree, 2=Disagree, 3=Not sure, 4=Agree, 5=Strongly Agree, as shown in Table 5. The results regarding the satisfaction level with salary payment were presented in Table 5.

Table 5: Satisfaction Level with Salary Payment

Salary Payment Aspects	Strongly Disagree N(%)	Disagree N(%)	Not sure N(%)	Agree N(%)	Strongly Agree N(%)	Mean	Std Deviation
I am satisfied with the amount paid to me as salary for my job	88(26)	166(49)	14(4)	56(16)	16(5)	2.22	1.23
I am satisfied with the time schedule within which my salary is paid	54(16)	140(41)	10(3)	124(36)	12(4)	2.61	1.19
I am satisfied with the transport allowances provided at my work place	96(28)	156(46)	6(2)	65(19)	17(5)	2.21	1.24
I am satisfied with the allowances given to me for extra work at my work place	76(22)	182(54)	0(0.0)	52(15)	30(9)	2.50	1.29
I am satisfied with the housing allowances provided at my workplace.	68(20)	198(58)	18(5)	35(10)	21(7)	2.34	1.16
<b>Pooled Mean &amp; Standard Deviation</b>						<b>2.38</b>	<b>1.22</b>

**Legend: 4.20-5.00 Very High, 3.40-4.19 High, 2.60-3.39 Average, 1.80-2.59 Low, 1.00-1.79 Very Low**

**Source:** Primary data (2023)

To analyze the findings, a total sum of respondents who strongly disagreed and those who disagreed was computed into one category "opposed to items" and another total sum of respondents who strongly agreed and those who agreed was computed into one category "concurrent with items". Thus, three categories of respondents were compared, which included "Respondents who opposed the items", "Respondents not sure of the items" and "Respondents who concurred with the items". The scales were combined for easy presentation, analysis and interpretation as advanced by Kothari (2004).

Findings relating to whether teachers were satisfied with the amount paid to them as salary for their job as in Table 5 above show that most teachers were opposed to this item compared to teachers who concurred and not sure about salary payment. A comparison on these items shows that the percentage of teachers who disagreed was 75% while the percentage that was not sure was 4% and the percentage of those who concurred was 21%. From these comparisons, it can be noted that percentages that concurred with the items and the percentage that were not sure about the items are lower compared to

the percentages that were opposed to the items. Thus, from this analysis, findings show that most teachers were not comfortable with the salary they received.

Findings relating to whether teachers were satisfied with the time schedule within which their salary is paid as in table 5 above show that most teachers were opposed to this item compared to teachers who concurred and not sure whether they were satisfied or not. A comparison on these items shows that the percentage of teachers who were opposed was 57% while the percentage that was not sure was 3% and those who concurred was 40%. From these comparisons, it can be observed that the percentage that concurred with the items and the percentage that was not sure about the items were lower compared to the percentage that was opposed to the items. Thus, from this analysis, findings show that most teachers were not satisfied with the time schedule within which their salary was paid in their schools.

On whether teachers were satisfied with the transport allowances given to them at their work places, findings in table 5 above show that most teachers were opposed to this item compared to teachers who concurred and not sure whether they are satisfied or not. A comparison on these items shows that the percentage of teachers that opposed was 74% while the percentage that was not sure was 2% and the percentage of those who concurred was 24%. From these comparisons, it can be observed that the percentage that concurred with the items and the percentage that was not sure about the items were lower compared to the percentage that was opposed to the items. Thus, from this analysis, findings show that most teachers were not satisfied with the transport allowances given to them at their work places.

On whether teachers were satisfied with the allowances given to them for extra work at their work places, findings in Table 5 above show that most teachers were opposed to this item compared to teachers who concurred and not sure. A comparison on these items shows that the percentage of teachers that opposed was 76% while the percentage that was not sure was 0% and the percentage of those who concurred was 24%. From these comparisons, it can be noted that the percentage that concurred with the items and the percentage that was not sure about the items were lower compared to the percentage that opposed to the items. This analysis of the findings shows that most teachers were not satisfied with the allowances given to them for extra work at their work places.

Lastly, on whether teachers were satisfied with the housing allowances provided at their workplaces, findings in Table 5 above show that most teachers were opposed to this item compared those who concurred and not sure. A comparison on these items shows that the percentage of teachers that opposed was 78% while the percentage that was not sure was 5% and the percentage of those who concurred was 17%. From these comparisons, it can be stated that the percentage that concurred with the items and the percentage that was not sure about the items were lower compared to the percentage that was opposed to the items. Thus, from this analysis, findings show that most teachers were not satisfied with the housing allowances provided at their workplaces.

The findings based on an aggregate mean of 2.38 being in the range of 1.80 and 2.59 on the overall showed a low level of satisfaction with salary payment in selected private secondary schools in Makindye Division, Kampala City. This result illustrates the need for strategies that propel satisfaction with salary payment amongst the teachers.

### Job Promotion

The second aspect of job satisfaction had to do with job promotion and the teachers who participated in the questionnaire survey were requested to respond to 5 items rated on a five-point Likert scale from 1=Strongly Disagree, 2=Disagree, 3= Not sure, 4= Agree, 5=Strongly Agree, as shown in Table 6 below:

Table 6: Satisfaction with Job Promotion

	Strongly Disagree N (%)	Disagree N (%)	Not sure N (%)	Agree N (%)	Strongly Agree N (%)	Mean	Std Deviation
I am satisfied with the way the administration recommends promotion for teachers	82(24)	186(55)	15(4)	42(12)	15(5)	3.60	1.20
I am satisfied with the benefits recommended for teachers on promotion	31(9)	162(48)	26(8)	81(24)	40(12)	3.30	1.19
I am satisfied with the exposure given to promoted teachers	10(3)	156(46)	91(27)	62(18)	21(6)	3.20	0.98
I am satisfied with the experience considered by the administration for promotion of teachers	52(15)	187(55)	82(25)	11(3)	8(2)	3.60	0.80
I am satisfied with the opportunities offered to teachers for promotion by the administration.	82(24)	194(57)	29(9)	15(4)	20(6)	3.80	1.08
<b>Aggregate Mean &amp; Standard Deviation</b>						<b>3.50</b>	<b>1.05</b>

Legend: 4.20-5.00 Very High, 3.40-4.19 High, 2.60-3.39 Average, 1.80-2.59 Low, 1.00-1.79 Very Low

Source: Primary data (2023)

To analyze the findings, a total sum of respondents who strongly disagreed and those who disagreed was computed into one category "opposed to items" and another total sum of respondents who strongly agreed and those who agreed was computed into one category "concurred with items". Thus, three categories of respondents were compared, which included "Respondents who opposed the items", "Respondents not sure with the items" and "Respondents who concurred with the items". The scales were combined for easy presentation, analysis and interpretation as advanced by (Amin, 2005).

Findings on whether teachers were satisfied with the way the administration handled issues of promotion for teachers revealed that most teachers disagreed with this item compared to teachers who concurred and not sure. A comparison on these items shows that the percentage of teachers who opposed was 76% while the percentage that was not sure was 4% and the percentage of those who concurred was 36%. From these comparisons, results show that the percentage that concurred with the item and the percentage that was not sure about the item were lower compared to the percentage that opposed to the item. Thus, from this analysis, findings show that most teachers were not satisfied with the way the administration handled issues of teacher promotion.

Furthermore, on whether teachers were satisfied with the benefits recommended for teachers on promotion, findings in Table 6 show that most teachers were opposed to this item compared to teachers who concurred and not sure. A comparison on these items shows that the percentage of teachers who were opposed to the item was 57% while the percentage that was not sure was 8% and the percentage of those who concurred with the item was 36%. From these comparisons, it shows that the percentage that concurred with the item and the percentage that was not sure about the item were lower compared to the percentage that opposed to the item. Thus, from this analysis, findings show that most teachers were not satisfied with the benefits recommended for teachers on promotion.

Findings on whether teachers were satisfied with the exposure given to promoted teachers, it was established that most teachers were opposed to this item compared to those who concurred. A comparison on these items shows that the percentage of teachers that opposed was 49% while the percentage that was not sure was 27% and the percentage of those who concurred was 24%. From these comparisons, the study shows that the percentage that concurred with the items was lower compared to the percentage that was opposed to the item. It is therefore noted that most teachers were not satisfied with the exposure given to promoted teachers.

On whether teachers were satisfied with the experience considered by the administration for promotion of teachers, findings in Table 6 above show that most teachers who were opposed to this item compared to those who concurred and not sure. Results show that the percentage of teachers that opposed was 70% while the percentage that was not sure was 25% and the percentage of those who concurred was 5%. From these comparisons, the study shows that the percentage of those who concurred with the items and the percentage that was not sure about the items was lower compared to the percentage that was opposed to the items. Thus, from this analysis, findings show that most teachers were not satisfied with the experience considered by the administration for promotion of teachers.

Lastly, teachers were asked whether they were satisfied with the opportunities offered to teachers for promotion by the administration. Findings in Table 6 above show that most teachers were opposed to this item compared to teachers who concurred and not sure. The study shows that the percentage of teachers who opposed was 81% while the percentage that was not sure was 9% and the percentage of those who concurred was 10%. It was therefore revealed that the percentage that concurred with the item and the percentage that was not sure about the item were lower compared to the percentage that opposed to the items. The study results based on an aggregate mean of 3.50 being in the range of 3.40 and 4.19 on the overall indicated a high level of satisfaction with job promotion in selected private secondary schools in Makindye Division, Kampala City.

### Staff Workshops

The third aspect of job satisfaction had to do with staff refresher or workshops or seminars. The teachers who participated in the questionnaire survey were requested Teachers who participated in the questionnaire survey were requested to respond to 5 items about Staff Refresher Workshops/Seminars which were rated on a five-point Likert scale from 1=Strongly Disagree, 2=Disagree, 3= Not sure, 4=Agree, 5=Strongly Agree, as shown in Table 7.

Table 7: Availability of Staff Workshops

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree	Mean	Std Deviation
Workshops are conducted at my work place	122(36)	152(45)	46(13)	12(4)	8(2)	1.70	0.64
I am satisfied with the content of workshops conducted at my work place	96(28)	182(54)	35(10)	15(4)	12(4)	1.90	1.14
I am satisfied with the quality of facilitators for workshops conducted at my work place.	162(48)	56(16)	65(19)	21(6)	36(11)	2.00	1.27
I am satisfied with the quality of materials given during workshops at my work place.	175(51)	86(25)	79(24)	0(0.0)	0(0.0)	1.60	0.66
I am satisfied with the frequency of workshops at my work place	155(46)	132(39)	34(10)	9(3)	10(2)	2.00	1.18
<b>Aggregate Mean &amp; Standard Deviation</b>						<b>1.84</b>	<b>0.98</b>

**Legend: 4.20-5.00 Very High, 3.40-4.19 High, 2.60-3.39 Average, 1.80-2.59 Low, 1.00-1.79 Very Low**

**Source:** Primary data (2023)

To analyze the findings, a total sum of respondents who strongly disagreed and those who disagreed was computed into one category "opposed to items" and another total sum of respondents who strongly agreed and those who agreed was computed into one category "concurred with items". Thus, three categories of respondents were compared, which included "Respondents who opposed the items", "Respondents not sure with the items" and "Respondents who concurred with the items". The scales were combined for easy presentation, analysis and interpretation as advanced by Amin (2005).

Findings on whether Seminars were conducted every term in their school, it was established that most teachers were opposed to this item compared to teachers who concurred and not sure. The study shows that the percentage of teachers who opposed was 81% while the percentage that was not sure was 13% and the percentage of those who concurred was 5%. This indicated that the percentage that concurred with the items and the percentage that was not sure about the items were lower compared to the percentages that were opposed to the items. The findings in this case show that most teachers were of the view that there were no seminars conducted every term in their schools in selected private secondary schools in Makindye Division, Kampala City.

Findings on whether teachers were satisfied with the content of workshops conducted at their work places, it was established that most teachers were opposed to this item compared to teachers who concurred and not sure. The study shows that the percentage of teachers that opposed was 82 % while the percentage that was not sure was 10% and the percentage of those who concurred was 8 %. From these comparisons, it can be stated that the percentage that concurred with the items and the percentage that was not sure about the items were lower compared to the percentage that opposed to the items. These findings therefore showed that most teachers were not satisfied with the content of workshops at their work place.

On whether teachers were satisfied with the quality of facilitators for workshops conducted at their work places, findings in Table7 above show that most teachers were opposed to this item compared to teachers who concurred and not sure. The findings showed that the percentage of teachers who opposed was 64% while the percentage of those who were not sure was 19% and the percentage of those who concurred was 17%. From the results, it was noted that the percentage of teachers who concurred with the items and the percentage that was not sure about the items were lower compared to the percentage that opposed to the items. Therefore, it can be stated that the workshops conducted did not have quality facilitators.

On whether teachers were satisfied with the quality of materials given during workshops, the findings in Table7 above show that most teachers were opposed to this item compared to teachers who concurred and not sure. The study shows that the percentage of teachers who opposed was 76% while the percentage that was not sure was 24%. Using these results, it can be stated that the percentage that concurred with the items and the percentage that was not sure about the items were lower compared to the percentage that opposed to the items. The findings therefore show that most teachers were not satisfied with the quality of materials given during workshops at their workplaces.

Lastly, on whether teachers were satisfied with the frequency of workshops at their work places, findings in Table7 above shows that most teachers were opposed to this item compared to teachers who concurred and not sure. The results show that the percentage of teachers who opposed was 85% while the percentage that was not sure was 10% and the percentage of those who concurred was 5%. From these comparisons, it can be noted that the percentage that was opposed to the items was higher compared to the percentage that was undecided about the item and the percentage that concurred with the items. Thus, from this analysis, findings show that most teachers were not satisfied with the frequency of workshops at their work places.

Findings based on an aggregate mean of 1.84 being in the range of 1.80 and 2.59 showed that on the overall there was a low level of satisfaction with staff workshops in selected private secondary schools in Makindye Division, Kampala City. These results indicated the need for mechanisms that improve staff workshops amongst the teachers.

The study results on the overall level indicate low satisfaction among teachers in selected private secondary schools in Makindye Division, Kampala City are shown in table 8 below;

Table 8: Job Satisfaction among Teachers in Selected Private Secondary Schools in Makindye Division

<b>Job Satisfaction aspects with:</b>	<b>Mean</b>	<b>Std. Deviation</b>
Salary Payment	2.38	0.90
Job Promotion	3.50	0.36
Staff workshops	1.84	0.48
<b>Pooled Mean &amp; Standard Deviation</b>	<b>2.57</b>	<b>0.58</b>

**Legend: 4.20-5.00 Very High, 3.40-4.19 High, 2.60-3.39 Average, 1.80-2.59 Low, 1.00-1.79 Very Low**

Study results based on a pooled mean of 2.57 being in the range of 1.80 and 2.59 indicated a low level of job satisfaction amongst the teachers in selected private secondary schools in Makindye Division, Kampala City. Similarly such findings illustrated the need for coming with ways to improve job satisfaction as the overall amongst the teachers.



### The Level of Teacher Performance in Private Secondary Schools in Makindye Division, Kampala City

The second objective of the study was to assess the level of teacher performance in private secondary schools in Makindye Division, Kampala Capital City Authority. The teachers who participated in the questionnaire survey were requested to respond to 5 items about Teacher Performance which were rated on a five-point Likert scale from 1=Strongly Disagree, 2= Disagree, 3= Not sure, 4=Agree, 5= Strongly Agree, as shown in Table 8.

Table 9: The Level of Teacher Performance in Private Secondary Schools in Makindye Division

	Strongly Disagree N (%)	Disagree N (%)	Not Sure N (%)	Agree N (%)	Strongly Agree N (%)	Mean	Std Deviation
I prepare schemes of work every term	12(4)	13(4)	0(0.0)	123(36)	192(56)	3.70	1.27
I prepare lesson plans for every lesson	182(54)	134(39)	0(0.0)	12(4)	11(3)	1.80	0.87
I prepare homework for students and mark all the books the next day	156(46)	82(24)	8(2)	52(15)	42(13)	2.30	1.62
I mark students' books once a week	132(39)	187(55)	4(1)	10(3)	7(2)	2.00	1.10
I mark students' books before the next lesson	78(23)	141(41)	29(9)	56(16)	36(11)	2.60	1.28
I mark students' assignments after classes	91(27)	165(49)	17(5)	62(18)	5(1)	2.30	1.01
I cover the syllabus on time	46(13)	31(9)	12(4)	156(46)	95(28)	3.50	1.50
I report to school everyday	92(27)	187(55)	0(0.0)	31(9)	30(9)	2.40	1.36
			-				
<b>Aggregate Mean &amp; Standard Deviation</b>						<b>2.58</b>	<b>1.25</b>

**Legend: 4.20-5.00 Very High, 3.40-4.19 High, 2.60-3.39 Average, 1.80-2.59 Low, 1.00-1.79 Very Low**

Source: Primary data (2023)

To analyze the findings, a total sum of respondents who strongly disagreed and those who disagreed was computed into one category "opposed to items" and another total sum of respondents who strongly agreed and those who agreed was computed into one category "concur with items". Thus, three categories of respondents were compared, which included "Respondents who opposed the items", "Respondents not sure with the items" and "Respondents who concurred with the items". The scales were combined for easy presentation, analysis and interpretation as postulated by Kothari (2004)

Findings in Table 8 showed that most teachers concurred with this item compared to teachers who were opposed and not sure about Teacher Performance. The results showed that the percentage of teachers that concurred was 92% while the percentage that was not sure was 0% and the percentage of those who opposed was 8%. From these comparisons, it can be stated that the percentage of teachers who opposed to the items and the percentage that was not sure about the items was lower compared to the percentage that concurred with the items. Therefore these findings suggest that most teachers prepared schemes of work every term. This can explain good performance of teachers in relation to preparing for teaching at the beginning of the term.

Table 8 above also shows that most teachers were opposed to the items compared to teachers who concurred and not sure about Teacher Performance. The study showed that the percentage of teachers who opposed was 93 % while the percentage that was not sure was 0% and the percentage of those who concurred was 7%. From these comparisons, it was noted that percentage that concurred with the items and the percentage that were not sure about the items was lower compared to the percentage that opposed the items. Thus, from this analysis, findings suggested that most teachers did not prepare lesson plans for every lesson.

In this study, interviews were conducted with key informants who comprised of Head teachers in the selected private secondary schools in Makindye Division in KCCA. Key informant A was interviewed on the issue of lesson planning and the response was as follows:

*"Here, most teachers do not want to hear something called a lesson plan, they only want to go to class, teach and go away"* (Interview held in August 2023)

From the response above, it can be observed that teachers in the selected private secondary schools were not responsive to lesson planning. This means that they taught without preparing lessons.

Key informant B in support had this to say:

*"Out of the big percentage that makes schemes at the beginning of the term, only 10% attempt to make lesson plans before they go to teach."*

The above comment suggests that after preparing schemes of work, most teachers did not bother to make lesson plans and therefore their teaching did not help to improve performance in their respective schools.

Findings relating to preparing homework for students and marking all the books before the next lesson show that most teachers were opposed to this item compared to teachers who concurred and not sure about Teacher Performance. A comparison on these items shows that the percentage of teachers that opposed was 70% while the percentage that was not sure was 2% and the percentage of those who concurred with the items was 28%. From these comparisons, it can be stated that the percentage that concurred with the items and the percentage that was not sure about the items was lower compared to the percentage that opposed to the items. Therefore, from these findings, it can be stated that most teachers did not prepare homework for students and also they did not mark all the books the next day. This was expected to lead to poor teacher performance.

Table 8 shows that most teachers were opposed to the item related to the marking of books once a week. A comparison on these items shows that the percentage of teachers who opposed was 94% while the percentage that was not sure was 1% and the percentage of those who concurred was 5%. From these comparisons, it can be stated that the percentage that concurred with the items and the percentage that was not sure about the items was lower compared to the percentage that opposed to the items. Thus, from this analysis, findings show that most teachers were not marking students' books once a week. This is expected to lead to poor teacher performance.

During interviews, Key informant F was asked about the issue of marking books and the response was as follows:

*"Evaluation of what has been taught is very important to the teacher because it gives them a chance to evaluate the learners' progress as well as theirs. Teachers are also able to do proper decision making".* (Interview held in August, 2023)

From the above interview, it can be noted that teachers need to check students' books regularly to get feedback about their lesson delivery.

Key informant G had this to say in support:

*"When teachers mark students' books, regularly, they get a chance of checking students' notes, and ensuring that they have the right information"*

From the response, it can be observed that marking learners' books is very essential in the teaching and learning and without it, teacher performance will be poor.

On whether teachers marked students' books before the next lesson, Table 8 above shows that most teachers were opposed to this item compared to teachers who concurred and not sure. The results show that the percentage of teachers who were opposed was 64% while the percentage that was not sure was 9% and the percentage of those who concurred was 27%. From these comparisons, it can be stated that the percentage that concurred with the items and the percentage that was not sure about the items was lower compared to the percentage that opposed to the items. Therefore, the results showed that most teachers did not mark students' books before the next lesson.

Findings relating to whether teachers marked students' assignments after classes, table 8 above shows that most teachers opposed to these items compared to those who concurred and not sure about teacher performance. A comparison on these items showed that the percentage of teachers who opposed was 76% while the percentage that was not sure was 5% and the percentage of those who concurred was 19%. From these comparisons, it was observed that the percentage that concurred with the items and the percentage that was not sure about the items were lower compared to the percentages that opposed to the items. Thus, from this analysis, findings showed that most teachers did not mark students' assignments after classes.

Furthermore, on whether teachers covered the syllabus on time, findings in Table 8 above show that most teachers concurred with this item compared to teachers who opposed and not sure. A comparison on these items shows that the percentage of teachers that concurred was 74% while the percentage that was not sure was 4% and the percentage of those who opposed was 22%. From these comparisons, it can be stated that the percentage that was opposed to the item and the percentage that was not sure about the item was lower compared to the percentage that concurred with the item. Therefore, the findings show that most teachers covered the syllabus on time. This is presumed to increase teacher performance.

Lastly, on whether teachers reported to school every day, findings in Table 8 show that most teachers were opposed to this item compared to teachers who concurred and not sure. A comparison on these items shows that the percentage of teachers who opposed was 82% while the percentage that was not sure was 0% and the percentage of those who concurred was 18%. From these comparisons, it can be observed that the percentage that concurred with the items and the percentage that was not sure about the items were lower compared to the percentage that opposed to the items. The findings show that teachers were not reporting to school every day. This is presumed to lead to poor teacher performance.

The study results as per the aggregate mean of 2.58 being in the range of 1.80 and 2.59 shows that on the overall, there is a low level of teacher performance in selected private secondary schools in Makindye Division, Kampala City. This result means that efforts are needed to be put in place aimed at increasing the performance amongst the teachers.

### **Job Satisfaction and Teacher Performance in Private Secondary Schools in Makindye Division**

The third objective of this study was to examine the relationship between job satisfaction and teacher performance in private secondary schools in Makindye division. This section first presents the inferential results specifically Pearson correlation results between the independent variable that's job satisfaction and dependent variable that's teacher performance.

Table 10: Correlation of Job Satisfaction and Teacher Performance

		Teacher performance
<b>Salary Payment</b>	Pearson Correlation	.254**
	Sig. (2-tailed)	.000
	N	340
<b>Job Promotion</b>	Pearson Correlation	.614**
	Sig. (2-tailed)	.000
	N	340
<b>Staff workshops</b>	Pearson Correlation	.508**
	Sig. (2-tailed)	.000
	N	340
<b>Job Satisfaction</b>	Pearson Correlation	.544
	Sig. (2-tailed)	.000
	N	340

\*\**. Correlation is significant at the 0.01 level (2-tailed).*

The results in Table 10 above suggest that there is a positive significant relationship between job satisfaction and teacher performance. The critical values for the two sub variables of job satisfaction namely: salary payment and job promotion, were significant at below 0.05 level of significance.

The study results based on the Pearson Correlation Coefficient of 0.254 and a p-value of 0.000 shows that there is a positive relationship between salary payment and Teacher performance in private secondary schools in Makindye Division ( $r = .254, p = 0.000 < 0.05$ ). This relationship is significant since the p- value is below 0.05 level of significance. This result shows that the higher the satisfaction with salary, the better Teacher performance in private secondary schools in Makindye Division and vice versa

In relation to satisfaction with job promotion, the Pearson Correlation Coefficient of .614 and a p-value of 0.000 shows that there is a positive significant relationship between satisfaction with job promotion and Teacher performance in private secondary schools in Makindye Division ( $r = .614, p = 0.000 < 0.05$ ). This finding indicates that the higher the satisfaction with job promotion, the better teacher performance in private secondary schools in Makindye Division and vice versa.

The study findings also established a positive significant relationship between satisfaction with staff workshops and performance of teachers in selected private secondary schools in Makindye Division, Kampala City( $r = 0.508, p = 0.000 < 0.05$ ). This finding means that the more the satisfaction with staff workshops the better the performance of teachers in selected private secondary schools and vice versa.

The study on the overall found a positive significant relationship between job satisfaction and performance of teachers in selected private secondary schools in Makindye Division, Kampala City( $r = .544, p = 0.000 < 0.05$ ). This result means that the more the job satisfaction, the better the performance of the performance of teachers in selected private secondary schools and vice versa

The study at a confirmatory analysis level, undertook a multiple regression analysis between job satisfaction and teacher performance in selected private secondary schools in Makindye Division, Kampala City. The study results were presented in Table 11

Table 11: Multiple Regression between Job Satisfaction and Teacher Performance in Selected Private Secondary Schools in Makindye Division, Kampala City

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-3.488	.379		-9.205	.000
1 Salary Payment	.030	.046	.027	.643	.520
Job Promotion	1.341	.121	.492	11.071	.000
Staff workshops	.708	.085	.346	8.357	.000
R =	.696 <sup>a</sup>				
R Square =	.485				
Adjusted R Square =	.480				
F =	105.391				
P =	0.000				

a. *Dependent Variable: Teacher performance*

Table 11 results with a  $p$  – value of 0.000 for F- test Value of 105.391 shows that the data collected in this study provides adequate evidence leading into a conclusion that with the different job satisfaction aspects, that the regression model fits the data as compared to the regression model without the different job satisfaction aspects as independent variables.

The findings presented in Table 11 at multivariate analysis level found that satisfaction with salary payment had a positive but insignificant influence teacher performance in selected private secondary schools ( $b = 0.030$ ,  $p = 0.520 > 0.05$ ). It however found that satisfaction with job promotion ( $b = 1.341$ ,  $p = 0.000 < 0.05$ ) and satisfaction with staff workshops ( $b = .708$ ,  $p = 0.000 < 0.05$ ) had a positive but significant influence teacher performance in selected private secondary schools.

As in Table 10, basing on the standardized coefficients, satisfaction with job promotion had the highest positive influence ( $Beta = 0.492$ ), followed by satisfaction with staff workshops or trainings ( $Beta = .346$ ) and lowest with satisfaction with salary ( $Beta = 0.346$ ).

### **Hypothesis Testing**

This study had a null hypothesis that there is no significant relationship between job satisfaction and teacher performance in private secondary schools in Makindye Division. The study results through Pearson Correlation Testing found a  $p$ -value of 0.000 for the correlation between overall job satisfaction and performance of teachers. This null hypothesis is rejected since a  $p$ -value of 0.000 is less than 5% significance level. There is therefore adequate evidence that job satisfaction has got a significant positive relationship with teacher performance in private secondary schools in Makindye Division.

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### **Conclusion**

The study, based on the results, concluded that private secondary schools are still far from making teachers reach the desired levels of job satisfaction and teacher performance. It further concluded that ensuring job satisfaction in terms of salaries, job promotions and staff workshops would be paramount in improving the teacher performance in private secondary schools in Makindye division.

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### **Recommendations**

The recommendations to the study have been summarized in line with the objectives as presented below basing on the findings established:

The management of private secondary schools in Makindye division should design a mechanism of improving teachers' salaries in terms of transport allowances, housing allowances and overtime allowances.

The administrators of private schools in collaboration with management should promote of teachers who demonstrate competence in the delivery of content to the learners both within the classrooms and outside classroom.

The management of private schools should organize quality staff workshops to ensure quality service delivery by the teachers.

### **Areas for Further Research**

The content scope of this study was limited to job satisfaction and teacher performance, with job satisfaction limited to salary payment, job promotion and staff workshops. The same study could be replicated with other forms of job satisfaction .

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