

**TEACHER MOTIVATION AND JOB SATISFACTION IN UNIVERSAL  
PRIMARY EDUCATION SCHOOLS IN PAICHO SUB-COUNTY  
GULU DISTRICT, UGANDA**

**BY**

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**A RESEARCH DISSERTATION SUBMITTED TO GRADUATE SCHOOL IN  
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF  
THE DEGREE OF MASTERS OF EDUCATION IN POLICY, PLANNING  
AND MANAGEMENT OF KYAMBOGO UNIVERSITY**

**NOVEMBER, 2018**

## DECLARATION

I, Orach Ssemwanga Mathew, hereby declare to the best of my knowledge that, the work presented in this report titled: "*Teacher Motivation and Job Satisfaction in Universal Primary Education Schools in Paicho Sub-County Gulu District, Uganda*" is my original work and has never been presented to any university or other institution of higher learning for any award. Where other individual's information has been used, quotations have been made and references provided.

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Date:.....*26<sup>th</sup> - 11 - 2018*.....

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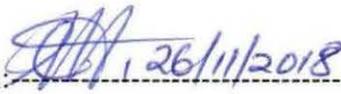
## APPROVAL

This is to certify that this report titled "Teacher Motivation and job satisfaction in Universal Primary Education (UPE) schools in Paicho Sub-County Gulu District, Uganda," carried out by Orach Ssemwanga Mathew. It was done under our supervision and has been submitted with our approval in partial fulfillment of the requirements for the award of the degree of Masters of Education in Policy, Planning and Management of Kyambogo University.

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Date: 26/11/2018-----

## **DEDICATION**

I dedicate this work to my family, Prof. Garimoi Christopher Orach, Mr. and Mrs. Dr. Okwera Alphonse, and friends for their enormous patience and support towards my whole academic life and success.

## ACKNOWLEDGEMENT

The production of this work has been a result of many hands. In particular, I wish to extend my heartfelt gratitude to my Gods' given supervisors, Dr. George Wilson Kasule and Dr. Lawrence Kalule, for their guidance, constructive comments, kind support and tolerance to all inconveniences during the writing of this dissertation. They read and reviewed my work and ably directed me with love and encouragement. I am indeed grateful to them.

I would like to deeply thank all my other lecturers at Kyambogo University. These have adequately guided and equipped me with both theoretical and practical skills. Thank you so much for your dedicated and inspiring work.

I sincerely extend my thanks to the Archbishop of Gulu Archdiocese, the leadership and the students' community of Uganda Martyrs Catholic Chaplaincy Kyambogo University, Medical staff of Kyambogo University, St. James Catholic Parish Bbiina Kampala, Emmaus Foundation Uganda, and all other departments at the University for their love, spiritual, moral and financial support during the course of my studies at the University.

I would also like to acknowledge the contribution of the course participants, from whom I enjoyed fruitful discussions on challenging topics. Special thanks go my family members, Mr. Okeny Camillus, fellow workers in the vine yard of the Lord, and all my friends who supported me all heartedly. I recognized the contributions made by all the respondents that I met during this study. Your generosity in accepting to participate in the study is acknowledged and highly appreciated.

Thank you all.

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## ABBREVIATIONS AND ACRONYMS

AGM	: Annual General Meeting
CCT	: Coordinating Centre Tutor
CVI	: Content validity Index
DEO	: District Education Officer
EMIS	: Education Management Information System
SPSS	: Statistical Package for Social Scientists
TISSA	: Teacher Initiative in Sub-Saharan Africa
UK	: United Kingdom
UNESCO	: United Nations Educational, Scientific and Cultural Organization
UPE	: Universal Primary Education
USA	: United States of America

## ABSTRACT

This study examined the relationship between teacher motivation and job satisfaction in Universal Primary Education (UPE) schools in Paicho Sub-County Gulu district, Uganda. The research objectives were to determine the relationship between basic salary and teachers' job satisfaction in UPE primary schools in Paicho Sub-County, to establish the relationship between working condition and teachers' job satisfaction in UPE primary schools in Paicho Sub-County, to determine the relationship between promotion opportunity and teachers' job satisfaction in UPE primary schools in Paicho Sub-County and to establish the relationship between job recognition and teachers' job satisfaction in UPE primary schools in Paicho Sub-County. The study adopted a correlation research design. Both quantitative and qualitative approaches were adopted. The sample size consisted of 144 respondents. A simple random sampling technique to select the 144 teachers/respondents from the 10 primary schools. Quantitative analysis involved descriptive statistics (frequencies and percentages) and inferential statistics (Spearman rank order correlation coefficient). Findings revealed a significantly strong positive relationship ( $\rho = .864$ ) between basic salary and teachers' job satisfaction, a significantly strong positive relationship ( $\rho = .909$ ) between working condition and teachers' job satisfaction, a significantly strong positive relationship ( $\rho = .813$ ) between promotion opportunity and teachers' job satisfaction and a significantly strong positive relationship ( $\rho = .864$ ) between job recognition and teachers' job satisfaction. It was concluded, first of all, that it is imperative to understand the complex nature in the compensation-job satisfaction relationship and to improve compensation in order to meet the needs of employees. Secondly, promoting employees and improving their working conditions greatly determine the level of job satisfaction. Lastly, teacher motivation plays an important role in teachers' job satisfaction.

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Introduction

This study examined the relationship between teacher motivation and job satisfaction in Universal Primary Education schools in Paicho Sub-County Gulu district, Uganda. It had been observed that the level of teachers' job satisfaction was deteriorating. The status of payment, working condition, community recognition was getting worse (Bennell & Akyeamong, 2007). This chapter presents the background to the study, statement of the problem, the purpose of the study, objectives of the study, research questions, scope of the study, significance of the study, operational definition, the conceptual framework, limitations of the study and delimitations.

#### 1.1 Background to the Study

The background is arranged in four sub-sections. The first sub-section presents the historical perspective where interest in employee motivation affecting job satisfaction from earlier years to the present highlighted. The second sub-section presents the theoretical perspective elucidating the theory that explains employee motivation affecting job satisfaction. The third sub-section presents the conceptual perspective where various concepts related to employee motivation and job satisfaction are explained. The fourth sub-section presents the contextual perspective focusing on ideal and actual situation relating to employee motivation affecting job satisfaction in the primary schools in Paicho Sub County Gulu District.

##### *1.1.1 Historical perspective*

Early explanations of teacher's motivation focused instincts. Psychologists writing in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries suggested that human beings were basically programmed to behave in certain ways to be satisfied with their jobs, depending upon the behavioral

cues to which they were exposed. Sigmund Freud, for example, argued that the most powerful determinants of individual behavior were those of which the individual was not consciously aware (Eccles, Wigfield & Schiefele, 1998).

According to *Motivation and Leadership at Work* (Steers et al, 1996), in the early 20<sup>th</sup> century researchers began to examine other possible explanations for differences in individual motivation that affect job satisfaction. Others studied the effect of learning and individuals' base current behavior on the consequences of past behavior. Over time, these major theoretical streams of research in motivation affecting job satisfaction were classified into two major schools: the content theories of motivation and the process theories of motivation. Content (or need) theories of motivation affecting job satisfaction focus on factors internal to the individual that energize and direct behavior. In general, such theories regard motivation as the product of internal drives that compel an individual to act or move (hence, "motivate") toward the satisfaction of individual needs. The content theories of motivation affecting job satisfaction are based in large part on early theories of motivation that traced the paths of action backward to their perceived origin in internal drives. Major content theories of motivation affecting job satisfaction are Maslow's hierarchy of needs, Herzberg's motivator-hygiene theory, and McClelland's learned needs or three-needs theory (Graham & Weiner, 1996).

Teacher motivation and job satisfaction has been a global concern of researchers in the UK and other parts of the world (Oswald, 1999; Evans, 1998 cited in Maurice, 2015). Evans (1998 cited in Maurice, 2015) reported that low job satisfaction has been cited as a possible cause of the then teaching crisis in the UK. Teacher's motivation is a major determinant of job performance in schools. In Uganda, Gullatt and Bennet (1995) argued that the need for motivated teachers is reaching crisis proportions in today's technological society undergoing fundamental changes. They add that a motivated and dedicated staff is

considered as a cornerstone for the effectiveness of a school in facing the various challenges and problems posed to it. Different factors such as work environment and the rewards for teachers determine the lack of motivation affecting job satisfaction

Lack of motivation affecting job satisfaction among teachers has been manifested in teacher unwillingness to participate in school activities poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching, unhelpful attitudes when assistance is needed, because resistance to contributing more than what is required of them and development of arguments between colleagues (Jackson, 1997). Performance of a given school depends more on the teacher's effort and if a given teacher is unhappy with his/her job, he/she will not put emphasis into his/her teaching. To ensure teachers are motivated and satisfied to perform their duties well, there is need to provide both intrinsic and extrinsic motivation. Intrinsic sources include physical, mental, and spiritual. Extrinsic sources include operant and social conditioning. These are meant to ensure teachers are motivated and satisfied to perform their job well (Graham & Weiner, 1996; Deci, 1975).

#### *1.1.2 Theoretical perspective*

Teacher motivation and job satisfaction is linked to Fredrick Hertzberg (1959) two-factor theory. Hertzberg states that there are certain factors in the work place that cause job satisfaction and others cause dissatisfaction. Hertzberg divided the factors into motivating and hygiene factors. The motivating factors are strong contributors of job satisfaction and include things like challenging work, recognition and responsibility (Nairuba, 2011 cited in Mbusa, 2017). The hygiene factors include things like provision of employee accommodation, break tea, lunch, technical supervision, salary, interpersonal relationship with supervisors and work conditions and medical insurance cover. They are associated

with job content. Herzberg et al indicated that these factors are perceived as necessary but not sufficient conditions for the satisfaction of workers (Nwachukwu, 2017). Given that teachers' motivation in the present study will be focused on the one hygiene factor (provision of good basic salary) and three motivational factors (good working condition, promotion opportunity and recognition), it can be noted that from a theoretical perspective, the Herzberg theory greatly contributes to the understanding and shapes the study.

In addition, Abraham Maslow's Hierarchy of Needs theory (1970) also supplements Herzberg (1959) two-factor theory. It is the most widely recognized theory of motivation and perhaps the most referenced of the content theories. According to this theory, a person has five fundamental needs: physiological, security, affiliation, esteem, and self-actualization. The physiological needs include pay, food, shelter and clothing, good and comfortable work conditions among others. Salary is a physiological need that made this theory relevant to this study. The security needs include the need for safety, fair treatment, protection against threats, and job security among other needs. Affiliation needs include the needs of being loved, accepted, part of a group and the like. Whereas esteem needs include the need for recognition, respect, achievement, autonomy, independence among others. Recognition, autonomy and promotion are esteem needs that made this theory relevant to this study. Finally, self-actualization needs, which are the highest in the level of Maslow's need theory, include realizing one's full potential or self-development. According to Maslow, once a need is satisfied it is no longer a need. It ceases to motivate employees' behavior and they are motivated by the need at the next level up the hierarchy (Cole, 2002 cited in Maurice, 2015).

### *1.1.3 Conceptual perspective*

The word motivation may mean different things to different people depending on the perspective from which one approaches. According to Young (1961) as cited in Adjei and Kwasi (2014) motivation is a process of arousing action, sustaining the activity in progress, and regulating the pattern of activity. Atkinson (1958) as cited in Adjei and Kwasi (2014) also incorporates the vigilance or arousal function but relates it closely to the cue functions of situation. thus the term motivation. "refers to the arousal of a tendency to act to produce one or more effects". Motivation can be understood from two perspectives that include the psychological perspective and management perspective. Psychological perspective refers to the internal mental state of an individual relating to the internal initiation, direction, persistence, intention and termination of behavior (Mullins, 2005 cited in Leah, 2014). Motivational process consists of needs which are geared towards achieving desired goals. The drives are action oriented to approach certain goals to alleviate an individual needs. In management, motivation is an activity that managers do to their employees in an attempt to boost their productivity in the organization. It is the process of activating the willingness potentials of the employees (Mullins, 2005 cited in Leah, 2014). It is in terms of outward behavior. Those motivated exert extra effort to perform given tasks unlike those not motivated. Okumbe (1998) as cited in Leah (2014) defines motivation as a pleasurable or positive response resulting from the appraisal of one's job or experience. It refers to a set of favorable feelings with which employees perceive their work. In this study, motivation was defined in terms of basic salary, working condition, promotion opportunity and job recognition.

There are two basic types of motivation which an individual experiences. These are intrinsic motivation and extrinsic or exoteric motivation. Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure. Intrinsic motivation is based

on taking pleasure in an activity rather than working towards an external reward. Extrinsic motivation refers to the performance of an activity in order to attain an outcome, which then contradicts intrinsic motivation. Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment (Adjei & Kwasi, 2014). Thus, in this study, basic salary factor was an extrinsic motivation while working condition, promotion opportunity and job recognition were extrinsic motivation factors that were investigated.

Job satisfaction results in the employee's perception of how well the job they perform, provide those things they consider important to them and to the organization. Work motivation and job satisfaction are closely related concepts which are fundamental in organizations for any significant production. Motivation is the motive (drive) to satisfy a need (wants) while job satisfaction is the contentment experienced when need is satisfied. Where the employee's needs are not satisfied, organizational production could be low, but, when the employee's needs are sufficiently met, their job satisfaction and motivation increases leading to higher production. Another school of thought has categorized the determinants of job satisfaction under three broad headings of individual attributes, job characteristics and organizational characteristics (Forsyth & Copes, 1994 cited in Leah, 2014). Individual attributes refer to the demographic variables that are used to describe the specific characteristics of the employee actually doing the job. They include characteristics such as gender, age, race, pay, education and tenure (Leah, 2014).

Rhodes and Steers (1990), cited in Torrington and Hall (2005) suggest that satisfaction with the job is determined by the job situation and moderated by employee values and job expectations. Factors in the job situation are identified as job scope, level of responsibility, decision making, the leadership style of immediate supervisor, particularly the openness of the relationship and how easy it is to discuss and solve problems jointly;

strength of the relationship of coworkers; and the promotion opportunity. On these bases, higher levels of responsibility, opportunity for workers to make decisions in relation to job demands, good working conditions, and open relationships with immediate managers, good relationship with fellow colleagues, and the promotion opportunity improve job satisfaction. In this study, motivation was defined in terms of work interest, work morale and work commitment.

#### *1.1.4 Contextual perspective*

The results from Crossman and Harris's (2006 cited in Maurice, 2015) study also indicated that teachers in foundation schools exhibited the lowest job satisfaction. Other authors cite different factors, including conflict between work and family life (Spear et al, 2000); behavior difficulties exhibited by some pupils, the failing schools (Scott & Dinham, 2003) as well as pay (Chung et al, 2004 cited in Maurice, 2015). Evans's (1998 cited in Maurice, 2015) research into job satisfaction among teachers in the compulsory schooling and higher education sectors in the UK reveal that some motivational factors are generally attributed to what has been reported as an endemic malaise within the teaching profession. She cites, among others, low salaries and low status, changes affected by the 1988 Education Reform Act, de-professionalization resulting from school based teacher training, low level of pay and recognition among others.

Teacher low level of motivation and job dissatisfaction is a major concern in the Ugandan education system (Bennell & Akyeampong, 2007). UNESCO's Pôle de Dakar research on teaching in Africa under its Teacher Initiative in Sub-Saharan Africa (TISSA) released results of a survey of primary school teacher satisfaction in Uganda, many of which are striking and should be a source of concern for Uganda. On a four-point rating scale, from very satisfied to very dissatisfied, slightly more than half of teachers were somewhat satisfied (44.2%) or very satisfied (8.6%). One-fifth of teachers (18.2%) were very

dissatisfied, and 28.2% were somewhat dissatisfied. When asked whether they would choose to become a teacher again if they had the opportunity to start over, only 41.9% said they would. As to perceptions of other teachers' satisfaction, less than one-fourth of teachers (22.3%) believed that their colleagues were satisfied. Teachers were also asked what form of motivation mattered most for their satisfaction.

Although it is not the only factor, this general feeling of dissatisfaction and lack of motivation affects teachers' attendance at work. Repeated joint assessment reviews conducted since 2008 indicate that teacher absenteeism is high (17 percent to 30 percent). This level would be even higher if accounting for cases where teachers are in school, but are not actually teaching. EMIS data for 2010 revealed that in lower secondary, teachers give 12 hours of class per week on average, instead of the set 16 hours; similarly, at the upper secondary level, teachers give 9 hours of class per week, instead of the 12 hours set by Moses Teachers believe their salary is low, whereas it is actually higher than for similarly graded civil service jobs. Primary teachers indicate salary as the main cause of demotivation. However, teacher salaries in Uganda are comparatively good. Primary teacher pay (in purchasing power parity US\$) is relatively higher in Uganda. In addition, within the Ugandan public sector, entry pay is 22 percent higher for primary teachers (U7-upper grade) than for other civil servants (with the exception of medical and legal staff). Finally, the public sector is generally more attractive than the private sector, offering better wages to teachers with similar qualifications (Ministry of Education and Sports, 2014).

Teachers are mainly dissatisfied with their low salaries as a result many have been forced to seek alternative income generating activities such as becoming a boda-boda and engaging in petty businesses to ably support their families (Ministry of Education and Sports, 2014). Working conditions is poor. With the introduction of UPE and expansion

in enrolment, classrooms are overcrowded, facilities such as science room and libraries are lacking, and instructional materials to aid the teaching learning process are completely absent or inadequate ((Bennell & Akyeampong, 2007). In addition, teachers have almost no promotion opportunity. For example, a graduate primary school teacher is paid the same salary with a Grade III teacher unless he/she applies and becomes a deputy or head teacher. The society no longer praises and recognizes teachers and they have been given all sort of names and equated to cheap things (Bennell & Akyeampong, 2007; TISSA, 2013). For example, cheap beer such as senator is associated to teachers. Meanwhile, cheap constructed houses nicknamed "*Lapwony Okejo*" meaning, "The teacher is annoyed". These societal constructed stereotypes are meant to explain a teacher protracted struggle to be like other members of the society. These have considerable influence on teacher job satisfaction. Despite these setback, limited studies have been conducted to determine the relationship between teacher motivation and job satisfaction in primary schools.

## **1.2 Statement of the Problem**

Teacher motivation and job satisfaction at workplace should not be questionable as they deserve better pay, conducive working conditions, and opportunities for promotion. Besides they should be able to provide for the needs of their families and all these should attract the recognition from the public for their services. In Gulu District and Paicho Sub-county in particular, there is already complaint from education stakeholders such as District Education Officer (DEO), Coordinating Centre Tutor (CCT) and the Sub-county authorities that there is no efficiency in the performance of teachers, evidenced by frequent absenteeism, low level of commitment to their job, late reporting for duty and high number of teachers quitting the teaching profession among others (Gulu District Inspection Report, 2017). This is corroborated by UNESCO Report (2013), which shows that only 16% of Ugandan primary teachers aspire to remain in the profession in the next

two years. This implies that 84% (106,216) of the 126,448 (as established by the 2012 national report) primary teachers in government schools want to quit. The report found out that 47% of teachers were dissatisfied with their job, 59% would not want to stay in the profession if they were to start their career anew and about 78% believe that their colleagues are dissatisfied with their job. It was found that 37% of dissatisfied teachers would like to resign within a year, compared to just six percent of satisfied teachers. The western region is home to the most dissatisfied teachers (68%), followed by the north (61%), central (55%) and east (51%). About 55% of teachers in hard-to reach areas are dissatisfied compared to 60% in other areas (New Vision, 2014). The low level of job satisfaction may be attributed to low payment of teacher's salary, poor working condition, lack of public recognition of teachers in society and limited promotion opportunities in the teaching profession is a major concern in the Ugandan education system (Bennell & Akyeampong, 2007; TISSA, 2013). So everybody is concern about this inconsistence behaviors and challenges which are not in line with the teachers' professional code of conduct. This therefore, prompted the researcher in the present study to examine the relationship between teacher motivation and job satisfaction in Universal Primary Education schools in Paicho Sub-County in Gulu District, Uganda.

### **1.3 Purpose of the Study**

The purpose of this study was to examine the relationship between motivation and job satisfaction among teachers in Universal Primary Education Schools Paicho Sub-county in Gulu District, Uganda.

### **1.4 Research Objectives**

The study was guided by the following research objectives:

1. To determine the relationship between basic salary and teachers' job satisfaction in Universal Primary Education schools in Paicho Sub-County.

2. To establish the relationship between working condition and teachers' job satisfaction in Universal Primary Education schools in Paicho Sub-County.
3. To determine the relationship between promotion opportunity and teachers' job satisfaction in Universal Primary Education schools in Paicho Sub-County.
4. To establish the relationship between job recognition and teachers' job satisfaction in Universal Primary Education schools in Paicho Sub-County.

### **1.5 Research Questions**

This study tested the following research questions:

1. What is the relationship between basic salary and teachers' job satisfaction in Universal Primary Education schools in Paicho Sub-County Gulu District?
2. What is the relationship between working condition and teachers' job satisfaction in Universal Primary Education schools in Paicho Sub-County Gulu District?
3. What is the relationship between promotion opportunity and job satisfaction in Universal Primary Education schools in Paicho Sub-County, Gulu District?
4. What is the relationship between job recognition and teachers' job satisfaction in Universal Primary Education schools in Paicho Sub-County, Gulu District?

### **1.6 Research Hypotheses**

This study tested the following research hypotheses:

1. There is a significant relationship between basic salary and teachers' job satisfaction in Universal Primary Education schools in Paicho Sub-County Gulu District.
2. There is a significant relationship between working condition and teachers' job satisfaction in Universal Primary Education schools in Paicho Sub-County Gulu District.

3. There is a significant relationship between promotion opportunity and job satisfaction in Universal Primary Education schools in Paicho Sub-County, Gulu District.
4. There is a significant relationship between job recognition and teachers' job satisfaction in Universal Primary Education schools in Paicho Sub-County, Gulu District.

## **1.7 Scope of the Study**

### *1.7.1 Geographical scope*

This study was carried out in primary schools in Paicho Sub-County, Gulu district. The schools were selected for the study because of the low level of teachers' motivation and job satisfaction as evidenced by the high number of teachers deserting the teaching profession (Gulu District Inspection Report, 2017).

### *1.7.2 Content scope*

It examined the relationship between teachers' motivation and job satisfaction in UPE primary schools in Paicho Sub-County, Gulu district. Teachers' motivation focused on basic salary, working conditions, promotion opportunities and job recognition. On the other hand, job satisfaction was characterized by interest in the teaching profession, morale, reporting time and absenteeism.

### *1.7.3 Time scope*

The study covered a period of one year (2017) because this period witnessed low level of teachers' motivation and job satisfaction as evidenced by low level of commitment, morale, high rate of absenteeism and high number of teacher's deserting the teaching profession in Paicho Sub-County, Gulu District.

## **1.8 Significance of the Study**

**Ministry of Education:** The Ministry of Education and Sports get to know what constitutes teacher's motivation in primary schools and how teacher's motivation affects teachers' job satisfaction. By this the Ministry may use the information provided to come out with effective policies of motivating teachers to ensure they are satisfied on the job.

**The school Management:** The study may be of importance to the management of the schools as it may highlight on what really motivates teachers and makes them satisfied to stay in their schools for long. By this information, the school management committee may use meetings with parents during Annual General Meeting as a forum for coming up with better ways of improving teacher motivation and job satisfaction. The study may be particularly helpful to policy makers in that it may assist in providing policies which may help in satisfying teachers and improve on the status of teachers' motivation. The findings may also highlight the limiting factors to teachers' job satisfaction so that possible workable solutions may be realized and used to improve teachers' job satisfaction thus may help to reduce the level of absenteeism, and desertion in primary schools. The study may be undertaken with the explicit objective of enabling the researcher obtain a Master's Degree in Educational Policy, Planning and Management of Kyambogo University. The researcher hopes that this study may form a basis for further research on teachers' motivation and job satisfaction in primary schools. This may lead to the generation of new ideas or knowledge that may be used by other researchers in Uganda and the rest of the world.

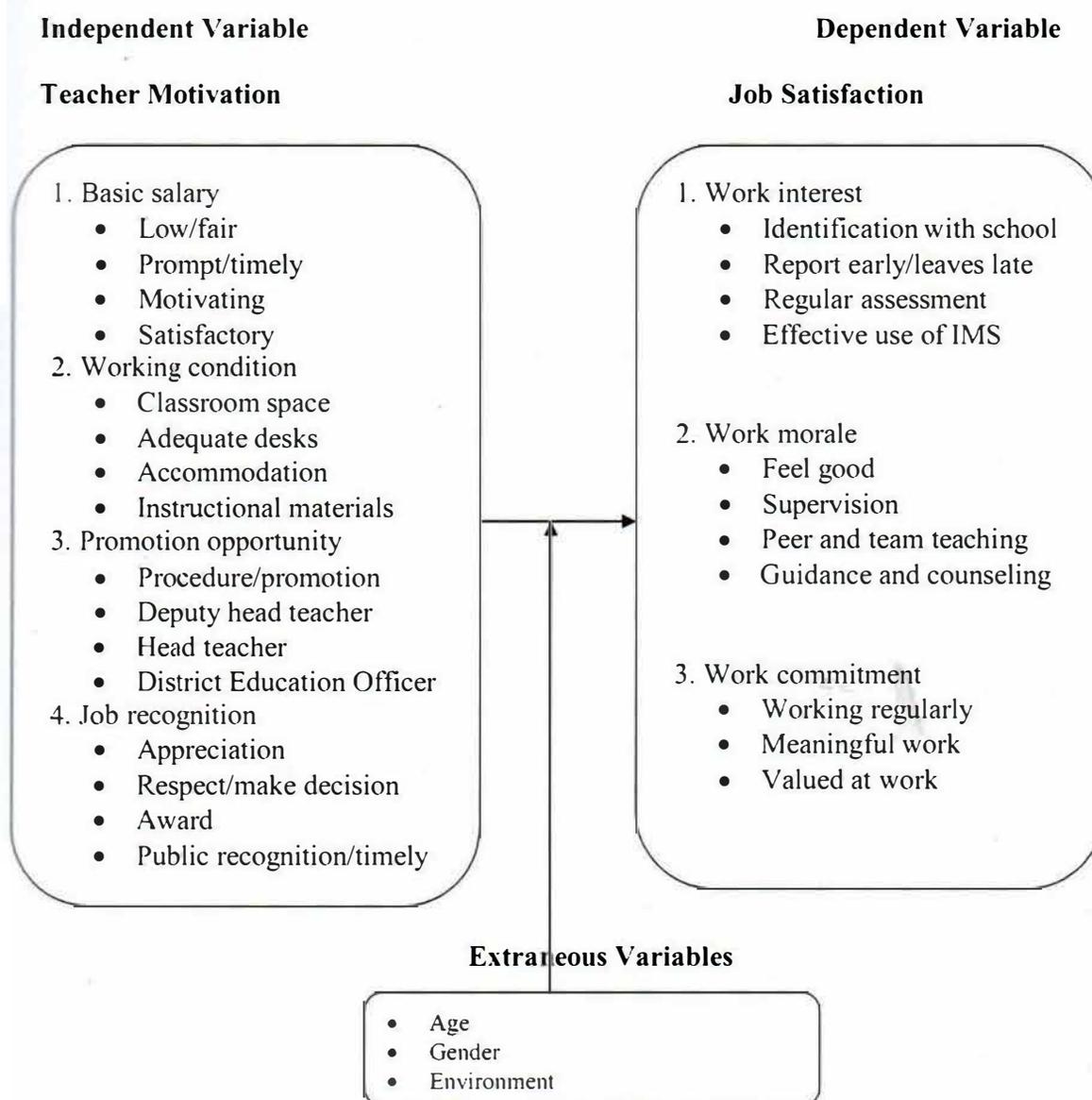
## **1.9 Operational Definition**

**Motivation:** Process of using rewards or incentives for awakening somebody's interest so as to make him/her participate in an activity.

**Job satisfaction:** This is the contentment of an employee with what he/she is doing due to the favorable conditions availed.

### 1.10 Conceptual Framework

The conceptual framework shows that relationship between teacher motivation and job satisfaction. The independent variable is teacher motivation while the dependent variable is job satisfaction.



**Figure 1.1: Conceptual framework showing the relationship between teacher's motivation and job satisfaction**

*Source: Adapted from Dartey-Baah & Amoako, 2011*

Figure 1.1 shows that teachers motivation has been measured in terms of basic salary, working conditions, promotion opportunities, job/community recognition, (low/fair, promptly/timely, motivating, satisfactory, classroom space, adequate/inadequate desks instructional materials, accommodation, procedure/promotion, deputy head teacher, head teacher, District Education Officer, appreciation, respect/allow to make decision, award, public, and recognition/timely recognition) for teaching and job satisfaction has been operationalized as work interest, work morale, work commitment (identification with school, report early/leaves late, regular assessment, effective use of IMS, feel good, supervision, peer and team teaching, guidance and counseling, working regularly, meaningful work, and valued at work). In the model age, gender, and environment are considered to have intervening effects on teachers' job satisfaction. It was assumed that the true effect of teachers' motivation on job satisfaction could be obtained if the intervening variables are kept constant. The figure shows that teachers' motivation and job satisfaction is a function of job related factors that affect teachers including basic salary, working condition, promotion opportunity, and job recognition. It also shows various indicators upon which solutions can be based on.

### **1.11 The Limitations of the Study**

The researcher encountered the following problems during the course of data collection. Inadequate funds for collecting, processing data, typing, printing, and binding the dissertation, which delayed the research process and submission of the final dissertation. Most teachers in rural areas were always engaged in agricultural activities during rainy season, for example, preparing land for cultivation, planting during rainy season thus some did not actively participate in answering the questionnaires and interviews. The many schools covered coupled with scattered respondents in these schools made it difficult to have contact with the entire group of respondents. This may affect the quality

of the process of data collection and production of the report. Domestic and administrative responsibility of some teachers affected their commitment and interest in this study. This may eventually affect the quality of the research report.

#### **1.12 Delimitations**

The researcher borrowed funds from some of the family members and friends, hired motorcycles, and scheduled time with the teachers, told them the purpose of the study and its benefits to them to increase their commitment; and hired a motorcycles to enable the researcher and the research assistant reach all respondents in Paicho Sub-County Gulu District.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents a review of empirical literature on the relationship between teachers' motivation and job satisfaction in UPE primary schools in Paicho Sub-County, Gulu District. The objective of this study is to determine the relationship between pay, working conditions, promotion opportunities, recognition and teachers' job satisfaction in primary schools. The chapter also presents the research gaps for further study.

#### **2.1 Theoretical review**

The content of Herzberg's theory has widely been accepted as relevant in motivating employees to give off their best in organizations. Further research has proved that the employee is more motivated by intrinsic factors as captured in Herzberg's motivator needs than anything else has. For instance, a survey by the Development Dimensions International, published in the UK Times newspaper in 2004 interviewed 1,000 employees from organizations employing more than 500 workers (Dartey-Baah & Amoako, 2011). The survey found out that many of these employees were bored with their jobs, lacked commitment and were looking for new jobs. It further showed that, the main reasons why employees were leaving their jobs were lack of stimulus jobs and no opportunity for advancement. Employees wanted to do jobs that were more challenging and exciting. The survey concluded that the factors that motivate employees most were found to be achievement, responsibility, personal growth among others. Clearly, the provision of enriched jobs by managers has the capacity to make employees feel motivated. This is one of the main ideas captured in Herzberg's theory.

George and Jones (2005) highlighted on the attention Frederick Herzberg paid to motivator needs and to work itself, as determinants of job satisfaction. They therefore entreated managers to pay special attention to the important topic of job design and its effect on organizational behavior and employee motivation. George and Jones (2005) advised managers to concentrate on designing jobs that would create job enlargement and enrichment thereby increasing the number of tasks an employee performs, increasing employee's responsibility and control over the work. By so doing, managers would be serving the motivator needs of employees as postulated by Herzberg.

To provide strong support for Herzberg's theory of motivation and its impact on employees, a study by the Gallup Organization captured in the book 'First, Break All The Rules: What The World's Great Managers Do', written by Marcus Buckingham appears to provide support to the division of satisfaction and dissatisfaction onto two separate scales (Dartey-Baah & Amoako, 2011). In this book, the author discusses how the study identified twelve questions that provide a framework for determining high performing individuals and organizations. These twelve questions align squarely with Herzberg's motivation factors while hygiene factors were determined to have little effect on motivating high performance.

In as much as some behavioral scientists agree with Herzberg that employees are well motivated when the motivator factors are achieved, other schools of thought share different opinion. Some behavioral scientist also argues that there is more to motivating employees and getting them satisfied than just the motivator factors enumerated by Frederick Herzberg. On another interesting note, some behavioral scientists have sought to invalidate Frederick Herzberg's motivation-hygiene claiming it lacks empirical support. One such scientist is King (2005). In his book 'Clarification and Evaluation of

The 'Two-factor Theory' which appeared in the Psychological Bulletin, he sought to replicate and evaluate five distinct versions of the two-factor theory of job satisfaction. He concluded that two of these versions are invalid, as they are not supported by any empirical studies. He claimed that the other versions were also invalid as their alleged empirical support merely reflects coding biases.

While some behavioral scientist raised issues with the 'critical incident technique used by Hertzberg in collecting data as inappropriate, others like Bellot and Tutor in 1990 (cited in Dartey-Baah & Amoako, 2011) had problems with the type of employees used. According to a research study conducted by Tutor in 1986 with Tennessee Career Ladder Program (TCLP), they concluded that not all employees are motivated by Hertzberg's 'motivator needs' and that, teachers especially were more motivated by hygiene needs like money (Dartey-Baah & Amoako, 2011). They criticized Hertzberg for using employees from only the industrial sector.

## **2.2 Review of related literature**

### *2.2.1 Basic salaries and job satisfaction in primary schools*

The relationship between salary levels on worker satisfaction is well established (Hertzberg et al 1957) as quoted in Lauri (2014), though not without complexity. A considerable number of research reports have reported that the teachers' job satisfaction was related positively to the teachers' salaries (Gedefaw, 2012). According to these studies, an increase in salary was followed by a considerable raise in the teachers' job satisfaction. Similarly, Nelson and Smyth (2008:1932) as quoted in Gedefaw (2012) found that, among other things, employees (e.g., teachers) who selected a job because of a satisfactory salary were more likely to have higher levels of job satisfaction. Alam, Waseef and Murad (2013) conducted a study on reward and recognition priorities of

public sector universities' teachers for their motivation and job satisfaction in Khyber Pakhtunkhwa, Pakistan. This study was carried out in three public sector universities such as University of Malakand, University of Swat and Shaheed Benazir Bhutto University Sheringal. The aim was to determine whether salary is significantly correlated with motivation and job satisfaction. The study found a significant positive relationship between salary and employees' motivation and job satisfaction. Salary is fundamental requirement for social and economic requirements.

Lauri (2014) research focused on the tenuous relationship between salary and satisfaction of working adult in Eastern Michigan University. Data was collected using an online survey targeted to a sample of working adults. The final sample consisted of 79 participants, consisting of 60% male and 40% female. Individual annual gross salary ranged from \$6,000 to \$400,000, with a mean of \$85,000. Household gross salary ranged from \$15,000 to \$500,000, with a mean of \$124,000. The data was analyzed using Pearson Correlation Coefficient. The hypothesis predicted that salary would have a positive relationship with overall life satisfaction. In another surprise, data shows the opposite result. Salary is a significant, negative predictor of life satisfaction.

Shamina (2006) study on primary schools in Bangladesh found that one of the most important purposes to do a job is getting salary. If one gets a handsome salary by which one can afford the living may cause job satisfaction. However, if the salary cannot bear one's expenditure, one should not be satisfied with the salary. The salary structure is poor to the primary school teachers in Bangladesh. It is approximately 48 USD per month (as of data up to December 2004). Such low salary structure is not satisfactory at all. This pay structure may make them unhappy as well as dissatisfied. Thus, salary directly impacts on job satisfaction.

In another study on the job satisfaction of Ugandan university academics, Garrett and Ssesanga (2005:44) as quoted in Gedefaw (2012) indicated that an inadequate and irregular salary was one of the most frequently mentioned factors causing the job dissatisfaction of academics: 76% of the participants expressed the view that inadequate salary was the main source of their discontent. Garrett and Ssesanga (2005) as quoted in Gedefaw (2012) postulated that Ugandan academics were forced to take on other jobs because of their inadequate salaries, thereby limiting their allegiance to their employer, and reducing their commitment to their organization. However, all the studies do not indicate the same results. Some researchers found an absence of, or no significant relationship between salary and the teachers' job satisfaction (Tillman & Tillman, 2008:9). Although the study findings reveal that salaries is positively significantly correlated to job satisfaction, the relatively small sample size and the different geographical locations limits its generalization to this study. Secondly, the study was more focused in determining the relationship between salaries and job satisfaction of lecturers instead of primary school teachers. Narrowing this study to primary school teachers and a replication of this study to a larger sample might yield different results.

### *2.2.2 Working condition and job satisfaction in primary schools*

Working conditions and work environment on which the teachers work have a great impact on their satisfaction. Some working conditions will have a positive effect on the teachers' contentment, whereas others will have a negative effect. Some studies, for example, one by Chang et al (2010:2), as quoted in Gedefaw (2012) revealed that for the past 10 to 20 years working conditions emerged as the major source of teacher job dissatisfaction and attrition. Ladebo (2005:365) as quoted in Gedefaw (2012) also found that, if working conditions are poor, these situations have a negative impact on the job satisfaction of the teachers. Other studies confirmed that favorable teacher perceptions of

their working conditions are related to higher job satisfaction (Perie et al, 1997 cited in Gedefaw, 2012). Thus, working conditions, such as salary, fringe benefits, school management and leadership, administrative support, and workload could impact on the teachers' job satisfaction either positively or negatively.

Alam, Waseef and Murad (2013) conducted a study on reward and recognition priorities of public sector universities' teachers for their motivation and job satisfaction in Khyber Pakhtunkhwa, Pakistan. This study was carried out in three public sector universities such as University of Malakand, University of Swat and Shaheed Benazir Bhutto University Sheringal. The tested the hypotheses that working conditions are significantly correlated with motivation and job satisfaction. Data was collected from a sample of Ninety (N=90) university teachers using a questionnaire and was analyzed by using Pearson's correlation coefficient. The analysis also found out that there is strong significant relationship between working conditions and employees motivation and job satisfaction such as ( $r=.66, p<.05$ ). The result concluded that the university teachers prefer to work in good working conditions. It is because of the reason that the faculty members are involved in academic and research activities. They need to focus on their research activities which require good working environment.

Work environment is an important issue that can affect the teachers' job satisfaction in school projects. Obineli (2013) as quoted in Gerishon (2015) argued that inspired workplace will result in inspired workers and draws attention to the importance for work performance, the atmosphere, quality and style of buildings and offices environment conditions enhance working. Such conditions like suitable temperature, humidity, ventilation, lighting, cleanliness of the workplace and adequate tools and equipment (such as public address system, computer, resource materials for teaching and good offices) are

important in job satisfaction. Good working conditions provide greater physical comfort for teachers and boost their morale. While very poor conditions breed frustration and regret and consequently a high sense of dissatisfaction. Many teachers in public schools lack motivation and job satisfaction because of poor condition of the environment of their workplace. This is because a workplace environment with essential facilities is a prelude to job satisfaction among workers (Okonkwo & Obineli, 2011 cited in Gerishon, 2015).

Similarly, Luthans (1999) as quoted in Mutwiri (2015) notes that, people are concerned with the working environment in which they operate. They look out for their personal comfort as well as the environment that facilitates efficiency at the place of work. He adds that features such as temperature, humidity, ventilation, lighting, noise and cleanliness of the work place and adequate tools and equipment affect employees' job satisfaction. The environment on which people work has a tremendous effect on their level of pride for themselves and for the work they are doing. Nice and comfortable chairs, desks, pavements, recreational facilities like televisions in the common rooms, internet connectivity, and smart boards can make a whole difference to an individual's psyche.

Teachers in most countries in Sub-Saharan Africa work in multiple-grade, overcrowded classrooms (40-80 pupils in class) mainly due to a considerable increase in enrolment to primary and secondary education (Osei, 2006). In his study, Ondara (2004) found that most teachers in Kenya work in deplorable working conditions, and this has created a lot of despair among teachers. George and Jone (1999) also note that, a working environment that is comfortable and relatively low in physical psychological stress facilitate the attainment of work goals, and will tend to produce high levels of satisfaction among employees. In contrast, stressful working environment results to low levels of satisfaction.

However, it should be noted that working condition differs from one school to the next due to difference in class size, school size, facilities temperature, ventilation, housing and income which the previous studies did not take into consideration. It is worth noting that in these studies, workers and administrators were exposed to different working condition. There is therefore, need to expose all workers, that is, both classroom teachers and administrators to similar conditions to establish whether working condition is significantly related to teachers' job satisfaction in primary schools.

### *2.2.3 Promotion opportunity and job satisfaction in primary schools*

Promotion is a shifting of employee for a job of higher significance and higher compensation (Lazear, 2000). "The movement of an employee upward in the hierarchy of the organization, typically that leads to enhancement of responsibility and rank and an improved compensation package is a promotion (Lazear, 1986). Promotion may also be defined as the reassignment of an employee to a higher-rank of job (McCausland, Pouliakas & Theodossiou, 2005). Promotion is an act of moving an employee up the organisation hierarchy, usually leading to an increase in responsibility, status and a better remuneration package (Heery and Noon 2001 cited in Theresia 2013). It is a move of an employee to a job within the company which has greater importance usually higher pay and of greater responsibility. Many researchers give their opinion that job satisfaction is strongly correlated with promotion opportunities and there is a direct and positive association between promotional opportunities and job satisfaction (McCausland, Pouliakas & Theodossiou, 2005). This view is supported in the study conducted by Ellickson & Logsdon (2002) where satisfaction with promotional opportunities was found to be positively and significantly related to the job satisfaction of employees. On a large scale study, Noraani, and Zaizura (2013) investigated the effect of promotion opportunity in influencing job satisfaction among academics in higher public Institutions in Malaysia.

The objective of this study was to determine the influence of promotion opportunity on job satisfaction among lecturers in four public universities in Kelantan, Malaysia. Sample was selected through systematic random procedure and data was collected from 320 lecturers using self-administered questionnaire. Data was then analyzed using descriptive analysis to describe demographic profile of respondents and Pearson Product Moment Correlation to test the relationship between variables. The result indicated that there was a positive significant relationship between promotion opportunity and job satisfaction.

Muhammad, Rizwan and Yasin (2012) investigated the impact of pay and promotion on job satisfaction in higher education institutes of Pakistan. The aim of this study was to determine the impact of pay and promotion on job satisfaction in higher education institutes of Pakistan. Non- probability random sampling technique and multiple regression analysis was used to examine the correlation between the two independent variables (pay and promotion) and dependent variable (job satisfaction) and 200 questionnaires were distributed to collect the responses and 5-points Likert scale was used to measure the responses. Random selections were made once over a period from public and private universities of Punjab, Pakistan. Results replicate previously available data and precision based. Promotion has less influence and partially significant to job satisfaction.

However, Robbins (1998 cited in Maurice 2015) maintains that promotions provide opportunities for personal growth, increased responsibility, and increased social status. Drafke and Kossen, (2002) as quoted in Maurice (2015) postulate that many people experience satisfaction when they believe that their future prospects are good. This may translate into opportunities for advancement and growth in their current workplace, or enhance the chance of finding alternative employment. They maintain that if people feel

they have limited opportunities for career advancement, their job satisfaction may decrease and vice versa.

According to McCormick and Ilgen (1985) as quoted in Maurice (2015) employees' satisfaction with promotional opportunities will depend on a number of factors, including the probability that employees will be promoted, as well as the basis and the fairness of such promotions. Luthans (1992) as quoted in Maurice (2015) further maintains that promotions may take a variety of different forms and are generally accompanied by different rewards. Promotional opportunities therefore have differential effects on teachers' job satisfaction, and it is essential that this be taken into account in cases where promotion policies are designed to enhance teacher's satisfaction. Aside from the monetary factor, teachers' reported low motivation and satisfaction with the opportunities for advancement through promotion. In his study, Dehaloo found out that teachers were not convinced concerning the selection and process of teachers for promotion. Similarly, Mhozya (2007) as quoted in Maurice explored job satisfaction of primary school teachers' in Botswana and found that a significant number of teachers were not satisfied with the ways of promotions.

Generally, employees want promotion policies that they perceive as being just unambiguous and in line with their expectations. Promotion typically involves positive changes in supervision, pay and work content. Oswald (2008) as quoted in Maurice (2015) avers that when it comes to determining job satisfaction, position is more important than the salary. In his survey, he found out that salary minimally influences job happiness. Yet when he looked at an employee's/worker's position in a company, he found a strong link with job satisfaction. Employees are satisfied with current job if they see a path available to move up in ranks and be given more responsibilities along with

higher compensation (Sogomo, 1993 cited in Maurice 2015). The study of David & Wesson (2001), suggested that limited promotion opportunities were common in public sector organizations thereby discouraging the qualified employees from remaining in the job. Though previous studies highlighted that promotion opportunity has a significant positive relationship with job satisfaction of lecturers in four public universities, it completely failed to explain whether such opportunity exist for primary school teachers. In Uganda, primary school teachers have limited opportunity to progress from the classroom to become head teachers, District Inspector of Schools (DIS) or District Education Officer (DEO) even when they upgrade to the level of Master of Education. Thus, lecturers and primary school teachers have different promotion opportunity and level of job satisfaction. The present study will therefore, determine whether promotion opportunity has a significant positive relationship with teachers' job satisfaction in primary schools.

#### *2.2.4 Recognition and teachers' job satisfaction in primary schools*

Bialopotocki (2006) examined the relationship that existed between job satisfaction and the perceived amount of informal non-monetary recognition received by teachers who worked with children of military families overseas. The study began with an assumption that teachers needed to receive daily informal recognition as a means to increase their job satisfaction. The population of this quantitative study included 1,700 teachers in two overseas military school districts. Six hundred and fifty-six teachers were randomly sampled with a return rate of 41 percent. The results revealed positive relationships existed between teacher job satisfaction and non-monetary recognition from each source. The recognition that principals provided to teachers had the strongest positive relationship to job satisfaction and was the best predictor of job satisfaction. The results demonstrated

the importance of recognition from administrators and families in increasing job satisfaction among those teaching in schools provided to military families overseas.

Gedefaw (2012) asserts that in educational institutions, students and teachers are the most important resources. The impact teachers have on student achievements, quality education and educational reforms should be recognized by school administrators, and also by other teachers. Karsli and Iskender (2009:2253), as quoted in Gedefaw (2012) affirmed that teachers need the appreciation, approval and respect of school administrators, and of others. Administrators that consider and meet these needs help the teachers to feel valuable, able, functional, and important. Teachers as professionals, in all cultures, need to be recognised for their accomplishments, and be appreciated by the parents, communities, governments, and by their colleagues. They should also be valued and recognised for their work accomplishments (Menlo & Poppleton, 1999:142; cited in Gedefaw, 2012).

Regarding factors that influence the retention, turnover, and attrition of K-12 music teachers in the United States, Gardner (2010) as quoted in Gedefaw (2012) found the following, namely of all the factors present in the workplace (support and recognition from administrators, parental support, control over classroom instruction), *recognition* had the strongest positive impact on the teachers' career and job satisfaction. The researcher also found that the teachers' perceptions of the extent of support and recognition from their administrators exhibited the most prominent positive effect on retention (Gardner, 2010 cited in Gedefaw, 2012).

In another study, Thompson, Thompson, and Orr (2003:7) indicated the high premium teachers placed on recognition from others. They found that their overall job satisfaction was motivated by personal satisfaction or recognition from others. The others included

their peers, the parents, and administrators. In Uganda Garrett and Ssesanga (2005:47) found that teachers who were not appreciated or recognized for their achievements tended to be unhappy and dissatisfied with their profession.

Papanastasiou and Zembylas (2006) examined the sources of the teachers' satisfaction or dissatisfaction by means of a survey of 52 teachers and found that the teachers were dissatisfied with the lack of respect, status, and recognition they experienced from society (Papanastasiou & Zembylas, 2006:240241). The participant teachers expressed their disenchantment resulting from unfulfilled expectations for respect and recognition. This caused dissatisfaction and a low morale. Similarly, A VSO (2008:29) report in Ethiopia confirmed that teachers are often de-motivated by a lack of professional status and recognition. Thus it can be inferred that the lack of respect and recognition for teachers by students, parents, colleagues, principals, and significant others cause disappointment, and a subsequent lack of job satisfaction.

It is worth noting that praise and recognition are essential to an outstanding workplace. People want to be respected and valued for their contribution. Everyone feels the need to be recognized as an individual or member of a group and to feel a sense of achievement for work well done or even for a valiant effort. Everyone wants a 'pat on the back' to make them feel good (Kim H, 2004). Praise and recognition are essential to an outstanding workplace. People want to be respected and valued by others for their contribution. Everyone feels the need to be recognized as an individual or member of a group and to feel a sense of achievement for work well done or even for a valiant effort. Everyone wants a 'pat on the back' to make them feel good.

The reverse is true since employee recognition (or lack thereof) affects job satisfaction in several different ways. Low job satisfaction is indicative of poor recognition. When employees aren't recognized by their employer, they may have a negative attitude towards their job and the company as a whole, some of which includes higher employee turnover rates, lower productivity, lower morale, etc. Employees who don't receive recognition or appreciation from their peers are more likely to feel dissatisfaction in regards to their job. This can open up a whole world of new problems, some of which are obvious while others are not so obvious. For instance, the employee may call out sick more often, work more slowly, or fail to handle his or her professional responsibilities (Kim, 2004). While the review highlighted how currently recognition is being used to enhance job satisfaction of university lecturers in the Pakistan, USA and teachers teaching in military families overseas, no study on recognition and its links to teacher job satisfaction in Paicho Sub-County in particular has been studied. The present study will therefore, determine the relationship between recognition and teacher job satisfaction in primary schools in Paicho Sub-County.

### **2.3 Summary of the Literature Review**

In conclusion, from the above analysis of the different literature, it is clear that many studies have been conducted on how motivation leads to job satisfaction in many workplaces. As cited above in the literature, Herzberg's two factor theory points to the hygiene factors and motivation, which in essence are the basis for job satisfaction and according to Abraham Maslow, he particularly pointed out the hierarchy of needs as motivating factors that once achieved leads to job satisfaction. It should however be noted that Maslow's Hierarchy of needs is only applicable in a perfect setting, which is lacking in most African institutions since an employee may stagnate at the physiological needs without necessarily graduating to the next need. To be precise, what many employees

regard in developing countries is the extrinsic aspects of motivation rather than the intrinsic mode. In addition, much as many studies have been conducted on employee motivation and job satisfaction elsewhere, such studies have never been conducted in Paicho Sub-county in particular which makes it justifiable to conduct the current study. Therefore, this study will examine and provide information to close the above gaps.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the research methodology that was employed when carrying out the study. It discusses the research design, study population, sample size, sampling techniques, data collection methods and techniques, data quality control, Administration procedures, data analysis and presentation techniques that were adopted during the research and ethical considerations.

#### **3.1 Research Design**

The study adopted a correlation research design. A correlation research design is a study that describes the degree to which the variables are related. Correlation method tries to determine whether and to what degree a relationship exists between two or more variables (Amin, 2005). This study adopted correlation research design because it helped in determining whether there was a relationship between teacher motivation and job satisfaction in Universal Primary Education schools in Paicho Sub-County Gulu District, Uganda. Both quantitative and qualitative approaches were adopted in the study. This was because the quantitative approach allowed the researcher to solicit information that was quantified while the qualitative approach allowed the researcher to solicit information that was presented in narrative (Mugenda & Mugenda, 1999). However, this study was more oriented to the quantitative approach given that the majority of respondents were required to fill in a questionnaire which was coded so that the responses can be statistically manipulated in numeral figures. Combining numerical and textual information helped the researcher enrich the interpretation of findings of the study.

### 3.2 Study Population

The term population is a well-defined set of people, services elements and events, group of things or households that is being investigated (Ngechu, 2004). Population also refers to a group of people that a researcher has in mind from whom information can be obtained (Enon, 1998). However, broadly speaking, Amin (2005) defines population as the totality of objects or individuals having one or more characteristics in common that are of interest to the researcher. The target population of this study consisted of 230 primary schools teachers in all the 10 Primary schools in Paicho Sub-County, Gulu District as by 31<sup>st</sup> Dec. 2016. The ten selected primary schools were the targeted primary schools with either high or low number of teachers. This population of the study was obtained from Gulu District Education Office 2016. There were 230 teachers from 10 schools in the sub-county as given in Table 3.1.

**Table 3.1. Number of teachers in each primary school**

Schools	Number of teachers
School A	38
School B	33
School C	25
School D	22
School E	30
School F	18
School G	18
School H	17
School I	18
School J	11
<b>TOTAL</b>	<b>230</b>

*Source:* Human Resource Gulu District Education (Teachers' Register), 2016.

### 3.3 Sample Size Selection

To obtain a proportionate sample, a sample size formula has to be used scientifically to generate a sample from a given population of the study (Yamane, 1967). The sample size consisted of 144 teachers/respondents drawn from the target population of 230 teachers. This sample size was determined by referring to Krejcie and Morgan's Table for

Determining Sample Size from a Given Population (1970). The distribution of these 144 teachers/respondents among the 10 primary schools in Paicho Sub-county was proportionate to the total number of teachers in a school. This is shown in the table below.

**Table 3 2: Sample size of respondents**

<b>Schools</b>	<b>Target population</b>	<b>Sample size</b>	<b>Percentage of sample</b>
School A	38	23	16.6
School B	33	21	14.6
School C	25	16	11.1
School D	22	13	9.1
School E	30	18	12.5
School F	18	11	7.7
School G	18	11	7.7
School H	17	10	6.9
School I	18	11	7.6
School J	11	10	6.9
<b>TOTAL</b>	<b>230</b>	<b>144</b>	<b>100</b>

### **3.4 Sampling Techniques**

The researcher adopted a stratified sampling method where by the population was grouped in strata composed of 10 schools before simple random sampling was applied to each of the stratum. Thereafter, simple random sampling technique to select the 140 teachers/respondents from the 10 primary schools that had a total population of 226 teachers and purposive sampling to select four headteachers. The reason for using simple random sampling for selecting teachers was that it gave equal chance/opportunities for all the 230 teachers in the 10 schools to participate in the study. Therefore, it was free of bias. Secondly, the teachers were homogeneity in their characteristics in that they all taught in primary schools in the same sub-county. Simple random sampling technique is a technique which provides equal chance to every member in the population to be included in the study (Enon, 1998). It is mainly used to select a representative sample from the accessible population. It was preferred for this study because it helped to reduce bias or prejudices in selecting sample thus increasing validity and reliability of the result.

To select the required sample, the researcher developed a sampling frame. This consisted of list, directory or index of cases from which a sample was selected for observation in the study. The sampling frame consisted of list of teachers from Paicho Sub-County obtained from the school teachers registers in the head teachers' offices. This method of sampling involved giving random numbers to teachers in all the 10 primary schools, selecting required numbers as per school size using simple random sampling. The reason for using purposive sampling for the headteachers was because it is only headteachers who were thought to have sufficient knowledge about motivation and teacher job satisfaction were required to participate in the interview to provide in-depth information.

### **3.5 Data Collection Methods and tools**

The researcher used two methods of data collection that included a questionnaire and interview guide. The questionnaire developed was administered to the sampled respondents. Questionnaire was used because the study was concerned with variables that cannot be directly observed such as views, opinions, perceptions, and feelings of respondents. Such information can best be collected through questionnaires (Enon, 1998; Oso & Onen, 2008; Bogdan & Taylor, 1975). The sample size was also quite large, 144, and the respondents were far apart, given the limited time available for data collection, and questionnaire became an ideal instrument for collecting data. Questionnaires designed had a set of statements on salaries, working conditions, promotion opportunity, recognition and job satisfaction in line with questions in the study variables. It was well planned and focused to study objectives, thus respondents did not have difficulties in responding to items in the questionnaires. The choice of these tools was guided by the nature of data to be collected, time factors, and objectives of the study.

Interview guides were used to collect qualitative data from headteachers who were in position to provide in-depth information about teacher motivation and job satisfaction through probing during the face-to-face interview. The research presented questions to the headteachers and their views were written down by the researcher. Data obtained during the interview supplemented that obtained through the questionnaire.

### 3.6 Quality Control

#### 3.6.1 Validity

Validity refers to how well a test measures what it is purported to measure (Mugenda & Mugenda, 1999; Kent, 2001). A validity test was carried out prior to the administration of the research instruments. This was done in order to find out whether the questions were capable of capturing the intended data. Experts in research reviewed the questions to see whether they were capable of capturing the intended response. A Content Validity Index (CVI) was calculated in order to establish the validity of the research instrument. The researcher used the following formula to establish validity of the research instruments as seen below.

$$\text{Content validity Index (CVI)} = \frac{\text{Relevant items by all judges as suitable}}{\text{Total number of items judged.}}$$

Below are the findings.

**Table 3.3: Validity of questionnaire**

Raters	Relevant items	Not relevant items	Total
Rater 1	31	9	40
Rater 2	28	12	40
<b>Total</b>	<b>59</b>	<b>21</b>	<b>80</b>

$$\text{CVI} = \frac{59}{80} = .738$$

The CVI was above the recommended ratio of 0.7 by Nunnally cited in Kent (2001). Thus, the questionnaire is considered suitable for collecting data.

### 3.6.2 Reliability

Reliability is the degree to which an assessment tool produces stable and consistent results (Amin, 2005; Kent, 2001). Reliability of the questionnaire instrument was assessed using Cronbach's coefficient alpha. The questionnaire will be pre-tested to 20 respondents and the reliability results were computed using the SPSS package. The following formula was used to calculate the Cronbach's coefficient alpha

$$\alpha = \frac{k}{k-1} \left( 1 - \frac{\sum SD_i^2}{\sum SD_t^2} \right)$$

Where  $\alpha$  = coefficient alpha

$\sum SD_i^2$  = sum variance of items

$\sum SD_t^2$  = sum variance of scale

Findings are presented on the following table:-

**Table 3.4: Reliability of questionnaire**

Variable	Al ha	No. of items
Basic salary	.796	5
Working conditions	.745	
Promotion opportunities	.712	4
Job recognition	.817	
Job satisfaction	.743	7

The Cronbach reliability coefficients for the variables the questionnaire was above the recommended 0.7, which is recommended by Nunnally cited by Kent (2001). Because of this, the questionnaire was considered reliable for collecting data.

### 3.7 Research Procedure

The researcher sought for an introductory letter from Head of Department of Educational Planning, and Management, Kyambogo University. The researcher presented the

introductory letter to the Head teachers of the selected primary schools to obtain permission to conduct the study. The data on teacher motivation and teachers' job satisfaction in primary schools was collected from 144 respondents using questionnaire and interview methods. The study employed 2 research assistants to collect data due to time constraints and the vast geographical coverage. Before beginning the survey, the respondents were asked to sign an informed consent form which stated the purpose of the research and express that respondents had the liberty to participate and withdraw from the study. The field questionnaires were collected for cleaning and editing there after the raw data was entered into SPSS for analysis.

### **3.8 Data Analysis**

Coded (quantitative) data was entered in a computer program known as a Statistical Package for Social Scientists (SPSS) for analysis. Descriptive statistics were used to determine the distribution of respondents on personal information and on the questions under each of the variables. Inferential statistics were used to test the hypothesis. Spearman rank order correlation coefficient was used to test the hypothesis given that the scales used in the questionnaire were ordinal (Sekaran, 2003). The data was organized and presented by tables. Qualitative data from interviews was reviewed thoroughly, sorted and classified into themes and categories, in order to support the quantitative data.

### **3.9 Ethical Considerations**

Protection of respondents from harm: The researcher protected respondents against potentially harmful effects of participation, for example, stress, hunger and loss of self-esteem. To achieve this, participants were requested not to disclose their identity anywhere on the questionnaire.

Informed consent of the respondents: The respondents were informed about the procedures of the study and they were asked to make their decision to either participate or withdraw from participation. The researcher provided information on the purpose of the study, benefits of the investigation to the respondents, expected duration of participation and procedures that were used. The researcher first sought the consent of the participants and informed participants who were willing to participate that their involvement in the study was purely voluntary. The researcher assured the willing participants that the information that they would provide would not be used for any other purpose except for this research.

Confidentiality of respondents: Information relating to the respondents to this study was kept and not disclosed to any other persons and all information collected was kept anonymous.

Acknowledgement: Acknowledgement of works of other scholars was always cited by quoting sources of information.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0 Introduction

Results from the field are presented, analyzed and interpreted in this chapter under six major sections. The response rate results are presented in the first section. The respondents' background information results are presented in second section. The results on basic salary and teachers' job satisfaction are presented in third section. The results on working condition and teachers' job satisfaction are presented in fourth section. The results on promotion opportunity and teachers' job satisfaction are presented in fifth section. The results on job recognition and teachers' job satisfaction are presented in sixth section.

#### 4.1 Response Rate

The quality of research data collected from the field is dependent partly on the response rate, which is defined as a ratio of the respondents who actually participated in a research study to the sample that was targeted (Atrostic, Bates, Burt & Silberstein, 2001). Higher response rates are associated with good quality data collected from the field in terms of accuracy in the data from the sample used in the research being representative of the population from which the sample was drawn (Biemer & Lyberg, 2003). In this study, the sample was 144 respondents out of which 140 teachers participated in filling the questionnaire and two (2) headteachers participated in the interviews as shown in Table 4.1.

**Table 4.1: Response rate**

Schools	Sampled size	Responses received	Percentage %
School A	23	21	88
School B	21	20	95
School C	16	15	94
School D	13	13	100
School E	18	18	100
School F	11	11	100
School G	11	11	100
School H	10	10	100
School I	11	11	100
School J	10	10	100
<b>Total</b>	<b>144</b>	<b>140</b>	<b>97</b>

Source: Primary Data

In this study, all the rates were within the recommended 67% response rate (Amin, 2005; Mugenda & Mugenda, 1999). Therefore, the results were considered representative of what would have been obtained from the population.

## 4.2 Respondents' Background Information

All respondents who filled in the questionnaire were asked about the posts they held in the schools, gender, length of service served in the posts and age. Findings are presented in the following sub sections.

### 4.2.1 Respondents' post held in the schools

A person's position/post held has a bearing on his or her personality and so the ways of looking at the problem before him (Guest, 2012). In other words, the person's response to a problem is determined by the type of occupation/position he/she holds in and hence position held was investigated by the researcher and is presented in Table 4.2.

**Table 4.2. Distribution of respondents by post**

Post held by respondents	Frequency	Percent
Headteacher	2	1.4
Head of department	33	23.6
Class teacher	58	41.4
Classroom teacher	47	33.6
<b>Total</b>	<b>140</b>	<b>100.0</b>

Source: Primary Data

Findings show that nearly half of the respondents (41.4%) who participated in the study were class teachers followed by classroom teachers (33.6%), heads of departments (23.6%) and headteachers (1.4%), respectively. This is attributed to the fact that the proportion of class teachers is higher compared to other posts in primary schools. Thus, the implication of these findings is that information about basic salary, working condition, promotion opportunity, job recognition and teachers' job satisfaction using the sample was representative of the positions held by staff employees in primary schools.

#### 4.2.2 Respondents' gender

The gender of respondents has been shown by various research studies to have a huge effect on their way of thinking, thus majorly affecting survey results (Guest, 2012). The reason in this study of asking respondents their gender was to ensure male and female were equally involved as respondents. Male and female respondents sometimes have different opinions which are important to capture in the sample. Hence, respondents were asked about their gender. Findings are presented in Table 4.3.

**Table 4.3: Distribution of respondents by gender**

Gender of respondents	Frequency	Percent
Male	87	62.1
Female	53	37.9
<b>Total</b>	<b>140</b>	<b>100.0</b>

Source: Data from field

Findings show that more male respondents (62.1%) participated in the study compared to the proportion of female respondents (37.9). This is attributed to the fact that the

#### 4.2.4 Age of respondents

Another common question among surveys is age. Age is an important study variable in research studies. The reason why respondents are asked about their age is because various research studies have shown that opinions differ between different age groups when asked about something (Gibb, 2011). Thus, respondents were asked about their age. Findings are presented in Table 4.5.

**Table 4.5: Distribution of respondents by age**

Age of respondents	Frequency	Percent
18-30 years	47	33.6
31-40 years	66	47.1
41-50 years	20	14.3
Over 50 years	7	5.0
<b>Total</b>	<b>140</b>	<b>100.0</b>

**Source:** Primary Data

Findings show that most respondents (66.4%) who participated in the study were aged above 30 years. Thus, the implication of these findings is that information about basic salary, working condition, promotion opportunity, job recognition and teachers' job satisfaction was obtained from mainly respondents who were of age and that the information given here in was from mature and experienced persons and was valid.

#### 4.2.4 Qualification of respondents

Education is one of the most important characteristics that might affect the person's attitudes and the way of looking and understanding any particular social phenomena (Konrad & Hartmann, 2012). In a way, the response of an individual is likely to be determined by his educational status and therefore it becomes imperative to know the educational background of the respondents. Hence, respondents were asked about their education. Findings are presented in Table 4.6.

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**Table 4.5: Distribution of respondents by age**

Age of respondents	Frequency	Percent
18-30 years	47	33.6
31-40 years	66	47.1
41-50 years	20	14.3
Over 50 years	7	5.0
<b>Total</b>	<b>140</b>	<b>100.0</b>

Source: Primary Data

Findings show that most respondents (66.4%) who participated in the study were aged above 30 years. Thus, the implication of these findings is that information about basic salary, working condition, promotion opportunity, job recognition and teachers' job satisfaction was obtained from mainly respondents who were of age and that the information given here in was from mature and experienced persons and was valid.

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**Table 4.6: Qualification of respondents**

<b>Qualification of respondents</b>	<b>Frequency</b>	<b>Percent</b>
Grade III Certificate	83	59.3
Diploma in Primary Education	55	39.3
Bachelor of Education Degree	2	1.4
<b>Total</b>	<b>140</b>	<b>100.0</b>

Source: Primary data (2018)

Findings show that most respondents (100%) who participated in the study had a grade III level of education. Thus, the implication of these findings is that all respondents had a higher level of education and were able to respond to the questions about basic salary, working condition, promotion opportunity, job recognition and teachers' job satisfaction. Thus, information obtained from the respondents was considered reliable.

### **4.3 Basic Salary and Teachers' Job Satisfaction**

In the following subsections of the results, Plonsky (2007) advice is followed by reporting descriptive statistics to determine respondents' views on each of the variables separately before presenting inferential statistics to test the hypotheses. Descriptive statistics describe what the data shows per each of the variables separately. Therefore, before determining the relationship between basic salary and teachers' job satisfaction, descriptive statistics for each of the variables, which included frequencies and percentages because the scale that accompanied the questionnaire was ordinal are presented.

#### *4.3.1 Descriptive results about basic salary*

Respondents who participated in questionnaire survey were requested to respond to five items about basic salary which were accompanied with a five-point Likert scale from 1 = strongly disagree to 5 = strongly agree as shown in Table 11. The results showing the extent of their disagreement or agreement to the items are summarized in the following

table. Following the presentation of the results is the analysis and interpretation of findings as shown in Table 4.7.

**Table 4.7. Findings about basic salary**

Items about basic salary	SD	D	NS	A	SA	Total
1. I am satisfied with the payment of my salaries.	37 (26%)	43 (31%)	6 (4%)	42 (30%)	12 (9%)	140 (100%)
2. My salary is paid in time/promptly every month	68 (49%)	38 (27%)	6 (4%)	24 (17%)	4 (3%)	140 (100%)
3. My salary is enough to cater for my needs	41 (29%)	46 (32%)	8 (6%)	26 (19%)	19 (14%)	140 (100%)
4. Difference in teacher and headteacher salary is fair	29 (21%)	40 (29%)	8 (6%)	42 (30%)	21 (14%)	140 (100%)
5. My salary has been improved adequately in line with prevailing economic conditions	14 (10%)	80 (57%)	6 (4%)	24 (17%)	16 (12%)	140 (100%)

Source: Primary Data

Key: SD = Strongly disagree, D = Disagree, NS = Not sure, A = Agree, SA = Strongly agree

According to Plonsky (2007), during analysis of data, it is recommended that each and every statistic in the table should not be repeated in the text but only report salient statistics by first looking carefully at all those statistics in the table, then summarize them (describe) as well as make sense of them (analyze). Therefore, in this study, the analysis involved summing up respondents who strongly disagreed and those who disagreed into one category who “responded negatively” to the items and in addition, summing up respondents who strongly agreed and those who agreed into another category who “responded positively” to the items. Thus, three categories of respondents were compared, which included “respondents who responded negatively to the items”, “respondents who were not sure about the items” and “respondents who responded positively to the items”. Interpretation was then drawn from the comparisons of the three categories as shown in the following paragraphs.

More respondents responded negatively to all items about basic salary (that is items 1 to 5) compared to those who responded positively and were not sure. The percentages that responded negatively ranged from 50% to 76% while those that were not sure ranged

from 4% to 6% and those that responded positively ranged from 20% to 44%. Thus, findings show that most of the respondents were of the view that they were not satisfied with the payment of their salaries, their salary was not paid in time/promptly every month and their salary was not enough to cater for their needs. In addition, most of the respondents who were of the view that difference in teacher and headteacher salary was unfair and that their salary had not been improved adequately in line with prevailing economic conditions. Overall, these findings show poor basic salary in UPE primary schools in Paicho Sub-County, Gulu District.

During the interview, Respondents were asked about basic salary in UPE primary schools in Paicho Sub-County, Gulu District. Interview findings provided an indepth explanation about basic salary and supported the above findings obtained using questionnaire. In response to the question about basic salary, Respondent A revealed the following:

*Teachers' salaries are not favorable in relation to the workload and the cost of living given the responsibilities. The salary cannot sustain them. It is very meager in that it cannot cater for all the needs of the teacher and yet there is too much work. In addition, there are unnecessary several deductions. Annual salary increments are not applicable. Sometimes salary payment is not timely yet the cost of living is too high and schools collect high school fees from children. The taxation affects the meager salary. Other teachers are forced to go for loans. However, teachers are committed to their jobs not minding of the salaries (Interview with Respondent A, August 6<sup>th</sup> 2017).*

These findings show that basic pay in UPE primary schools in Paicho Sub-County, Gulu District was poor not only in terms of being meager in relation to workload but also it was also delayed and unnecessarily taxed forcing teachers to get loans to meet their basic needs. Respondent B had this to say with regard to the question:

*The teachers' salary is not favorable because it cannot meet our economic needs including sending our children to schools. It is very meager and cannot cater for all the needs of the teachers. There is however too much work compare to the salary. There are no allowances given to teachers for transport, housing or medical. We are told that our salary is consolidated to cater for our transport, housing and medical care yet it is very low. In addition, parents are opposed to the issue of allowances arguing that the government has told them that primary education is free (Interview with Respondent B, 6<sup>th</sup> August 2018).*

These findings are similar to Respondent A's response with the only difference being the issue of teachers not being catered for extra work in form of allowances. Respondent B also expressed poor basic pay as he revealed thus, *"Teachers' work is not easy. There is too much work load but the pay is not favorable yet the cost of living is too high (Interview with Respondent B, 6<sup>th</sup> August 2018)"*. Similarly, Respondent D revealed the following, *"Teachers' salaries are not favorable in relation to the workload and the cost of living given the responsibilities. The salary cannot sustain them (Interview with Respondent D, 6<sup>th</sup> August 2018)"*.

However, respondent C responded positively to the question as shown in the following, *"The salary is favorable compared to the previous years. The problem is the use and planning for the salary. Other teachers say the salaries are not favorable. Others are forced to go for loans (Interview with Respondent C, 7<sup>th</sup> August 2018)"*. Therefore, the findings show that the problem was not poor basic salary in UPE primary schools in Paicho Sub-County, Gulu District but it was about poor utilization and planning for the basic salary received by the teachers. Thus, these findings are contrary to most of respondents' opinion about basic pay and to the Respondent whose response was negative.

#### *4.3.2 Descriptive results about teachers' job satisfaction*

Respondents who participated in questionnaire survey were requested to respond to seven items about teachers' job satisfaction which were accompanied with a five-point Likert scale from 1 = strongly disagree to 5 = strongly agree as shown in Table 12. Following the presentation of the results is the analysis and interpretation of findings as shown in Table 4.8

**Table 4.8. Findings about teachers' job satisfaction**

Items about teachers' job satisfaction	SD	D	NS	A	SA	Total
1. I get along with supervisors	33 (24%)	40 (29%)	6 (4%)	49 (34%)	12 (9%)	140 (100%)
2. I feel good about my job	70 (50%)	38 (27%)	7 (5%)	20 (14%)	5 (4%)	140 (100%)
3. I feel good about working in this school	37 (26%)	48 (35%)	8 (6%)	30 (21%)	17 (12%)	140 (100%)
4. I feel close to the people at work in this school	22 (16%)	49 (35%)	8 (6%)	33 (23%)	28 (20%)	140 (100%)
5. I feel positive most of the time I am working	11 (8%)	78 (56%)	7 (5%)	29 (20%)	15 (11%)	140 (100%)
6. I feel valued at work	35 (25%)	42 (30%)	7 (5%)	25 (18%)	31 (22%)	140 (100%)
7. I'm engaged in meaningful work	41 (29%)	31 (23%)	11 (8%)	34 (24%)	23 (16%)	140 (100%)

Source: Primary Data

Key: SD = Strongly disagree, D = Disagree, NS = Not sure, A = Agree, SA = Strongly agree

Findings show that most respondents who responded negatively to all items about teachers' job satisfaction (that is items 1 to 7) compared those who responded positively and were not sure. The percentages that responded negatively ranged from 50% to 77% while those that was not sure ranged from 4% to 8% and positively ranged from 14% to 43%. Thus, findings show that most of the respondents were of the view that they did not get along with supervisors, did not feel good about their job, did not feel good about working in the schools and did not feel close to the people at work in the schools. In addition, most of the respondents were of the view that they did not feel positive most of the time they were working, did not feel valued at work and were not engaged in meaningful work. Overall, these findings show poor teachers' job satisfaction in UPE primary schools in Paicho Sub-County, Gulu District.

After analyzing each of the variables in objective one of this study using descriptive statistics, the next stage was to test the hypothesis using inferential statistics. The following sub section 4.2.3 presents the findings.

#### 4.3.3 Testing first hypothesis

The first hypothesis stated, "There is a significant relationship between basic salary and teachers' job satisfaction in UPE primary schools in Paicho Sub-County Gulu District".

Spearman rank order correlation coefficient ( $\rho$ ) was used to determine the strength of the relationship between basic salary and the teachers' job satisfaction. The significance of the coefficient ( $p$ ) was used to test the hypothesis by comparing  $p$  to the critical significance level at (.05). This procedure was applied in testing the other hypotheses and thus, a lengthy explanation is not repeated in the subsequent sections of hypothesis testing. Table 4.9 presents the results.

**Table 4.9: Correlation between basic salary and teachers' job satisfaction**

	Basic salary
Teachers' job satisfaction	$\rho = .864$ $p = .000$ $n = 140$

Findings show that there was a significant very strong positive correlation ( $\rho = .864$ ) between basic salary and teachers' job satisfaction. The significance ( $p$ ) was used to test the confidence in these findings and therefore determine if to accept or reject hypothesis one as stated in this study. The significance ( $p = .000$ ) in the table shows that it was less than the recommended critical significance at 0.05. Because of this, the hypothesis was accepted. Therefore, it was concluded that there was a statistically very strong positive correlation between basic salary and teachers' job satisfaction, which was statistically significant. ( $\rho = .864$ ,  $p = .05$ ,  $n = 140$ ).

The implication of these findings is that the very strong relationship implied that a change in basic salary was related to a very big change in teachers' job satisfaction. The positive nature of the relationship implied that the change in basic salary and teachers' job satisfaction was in the same direction whereby better basic salary was related to better teachers' job satisfaction and poor basic salary related to poor teachers' job satisfaction.

Interview findings shade more light on the relationship between basic salary and teachers' job satisfaction.

*Poor teachers' salaries have led to reluctance in their work. Teachers struggle to look for other means of sustaining life because they are unable to pay children to school, cannot even meet other needs of life, unable to meet the medical expenses and unable to feed even the family. A teacher can move up and down looking for money resulting into little concentration. This is evidence that they are not satisfied with the salary. Low/unfavorable salaries affect the motivation to work for the school, which makes their work difficult, which negatively affected work (Interview with Respondent A, August 6<sup>th</sup> 2017).*

The findings show that poor basic salary is related to poor job satisfaction. This because the basic salary is not adequate to meet teachers' needs. In order to survive, teachers have to look for alternative sources of income. Respondent B had this to say:

*Low/unfavorable salaries affect the motivation to work for the school. This is especially for teachers who fear to be arrested due to loan defaulting. The salary does not cater for the basic needs of the teacher leading to dissatisfaction among teachers. Some teachers become demoralized and leave the teaching profession (Interview with Respondent B, 6<sup>th</sup> August 2018).*

The above findings corroborate those of Respondent A in that they also show that poor basic salary is related to poor teacher job satisfaction in form of low teacher motivation and demoralization. Even Respondent C echoed similar sentiments as follows:

*Teachers are not satisfied. They just sacrifice. They move up and down searching for money. Poor salary has led to reluctance in their work. Teachers struggle to look for other means of sustaining life. They are not settled in school and thus, have little concentration. Some male teachers resort to commercial hiking (boda boda). This is evidence that they are not satisfied with work (Interview with Respondent D. 6<sup>th</sup> August 2018).*

However, Respondent C differed from the others as shown in the following

*Given that salaries are favorable, teachers work positively with positive attitude. The teaching is effective. Teachers at least have most of the necessities. They report early for work and are happy with their jobs. Thus, teachers are satisfied with their jobs (Interview with Respondent C. 7<sup>th</sup> August 2018)*

From the above findings, it can be said in some schools teachers' job satisfaction is high because better basic salary. However, in most schools, it is the opposite due to poor basic salary.

#### 4.4 Working Condition and Teachers' Job Satisfaction

The descriptive results which include frequencies and percentages about working condition are presented and discussed before testing the second hypothesis. Findings are presented in the following subsection.

##### 4.4.1 Descriptive results about working condition

Respondents who participated in questionnaire survey were requested to respond to eight items about working condition which were accompanied with a five-point Likert scale from 1 = strongly disagree to 5 = strongly agree as shown in Table 4.10. Following the presentation of the results is the analysis and interpretation of findings.

**Table 4.10: Findings about working condition**

Items about working condition	SD	D	NS	A	SA	Total
1. The classrooms in the school are adequate and comfortable	35 (25%)	46 (33%)	5 (4%)	42 (29%)	12 (9%)	140 (100%)
2. The desks in the school are adequate and comfortable	69 (49%)	37 (27%)	6 (4%)	24 (17%)	4 (3%)	140 (100%)
3. My house is conducive for my living	41 (29%)	46 (33%)	8 (6%)	27 (19%)	18 (13%)	140 (100%)
4. The instruction tools, equipment and materials are adequate for teaching and learning process	28 (20%)	38 (27%)	8 (6%)	45 (32%)	21 (15%)	140 (100%)
5. Staffrooms and offices are adequate and well equipped	15 (11%)	79 (57%)	6 (4%)	24 (17%)	16 (11%)	140 (100%)
6. There was enough games equipment to manage extra curriculum activities	36 (26%)	36 (26%)	10 (7%)	30 (21%)	28 (20%)	140 (100%)
7. Workload and teacher pupils' ratio is fair enough	53 (38%)	38 (28%)	10 (7%)	23 (16%)	16 (11%)	140 (100%)
8. Improving the teachers' working condition will not increase job satisfaction for teachers	39 (28%)	34 (24%)	5 (4%)	40 (28%)	22 (16%)	140 (100%)

Source: Primary Data

Key: SD = Strongly disagree, D = Disagree, NS = Not sure, A = Agree, SA = Strongly agree

Most respondents responded negatively to all items about working condition (that is items 1 to 8) compared to those who responded positively and were not sure. The percentage of respondents that responded negatively ranged from 47% to 76% while those that were not sure ranged from 4% to 7% and positively ranged from 20% to 47%. Thus, findings show that most of the respondents were of the view that the classrooms and the desks in the schools were not adequate and comfortable, their houses were not conducive for their

living, and the instruction tools, equipment and materials were not adequate for teaching and learning process. In addition, most of the respondents were of the view that staffrooms and offices were not adequate and poor equipped, there was not enough games equipment to manage extra curriculum activities and workload and teacher pupils' ratio was not fair enough. However, most of the respondents were of the view that improving the teachers' working condition would increase job satisfaction for teachers. Overall, these findings show poor working condition in UPE primary schools in Paicho Sub-County, Gulu District.

During interviews, Respondents were asked about working condition in UPE primary schools in Paicho Sub-County, Gulu District. Respondent A in response revealed the following:

*Sincerely speaking, the working conditions for teachers are poor in this district. The district is constrained with teachers' housing. There are hardly any school staff houses. Teachers have to find their own accommodation. We are a rural district that is also poor and only depend on funds from the government; parents cannot afford to rent houses for teachers who come from far. Teachers who travel long distances every day most times will be thinking on how to get to school and back home instead and this is worsened by the late release of funds from the central government from which scholastic material are bought. Without housing teachers and scholastic materials, it becomes difficult to perform their duties. There are not enough working tools like teaching aids. Pupil to teacher ratio is very high. Parents do not support school activities. Most classrooms are not properly finished. Work tools/equipments not enough. Places of conveniences lacking. Some school buildings have leaking roofs. School structures are not good enough (Interview with Respondent A, 5<sup>th</sup> August 2018)".*

Thus, these findings reveal that lack of accommodation, scholastic materials and better school structures including high pupil-teacher ratio have contributed to teachers' poor working conditions. In such a situation, teachers' job satisfaction is likely to be compromised. In response, Respondent B said the following:

*The working conditions are not favorable. There is no accommodation. Teachers move from very far to come to school. The teacher to pupil ratio is very high. There is little grant and lack of scholastic materials. Parents do not support school activities. Most classrooms are not properly finished. Some schools have no permanent houses for teachers. There are land wrangle with the local*

*community. Classrooms are leaking affecting the teachers' work. Some schools have bad roads/inaccessible. As a school, we do not provide meals to our staff. However, our teachers normally contribute money from their own sources to buy food and sugar for both lunch and break tea. However, we do not cater for meals. They cater for their own meals. We are near the trading centre and so teachers buy their own breakfast and lunch. The district encourages teachers to plan and contribute money to have meals at school as a way of having them in school up to right time for them to go back home in the evening. Most schools are having this arrangement and it is working well (Interview with Respondent B, 6<sup>th</sup> August 2018).*

The findings show poor working conditions in form of primary schools' failure to cater for teachers' meals. These findings are more elaborate about the poor working conditions in UPE schools in Paicho Sub-County, Gulu District. They highlight the poor accommodation, long distances, lack of scholastic materials, lack of parent support, poor classrooms and land wrangles. This may have serious effect on teachers' job satisfaction especially if the teachers themselves find difficult to personally provide themselves with meals while at school. Respondent D responded as shown in following:

*Working conditions are not favorable. There is no accommodation. The school structures are not good enough. Classrooms are not conducive. Most schools are open - no security. Playgrounds are not adequate. These UPE schools rely on parents' contributions and government grants. What they contribute is not favorable. There are not enough working tools like teaching aids. Roofs are leaking when it rains. The sanitation is generally fair in the dry season but during the rainy season, it becomes poor. Pit latrines are in bad conditions forcing teachers to go to the latrines of neighbors of the school and this leads to complaints. 'Bad latrines lead to poor health not only of the teachers but also of the pupils in the school (Interview with Respondent D, 6<sup>th</sup> August 2018).*

The findings support the earlier ones show poor working conditions in primary schools. Some of the findings are similar to the earlier ones with the exception of unconducive classrooms, inadequate playgrounds, limited parental contributions, poor sanitation and leaking roofs. However, Respondent C differed as shown in the following:

*Working conditions are favorable. Teachers' accommodation is somehow good. Textbooks are there to aid teaching. Classrooms are available and spacious. Playground is okay and good for learners. The school gives lunch, breakfast and some inducement. Latrines are there separate for teachers and there is support supervision (Interview with Respondent C, 7<sup>th</sup> August 2018).*

Most of the interviews revealed poor working conditions in UPE schools in Paicho Sub-County, Gulu District, which can contribute to poor teacher job satisfaction. After analyzing working conditions using descriptive statistics, the next stage was to test the second hypothesis using inferential statistics. Findings are presented in section 4.3.2.

#### 4.4.2 Testing second hypothesis.

The second hypothesis stated, “*There is a significant relationship between working condition and teachers’ job satisfaction in UPE primary schools in Paicho Sub-County Gulu District*”. Spearman rank order correlation coefficient (*rho*) was used to test the hypothesis. Table 4.11 presents the results.

**Table 4.11: Correlation between working condition and teachers’ job satisfaction**

	Working condition
Teachers’ job satisfaction	<i>rho</i> = .909 p = .05 n = 140

Findings show that there was a very strong positive correlation (*rho* = .909) between working condition and teachers’ job satisfaction. The significance (p = .000) in the table shows that it was less than the recommended critical significance at .05. Because of this, the hypothesis was accepted. It was concluded that there was a statistically very strong positive correlation between working condition and teachers’ job satisfaction, which was statistically significant (*rho* = .909, p = .05, n=140).

The implication of the findings was that the very strong relationship implied that a change in working condition related to a very big change in teachers’ job satisfaction. The positive nature of the relationship implied that the change in working condition and teachers’ job satisfaction was in the same direction whereby better working condition

related to better teachers' job satisfaction and poor working condition related to poor teachers' job satisfaction.

Interview findings were supportive of the relationship established from the quantitative data obtained from questionnaires. For example, Respondent A revealed the following on the effect of working conditions on teacher' job satisfaction:

*Other teachers over complain of their poor working conditions. Generally, the teachers are not happy with their work. Other teachers want their families to stay with them but due to lack of accommodation, they are not happy. Others even work half-day. Thus, there is low work input. Some teachers are stressed up due to poor working conditions, have low morale and lack of interest in the teaching profession (Interview with Respondent A, August 6<sup>th</sup> 2017).*

These findings show poor working conditions in terms of distance teachers have to walk which is related to poor teacher job satisfaction in the UPE primary schools in Paicho Sub-County, Gulu District. Respondent B response also reflects almost the same conditions as shown in the following:

*Poor working conditions are contributed to teacher absenteeism, low work input and teachers are stressed up. In addition, there is late coming, low coverage, low self-esteem and lack of interest in the teaching profession (Interview with Respondent B, 6<sup>th</sup> August 2018).*

These findings show poor job satisfaction among teachers in the UPE primary schools in Paicho Sub-County, Gulu District arising due to poor working conditions. Similarly, respondent D had this to say, "*Teachers come to school timely due to poor working conditions. They affect normal teaching and disorganize lessons (Interview with Respondent D, 6<sup>th</sup> August 2018)*". On the other hand, Respondent C had this to say:

*Because of better working conditions, there has been improved relationship with the communities, highly motivated teachers who are regular at work place. Teaches are satisfied with the job. They come to school timely.*

For this case. findings show that better working conditions were associated with better teacher job satisfaction. Thus, overall the interview findings support the relationship established from the quantitative data.

#### 4.5 Promotion Opportunity and Teachers' Job Satisfaction

The descriptive results which include frequencies and percentages about promotion opportunity are presented and discussed before testing the third hypothesis. Findings are presented in the following subsection.

##### 4.5.1 Descriptive results about promotion opportunity

Respondents who participated in questionnaire survey were requested to respond to four items about promotion opportunity which were accompanied with a five-point Likert scale from 1 = strongly disagree to 5 = strongly agree as shown in Table 4.12. Following the presentation of the results is the analysis and interpretation of findings.

**Table 4.12: Findings about promotion opportunity**

Items about promotion opportunity	SD	D	NS	A	SA	Total
1. I am satisfied with the availability of opportunity for promotion that exists in primary schools	35 (25%)	44 (31%)	6 (4%)	43 (31%)	12 (9%)	140 (100%)
2. There are chances for promotion in the teaching profession in the primary schools	39 (28%)	48 (34%)	6 (4%)	32 (23%)	15 (11%)	140 (100%)
3. There is a clear procedure to identify teachers who deserve promotion	65 (46%)	32 (23%)	11 (8%)	27 (19%)	5 (4%)	140 (100%)
4. There is fairness in the present promotion scheme in primary schools	38 (27%)	45 (32%)	10 (7%)	28 (20%)	19 (14%)	140 (100%)

Source: Primary Data

Key: SD = Strongly disagree, D = Disagree, NS = Not sure, A = Agree, SA = Strongly agree

Most respondents responded negatively to all items about promotion opportunity (that is items 1 to 4) compared those who responded positively and were not sure. The percentages that responded negatively ranged from 56% to 69% while those that were not sure ranged from 4% to 8% and responded positively ranged from 23% to 40%. Thus, findings show that most of the respondents were of the view that they were not satisfied with the availability of opportunity for promotion that exists in primary schools and there were no chances for promotion in the teaching profession in the primary schools. In addition, most of the respondents were of the view that no clear procedure was in place to

addition, most of the respondents were of the view that no clear procedure was in place to identify teachers who deserved promotion and there was no fairness in the present promotion scheme in primary schools. Overall, these findings show fewer promotion opportunities in UPE primary schools in Paicho Sub-County, Gulu District.

Respondents during interview provided an in-depth description of the promotion opportunities in UPE primary schools in Paicho Sub-County, Gulu District. Respondent A revealed the following:

*Teachers' promotion is not favorable. Very many of them have remained stagnant in their ranks. No confirmation after many years of service. Promotion is also irregularly done. There is however over serving without promotion. Promotion is not accommodative to all. There are delays in the promotions from education offices and gender biasness in the promotion. In most schools, there is only Education Assistant II but few Senior Education Teachers (Interview with Respondent A, 5<sup>th</sup> August 2018).*

The findings above suggest that poor promotion in UPE primary schools in Paicho Sub-County, Gulu District. In response, Respondent B reported the following,

*Promotion for teachers is not favorable. Teachers receive no confirmation after many years of service. When there is promotion, it is also irregularly done. The implementation of the scheme is not effective. Some teachers who have taught for a short duration have higher promotions (Interview with Respondent B, 6<sup>th</sup> August 2018).*

These findings also show poor promotion in UPE primary schools in Paicho Sub-County, Gulu District. Respondent D reported the following:

*Teachers' promotion is not favorable. Most teachers have remained stagnant in their ranks. The promotion is not accommodative to all. The number of years in service is not considered. The promotion is not done frequently, as it should be (Interview with Respondent D, 6<sup>th</sup> August 2018).*

The findings are similar to the earlier ones. However, Respondent C said the following about promotion opportunity:

*There is a favorable promotion policy. Promotion has been streamlined unlike in the past providing equal opportunities. Teachers work hard to be promoted. There is however over serving for a few teachers without promotion (Interview with Respondent C, 7<sup>th</sup> August 2018).*

From the findings, it can be deduced that in most schools promotion opportunities are poor. Under such a situation, these can contribute to poor teacher job satisfaction. After analyzing promotion opportunities using descriptive statistics, the next stage was to test the third hypothesis using inferential statistics.

#### 4.5.2 Testing third hypothesis

The third hypothesis stated, “*There is a significant relationship between promotion opportunity and job satisfaction in UPE primary schools in Paicho Sub-County, Gulu District*”. Spearman rank order correlation coefficient was used to test the hypothesis. Table 4.13 presents the results.

**Table 4.13: Correlation between promotion opportunity and teachers’ job satisfaction**

	Promotion opportunity
Teachers’ job satisfaction	$\rho = .813$ $p = .05$ $n = 140$

Findings show that there was a very strong positive correlation ( $\rho = .813$ ) between promotion opportunity and teachers’ job satisfaction. The significance ( $p = .000$ ) in the table shows that it was less than the recommended critical significance at .05. Because of this, the hypothesis was accepted. It was concluded that there was a statistically significant very strong positive correlation between promotion opportunity and teachers’ job satisfaction, which was statistically significant ( $\rho = .813, p = .05, n=140$ ).

Thus, the implication of the findings was that the very strong relationship implied that a change in promotion opportunity related to a very big change in teachers’ job satisfaction. The positive nature of the relationship implied that the change in promotion opportunity and teachers’ job satisfaction was in the same direction whereby more promotion

opportunity related to better teachers' job satisfaction and fewer promotion opportunities related to poor teachers' job satisfaction.

Interview findings supported the above relationship. For example, Respondent A revealed the following:

*Poor promotion opportunities have affected their salaries leading to dissatisfaction. The dissatisfaction also arises because male teachers are sidelined during promotions. There are some elements of bribery for one to be promoted, which results into demoralizing and laziness. Thus, teachers not satisfied with the job. This is observed in form of irregular school attendance, feeling of rejection/malice, disrespect to authority, absenteeism, endless excuses, others choose to quit teaching, negative attitude, not committed and teaching at their own pace (Interview with Respondent A, 5<sup>th</sup> August 2018).*

Thus, findings show poor promotion opportunities in UPE primary schools in Paicho Sub-County, Gulu District. This is further corroborated by Respondent B as shown in the following:

*Poor promotion has caused demoralization and laziness among teachers. Teachers not satisfied with the job. They irregularly attend school. Most teachers are not happy because there are no interviews carried out. Other teachers have served for more than 20 years without promotion (Interview with Respondent B, 6<sup>th</sup> August 2018).*

Similarly, Respondent D reported poor promotion opportunities associated with poor teacher job satisfaction as shown in following, “*Teachers just sacrifice to move on. There is absenteeism among teachers and others feel like quitting the job. There is laziness and many excuses (Interview with Respondent D, 6<sup>th</sup> August 2018)*”. However, interview findings from Respondent C differed as shown in the following, “*The promotion opportunities are responsible for teachers being regular at school, teaching with morale, satisfying with the job and commitment to work (Interview with Respondent C, 7<sup>th</sup> August 2018)*”.

## 4.6 Job Recognition and Teachers' Job Satisfaction

The descriptive results which include frequencies and percentages about job recognition are presented and discussed before testing the third hypothesis. Findings are presented in the following subsection.

### 4.6.1 Descriptive results about job recognition

Respondents who participated in questionnaire survey were requested to respond to four items about job recognition which were accompanied with a five-point Likert scale from 1 = strongly disagree to 5 = strongly agree as shown in Table 4.14. Following the presentation of the results is the analysis and interpretation of findings.

**Table 4 14: Findings about job recognition**

Items about job recognition	SD	D	NS	A	SA	Total
1. I am satisfied with the level of recognition I receive	22 (16%)	51 (36%)	6 (4%)	39 (28%)	22 (16%)	140 (100%)
2. My work is appreciated in the school	14 (10%)	67 (48%)	8 (6%)	41 (29%)	10 (7%)	140 (100%)
3. The recognition I receive is timely	28 (20%)	44 (32%)	9 (6%)	30 (21%)	29 (21%)	140 (100%)
4. I am allowed to make decisions with regard to how I work	22 (16%)	47 (34%)	3 (2%)	34 (24%)	34 (24%)	140 (100%)

Source: Primary Data

Key: SD = Strongly disagree. D = Disagree, NS = Not sure. A = Agree. SA = Strongly agree

Most respondents responded negatively to all items about job recognition (that is items 1 to 4) compared those who responded positively and were not sure. The percentages that responded negatively ranged from 50% to 58% while those that were not sure ranged from 2% to 6% and responded positively ranged from 36% to 48%. Thus, findings show that most of the respondents were of the view that they were not satisfied with the level of recognition they received, their work was not appreciated in the schools, the recognition they received was not timely and they were not allowed to make decisions with regard to

how they worked. Overall, these findings show poor job recognition in UPE primary schools in Paicho Sub-County, Gulu District.

Respondents during interview revealed the following about job recognition in UPE primary schools in Paicho Sub-County, Gulu District. Respondent A had this to say:

*In some schools, teachers are not recognized which has affected their work. There is no favorable recognition and there is poor relationship with the community. There is abuse from the community. Some community members look at teachers as drunkards. Parents do not recognize the efforts of the teachers (Interview with Respondent A, 5<sup>th</sup> August 2018).*

The findings above suggest that poor job recognition in UPE primary schools in Paicho Sub-County, Gulu District. In response, Respondents B and D reported the following:

*We have no favorable recognition. The community disrespects teachers. At least the district leadership recognize teachers' job but there is abuse from the community (Interview with Respondent B, 6<sup>th</sup> August 2018).*

*In the past teachers were not recognized. However, last year the district recognized teachers for their outstanding performance. Parents do not recognize the efforts of the teachers. Teachers value material recognition more than verbal recognition (Interview with Respondent D, 6<sup>th</sup> August 2018).*

These findings also support the earlier ones. However, Respondent C said the following about the job recognition:

*There is both Material and monetary recognition. Teachers are recognized during AGMs. District leadership recognizes good performing teachers. Parents do appreciate their roles as teachers. Recognition is favorable. Certificates awarded to best performing teachers. Appraisal is done. Teachers are given land to plant their crops. Recognition is done at school level. Meals are given to teachers. There is also verbal appreciation. Even the community appreciates the teachers. There is feedback in meetings where teachers who excelled during the term are recognized in meetings at the end of the term. There is inducement to teachers who attend school fully (Interview with Respondent C, 7<sup>th</sup> August 2018).*

Most of the interviews revealed poor job recognition in UPE schools in Paicho Sub-County, Gulu District, which can contribute to poor teacher job satisfaction. After analyzing working conditions using descriptive statistics, the next stage was to test the fourth hypothesis using inferential statistics.

#### 4.6.2 Testing fourth hypothesis

The fourth hypothesis stated, “*There is a significant relationship between job recognition and teachers’ job satisfaction in UPE primary schools in Paicho Sub-County, Gulu District*”. Spearman rank order correlation coefficient (*rho*) was used to test the hypothesis. Table 4.15 presents the results.

**Table 4.15: Correlation between job recognition and teachers’ job satisfaction**

	Job recognition
Teachers’ job satisfaction	<i>rho</i> = .864 p = .05 n = 140

Findings show that there was a very strong positive correlation (*rho* = .864) between job recognition and teachers’ job satisfaction. The significance (p = .000) in the table shows that it was less than the recommended critical significance at .05. Because of this, the hypothesis was accepted. It concluded that there was a statistically significant very strong positive correlation between job recognition and teachers’ job satisfaction, which was statistically significant (*rho* = .864, p = .05, n=140).

Thus, the implication of the findings was that the very strong relationship implied that a change in job recognition related to a very big change in teachers’ job satisfaction. The positive nature of the relationship implied that the change in job recognition and teachers’ job satisfaction was in the same direction whereby better job recognition related to better teachers’ job satisfaction and poor job recognition related to poor teachers’ job satisfaction.

## CHAPTER FIVE

### DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents the discussion, conclusions and recommendations. The discussion is presented in the first section according to the objectives of the study. The conclusions are presented in second section according to the objectives of the study. The recommendations are presented in third section according to the objectives of the study.

#### 5.1 Discussion

##### 5.1.1 Basic Salary and Teachers' Job Satisfaction

The first hypothesis stated, "*There is a significant relationship between basic salary and teachers' job satisfaction in UPE primary schools in Paicho Sub-County Gulu District*".

Findings revealed a significantly strong positive relationship ( $\rho = .864$ ) between basic salary and teachers' job satisfaction whereby better basic salary was related to better teachers' job satisfaction and poor basic salary related to poor teachers' job satisfaction. In particular, Overall results indicated poor basic salary in UPE primary schools in Paicho Sub-County, Gulu District and at the same time, there was poor teachers' job satisfaction in UPE primary schools in Paicho Sub-County, Gulu District. Thus, these results confirmed the positive relationship established in this study.

Findings of this study concur with Bustamam, Teng and Abdullah (2014) who was of the view that basic salary is a useful instrument in the hand of the management that can be used to impact positively on the behavior of employees. Additionally, Ibrahim and Boerhaneoddin (2010) suggested that generous rewards ultimately lead to job satisfaction. Evidence from previous study also suggests that there is positive relationship between compensation and job satisfaction.

Like in this study, Salisu, Chinyio and Suresh (2015) reported a significant positive correlation between compensation and job satisfaction and concluded the participants participating in their study regarded rewards as one of the main contributors to their job satisfaction. Nawab and Bhatti (2011) also reported that employee rewards influence job satisfaction in education institutions. Nawab and Bhatti (2011) also revealed that compensation as part of employee rewards are gaining popularity day by day and education institutions should use compensation to satisfy and retain their academic staff.

Corroborating the findings of this study, Qasim, Cheema and Syed, (2012) stated that monetary rewards play major role in determining job satisfaction. Pay is one of the fundamental components of job satisfaction since it has a powerful effect in determining job satisfaction. The growing needs of people with high living costs force workers seeking higher income that can guarantee their future and life satisfaction (Mzwenhlanhla & Dlamini, 2017). Moreover, if individuals believe they are not compensated well therefore a state of emotional dissatisfaction will be developed. These emotional discrepancies will grow and accumulate over time thus make employees unhappy and unsatisfied working for the organization. In line with the findings of this study, Greenberg and Baron (2008) indicated that a perceived low salary leads to job dissatisfaction and a major contributor to employee turnover. Khan et al. (2014) posited that academic staff commitment can be enhanced and their degree of satisfaction could be improved by identifying the influence compensation.

The findings of this study are supported by Mangi, Soomro, Ghumro, Abidi and Jalbani, (2011) who revealed that compensation has optimistic relationship with job satisfaction. However, compensation is the amount of monetary compensation that is expected by workers in relationship with the services provided to the institutions which is the major

forecaster of job satisfaction (Saif, Nawaz and Jan, 2012). Similar to the findings of this study, the study conducted by Noordin and Jusoff (2009) and Mustapha (2013) reported that salary have a significant effect on teachers' level of job satisfaction which is also aligned with a study by Yang et al. (2008) that stated that salary increase significantly improved the job satisfaction. Nawab and Bhatti (2011) also reported that remuneration has an influence on employee's job satisfaction. Furthermore, the study by Strydom (2011) discovered that remuneration plays a major role in job satisfaction and dissatisfaction of members in education institutions. Ismail and Abd Razak (2016) findings concur that remuneration is considered one of the complex and multidimensional factors of job satisfaction in education institutions.

Al-Hinai and Bajracharya (2014) also reinforces these views who further stated that remuneration helps and supports individuals to meet the basic needs through pay and salary as explained in Maslow's law. Moreover, remuneration is considered to be one of the extrinsic factors (hygiene) as per Herzberg theory, which leads to dissatisfaction if it's absent and does not achieve the satisfaction of an academic staff in education institution when it exist. Shoaib, Noor, Tirmizi and Bashir (2009) stated that attractive remuneration packages are one of the very important factors that affect job satisfaction.

The study conducted by Mafini and Dlodlo (2014) in higher education institutions in South Africa slightly differed from this study in that it disclosed that there is a moderate positive relationship between pay/remuneration and job satisfaction. Similarly, Sohail and Delin (2013) disclosed that remuneration has a moderate relationship with job satisfaction among academics in education institution, which is different from strength of the relationship established in this study.

### 5.1.2 Working Condition and Teachers' Job Satisfaction

The second hypothesis stated, “*There is a significant relationship between working condition and teachers' job satisfaction in UPE primary schools in Paicho Sub-County Gulu District*”. Findings revealed a significantly very strong positive relationship ( $\rho = .909$ ) between working condition and teachers' job satisfaction whereby better working condition related to better teachers' job satisfaction and poor working condition related to poor teachers' job satisfaction. In this study, poor working condition in UPE primary schools in Paicho Sub-County, Gulu District was established. Going by the positive relationship established in this study, this related to the poor teachers' job satisfaction in UPE primary schools in Paicho Sub-County, Gulu District.

These findings concur with Hanushek and Rivkin (2003) who observed that workers are satisfied when the work place is orderly with adequate tools, materials and a favorable environment while poor equipment and facilities may lead to tension and stress among employees. When discussing the relationship between employees' working conditions, social Shann (2001) pointed out that it was established that performance of workers is influenced by the surrounding and by the coworkers. Teachers value physical surroundings that are safe, comfortable, close to home, are clean, have adequate tools, equipment and buildings that are in good conditions. Halpert (2011) added that employees also prefer pleasant working conditions due to their desire for physical comfort and the desire for conditions that facilitate work goals attainment. Hertzberg, Mausner and Snyderma (cited in Ohide, 2017) investigated five factors that are said to influence workers' job dissatisfaction and among these they mentioned working conditions. According to them, this factor is referred to as dissatisfier.

Findings of this study are corroborated by Bishay (2006) who was of the view that teachers are uniformly dissatisfied with poor working tools. This implies that lack of adequate and good working tools and facilities make them dissatisfied with their job. Additionally, previous research conducted in Cyprus by Zembylas (2006) revealed that the teachers' job dissatisfaction was associated with poor working conditions: teachers were dissatisfied with inadequate tools and facilities. Furthermore, a survey of 2,000 educators from California found that 28 percent of teachers who left before retirement indicated that they would go back to employment based on improved working conditions (Futernick, 2007).

Similar to the findings of this study was a study conducted by Adhiambo (2012) in Kenya that examined factors influencing teachers' level of job satisfaction in public primary schools in Kayole Division, Nairobi County. The objectives of the study were to determine the extent to which remuneration, working conditions, teachers' level of education and work load influence the teachers' level of job satisfaction in Kayole Division, Nairobi County. From the findings of this study, it was noted that 32 percent of the teachers were not satisfied with their job due to heavy work load in terms of number of lessons taught per week. On the other hand, 59 out of the 196 respondents were not satisfied with the conditions of the classrooms.

This concurs with Ellis and Dick (2002) who suggested that the status working conditions of teaching have to be improved. The management's role is to enhance an employee's job satisfaction by creating positive work environment (Allen & Meyer, 1990). Okumbe (1998) said that workers are concerned with their work environment for their personal comfort as well as for facilitating efficiency at work. The environment should be clean, modern with adequate and appropriate tools for work. Providing productivity tools helps

employee accomplish task more effectively contributing to job satisfaction (Darling Hammond, 2001).

According to Orodho and Waweru (2013), knowing how to use a positive work environment to increase employee satisfaction and reduce turnover is a key for developing a high performance workforce. Robbins goes further to advocate that working conditions will influence job satisfaction, as employees are concerned with a comfortable physical working environment which influences job satisfaction.

Findings by Sogomo (1993) in the study on job satisfaction of secondary school principals in the Rift Valley Province of Kenya were similar to this study. He proposed that the work environment in the school should be such that it enhances teacher's sense of professionalism and in turn decreases their dissatisfaction. The work characteristics for the teachers that are associated with job dissatisfaction should be identified in order to change the working environment for continuous job satisfaction.

### *5.1.3 Promotion Opportunity and Teachers' Job Satisfaction*

The third hypothesis stated, "*There is a significant relationship between promotion opportunity and job satisfaction in UPE primary schools in Paicho Sub-County, Gulu District*". Findings revealed a significantly strong positive relationship ( $\rho = .813$ ) between promotion opportunity and teachers' job satisfaction whereby more promotion opportunity related to better teachers' job satisfaction and fewer promotion opportunity related to poor teachers' job satisfaction. This study established fewer promotion opportunities in UPE primary schools in Paicho Sub-County, Gulu District. Since the relationship established in this study was positive, it related to poor teachers' job satisfaction in UPE primary schools in Paicho Sub-County, Gulu District.

Findings of this study are similar on nature of the relationship but differ on the strength of the relation to Khan and Mishra's (2013) study that examined the degree to which academic staffs working experience a different level of job satisfaction from promotion. Khan and Mishra's (2013) study was conducted by using Paul Spector's (JSS) job satisfaction Survey Questionnaire. Their study indicated that academic teaching employees were satisfied with the promotion but there was a significant difference in the level of satisfaction. The analysis showed that promotion has a modest and positive effect on job satisfaction.

The findings of this study are in line with many researchers who give their opinion that job satisfaction is strongly correlated with promotion opportunities and there is a direct and positive association between promotional opportunities and job satisfaction (McCausland, Pouliakas & Theodossiou, 2005). The reliance of the positive correlation between promotion and job satisfaction is on perceived justice by workers. A significant facet of career of an employee is promotion that affects other aspects of experience of work. They make up of a vital facet of mobility of labor related to workers, most frequently having considerable increment of wages (Miceli & Mulvey, 2000). Pay satisfaction and satisfaction related to job security both are most significant categories of job satisfaction for ascertaining give-ups regarding future (Moen, E. R. & Asa, 2005).

Better chances of promotion according to employee's ability and skills make employee more loyal to their work and become a source of pertinent workability for the employee. Bull (2005) posited a view that when employees experience success in mentally challenging occupations which allows them to exercise their skills and abilities, they experience greater levels of job satisfaction. Robbins (2001) asserted that promotions

create the opportunity for personal growth, increased levels of responsibility and an increase on social standing.

Workers may value promotions because they carry an increase in job amenities such as a bigger office or spending account (factors which are observable but for which we do not have the information) or because they enjoy the acknowledgement of work well-done and the ego boost that comes with a promotion (factors which are not easily observable) (Kosteas, 2010). Some workers might enjoy the increase in authority over co-workers that often accompany a promotion.

The findings of this study are consistent with Kosteas (2010) who estimated the effect of promotions and promotion expectations on job satisfaction. Both receipt of a promotion in the last two years and the expectation that a promotion is possible in the next two years result in higher job satisfaction, even while controlling for the current wage rate and the individual's wage rank within his comparison group. The effect of a promotion was roughly equal to a sixty-nine percent increase in the hourly wage. Combined with the correlations between job satisfaction and positive employee behaviors, these results suggested that promotions could be a very effective way for firms to elicit positive behavior from their employees. Additionally, it appeared that firms could maintain a high level of job satisfaction even for workers not receiving a promotion if they can maintain the worker's belief that a promotion is possible.

#### *5.1.4 Job Recognition and Teachers' Job Satisfaction*

The fourth hypothesis stated, "*There is a significant relationship between job recognition and teachers' job satisfaction in UPE primary schools in Paicho Sub-County, Gulu District*". Findings revealed a significantly strong positive relationship ( $r = .864$ )

between job recognition and teachers' job satisfaction whereby better job recognition related to better teachers' job satisfaction and poor job recognition related to poor teachers' job satisfaction. In addition, there was poor job recognition in UPE primary schools in Paicho Sub-County, Gulu District and with the positive relation, this was related to the poor teachers' job satisfaction in UPE primary schools in Paicho Sub-County, Gulu District.

The findings of this study are corroborated by Nelson (2005) who identified that employee's recognition can boost productivity and increase satisfaction moreover correctly accompanied the recognition, through this way enhances employees' job satisfaction (Gostick & Elton, 2007). Flynn (1998) argued that recognition programs keep high spirits among employees, boosts up their morale and create a linkage between performance and motivation of the employees. The basic purpose of recognition and reward program is to define a system to pay and communicate it to the employees so that they can link their recognition to their performance which ultimately leads to employee's job satisfaction (Rizwan & Usman, 2010).

This study's findings agree with Tessema et al (2013) who observed that employee recognition has a significant impact on job satisfaction. In their study, the authors examined the perceptions of students. The results could have presented different scenario if employees were considered. Furthermore, in Imran, Ahmad, isar and Ahmad (2014) study found that there is positive correlation that exists between recognition and employee's job satisfaction on Libraries in Pakistan. This study was qualitative and considered librarians, results could have shown different trend if others sectors were considered. In addition, Tausif's (2012) research found that intrinsic rewards which

included recognition has positive relationship with employee job satisfaction for private banking sector.

The findings of this study are consistent with Bialopotocki (2006) who examined the relationship that existed between job satisfaction and the perceived amount of informal non-monetary recognition received by teachers who worked with children of military families. The study began with an assumption that teachers needed to receive daily informal recognition as a means to increase their job satisfaction. Six research questions guided this investigation. The population included 1,700 teachers. The results revealed positive relationships existed between teacher job satisfaction and non-monetary recognition from each source. The recognition that principals provided to teachers had the strongest positive relationship to job satisfaction and was the best predictor of job satisfaction.

Rizwan and Usman (2010) supports the findings of this study by emphasizing that employee recognition (or lack thereof) affects job satisfaction in several different ways. Low job satisfaction is indicative of poor recognition. When employees are not recognized by their employer, they may have a negative attitude towards their job and the company as a whole. However, this is just the tip of the iceberg when it comes to how employee recognition impacts job satisfaction (Ali & Ahmed, 2009).

Like this study, a study published in the International Journal of Business and Management found recognition to have a significant impact on employee motivation (Imran, Ahmad, isar & Ahmad, 2014). Researchers from the Canadian Center of Science and Education found employees to be more motivated when they are rewarded

and recognized for their work, which of course translates into a higher level of job satisfaction.

Employees who do not receive recognition or appreciation are more likely to feel dissatisfaction in regards to their job (Tessema et al, 2013). This can open up a whole world of new problems, some of which are obvious while others are not so obvious. For instance, the employee may call out sick more often, work more slowly, or fail to handle his or her professional responsibilities.

The good news is that employers can improve employee recognition and job satisfaction in just a few easy steps (Ali & Ahmad, 2009). One of the easiest and most effective forms of recognition is an employee-of-the-month program. As the name suggests, this program is characterized by the designation of a single employee each month, who receives acknowledgment and a reward for his or her hard work.

Bishay (1996) supports the findings of this study by emphasizing that effective recognition highly increases employees' job satisfaction. Ali and Ahmad (2009) also found that there is a significant relationship between recognition and employees motivation that further lead to existing recognition and would be a corresponding change in work motivation and their job satisfaction (Ali & Ahmad, 2009). Literature shows that motivation of employees and their productivity increases by providing them recognition (Deeprise, 1994). This ultimately leads to job satisfaction and improved organizational performance.

## **5.2 Conclusions**

### *5.2.1 Basic Salary and Teachers' Job Satisfaction*

The findings show that poor basic salary is related to poor job satisfaction. This is because basic salary is not adequate to meet the needs of teachers. In order to meet their needs, teachers have to look for alternative sources of income. It is therefore important that if primary education institutions should aim to attract and retain their academic staff, a novel proper compensation needs to be developed. It is imperative to understand the complex nature in the compensation-job satisfaction relationship and to improve compensation in order to meet the needs of employees. A remuneration package is one of the most important factors that influence people to be satisfied with their jobs. From the finding, it is concluded that the very strong relationship implied that a change in basic salary was related to a very big change in teachers' job satisfaction. The positive nature of the relationship implied that the change in basic salary and teachers' job satisfaction was in the same direction whereby better basic salary was related to better teachers' job satisfaction and poor basic salary related to poor teachers' job satisfaction.

### *5.2.2 Working Condition and Teachers' Job Satisfaction*

Concerning working conditions, the study concluded that the inadequacy of school facilities led to teachers' dissatisfaction with their job. Working atmosphere also affected teachers' level of satisfaction with most teachers citing very dissatisfied. This study like other studies shows that working conditions in a job greatly determine job satisfaction level of workers. Workers are concerned with their work environment for their personal comfort as well as for facilitating efficiency at work. The implication of the findings was that the very strong relationship implied that a change in working condition related to a very big change in teachers' job satisfaction. This therefore means that the positive nature of the relationship implied that the change in working condition and teachers' job

satisfaction was in the same direction whereby better working condition related to better teachers' job satisfaction and poor working condition related to poor teachers' job satisfaction.

### *5.2.3 Promotion Opportunity and Teachers' Job Satisfaction*

This study shows that promotions are an important aspect of employee's life specifically their job satisfaction. This study also suggests a mechanism through which promotions might affect employee satisfaction: promotions raise the worker to a higher position relative to those who do not receive one. People derive satisfaction not only from having a higher income relative to their peers, but also higher rank, among other things. Therefore, positive nature of the relationship implied that the change in promotion opportunity and teachers' job satisfaction was in the same direction whereby more promotion opportunity was related to better teachers' job satisfaction and fewer promotion opportunities was related to poor teachers' job satisfaction.

### *5.2.4 Job Recognition and Teachers' Job Satisfaction*

Results of this study showed that recognition has very strong positive relationship with job satisfaction of employees. The results demonstrated the importance of recognition from administrators in increasing job satisfaction among those teaching in schools. In current scenario, organizations have to use different recognition tools and techniques to satisfy their employees to increase maximum output in work. This study provides insight to the growing importance of recognition. This therefore, means that a positive nature of the relationship implied that the change in job recognition and teachers' job satisfaction was in the same direction whereby better job recognition related to better teachers' job satisfaction, and poor job recognition related to poor teachers' job satisfaction.

### **5.3 Recommendations**

#### *5.3.1 Basic Salary and Teachers' Job Satisfaction*

Results of the present study can be used in order to design a rewards strategy while retaining employees. Human resources and remuneration primary school specialists need to design novel remuneration packages to satisfy the teachers' expectations, in that they are fair, equitable and free of bias. Additionally, in order to improve teachers' job satisfaction, the government should be prepared to pay salaries that are equivalent or better than others in the labor market are. Similarly, rewards should be on a par with industry norms. Proper sector research should be conducted regularly to determine what others are offering and adjust salaries accordingly.

#### *5.3.2 Working Condition and Teachers' Job Satisfaction*

National and local governments should provide adequate instructional materials for teachers' use in order to enhance teacher job satisfaction. It will also be important to work individually with school and local leaders to investigate the needs of the teachers that could enhance teaching and learning processes. Principals should make an effort to improve their relationships with teachers cordially to promote teacher job satisfaction. School leadership should consistently seek to establish what the needs of their teachers and provide solutions to address those needs.

#### *5.3.3 Promotion Opportunity and Teachers' Job Satisfaction*

Finding that promotions lead to greater job satisfaction supports the notion that workers value the promotion itself. This gives firms a non-pecuniary tool for extracting effort and other positive behavior from their workers. Furthermore, promotion can also play a powerful role. Workers who realize they are not going to win a promotion this time

around may decrease work effort, unless they believe they are still in the hunt for a future promotion.

#### *5.3.4 Job Recognition and Teachers' Job Satisfaction*

The education sector can utilize our findings and can apply in his sector. In addition, organizations can develop recognition system with an opinion to raise their employee job satisfaction. Orientation programs for teachers embarking on careers in schools provided for the teachers may be one important to improving teachers' promotion opportunities. Implications for administrator and teacher education programs include the need to add courses to their programs of study in providing effective non-monetary recognition to teachers. The government in collaboration with school administrators need to modify their policies or strategic plans to include ways to present non-monetary recognition to teachers.

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## APPENDICES

### Appendix 1: Questionnaire for teachers

Dear Respondents,

This questionnaire is intended to facilitate the study on "*Teacher Motivation and job satisfaction in Universal Primary Education schools in Paicho Sub-County Gulu District, Uganda*". The study is purely for academic purpose and carried out in partial fulfillment of the requirements for the award of Masters of Education in Policy, Planning and Management of Kyambogo University. Your School has been selected to participate in the study and you are requested to respond to the questions herein. Your responses shall be treated with utmost confidentiality. Thank you for your valuable time and cooperation.

**Note:** You are not required to write your name anywhere on the questionnaire.

Yours Faithfully,

  
.....

Orach Ssemwanga Mathew

#### Section A: Demographic characteristics

*Please tick the box corresponding to your response for each of the questions 1-5 below.*

1. Which one of the following posts do you hold in the school?

- a. Headteacher
- b. Head of Dept.
- c. Class Teacher
- d. Classroom Teacher

2. What is your gender? Male  Female

3. Length of service (work experience). How long (in years) have you been serving in the post stated in question 1 above, in this school?

Duration (years)	1-5	6-10	11-15	Over 15
Response				

4. Age (in years). In which of the following age brackets do you fall?

Age bracket	18-30 years	31-40 years	41-50 years	Over 50 years
Response				

5. Qualification. What is your highest level of education?

Qualification	Grade III Certificate	Diploma in Primary Education	Bachelor of Education Degree	M.A. in Education
Response				

### Section B: Teacher motivation and job satisfaction

*In all parts of this section, please tick the appropriate response that corresponds to your degree of agreement or disagreement with each of the statements using the following scale:*

1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Not Sure (NS) 4 = Agree (A) and 5 = Strongly Agree (5).

Basic salary	SD	D	NS	A	SA
1. I am satisfied with the payment of my salaries	1	2	3	4	5
2. My salary is paid in time/promptly every month	1	2	3	4	5
3. My salary is enough to cater for my needs	1	2	3	4	5
4. Difference in teacher and headteacher salary is fair	1	2	3	4	5
5. My salary has been improved adequately in line with prevailing economic conditions	1	2	3	4	5
Working condition	SD	D	NS	A	SA
1. The classrooms in the school are adequate and comfortable	1	2	3	4	5
2. The desks in the school are adequate and comfortable	1	2	3	4	5
3. My house is conducive for my living	1	2	3	4	5
4. The instruction tools, equipment and materials are adequate for teaching and learning process	1	2	3	4	5
5. Staffrooms and offices are adequate and well equipped	1	2	3	4	5
6. There was enough games equipment to manage extra curriculum activities	1	2	3	4	5

7. Workload and teacher pupils' ratio is fair enough	1	2	3	4	5
8. Improving the teachers' working condition will not increase job satisfaction for teachers	1	2	3	4	5
<b>Promotion</b>	<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>
1. I am satisfied with the availability of promotion opportunity that exists in primary schools	1	2	3	4	5
2. There are chances for promotion in the teaching profession in the primary schools	1	2	3	4	5
3. There is a clear procedure to identify teachers who deserve promotion	1	2	3	4	5
4. There is fairness in the present promotion scheme in primary schools	1	2	3	4	5
<b>Recognition</b>	<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>
1. I am satisfied with the level of recognition I receive	1	2	3	4	5
2. My work is appreciated in the school	1	2	3	4	5
3. The recognition I receive is timely	1	2	3	4	5
4. I am allowed to make decisions with regard to how I work	1	2	3	4	5
<b>Job satisfaction</b>	<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>
1. I get along with supervisors	1	2	3	4	5
2. I feel good about my job	1	2	3	4	5
3. I feel good about working in this school	1	2	3	4	5
4. I feel close to the people at work in this school	1	2	3	4	5
5. I feel positive most of the time I am working	1	2	3	4	5
6. I feel valued at work	1	2	3	4	5
7. I'm engaged in meaningful work	1	2	3	4	5

**THANK YOU FOR YOUR COOPERATION**

## **Appendix 2: Interview Guide for Headteachers**

Dear Respondents,

This questionnaire is intended to facilitate the study on *“Teacher Motivation and Job Satisfaction in Universal Primary Education schools in Paicho Sub-County Gulu District, Uganda”*. The study is purely for academic purpose and carried out in partial fulfillment of the requirements for the award of Masters of Education in Policy, Planning and Management of Kyambogo University. Your School has been selected to participate in the study and you are requested to respond to the questions herein. Your responses shall be treated with utmost confidentiality. Thank you for your valuable time and cooperation.

1. How favorable are teachers' salaries?
2. How have teachers' salaries affected their job satisfaction?
3. How favorable are teachers' working conditions?
4. How has teachers' working conditions affected their job satisfaction?
5. How favorable has been teachers' promotion?
6. How has teachers' promotion affected their job satisfaction?
7. How favorable has been teachers' recognition?
8. How has teachers' recognition affected their job satisfaction?

**THANK YOU FOR YOUR COOPERATION**

**Appendix 3: Krejcie and Morgan's Table for Determining Sample Size of a  
Population**

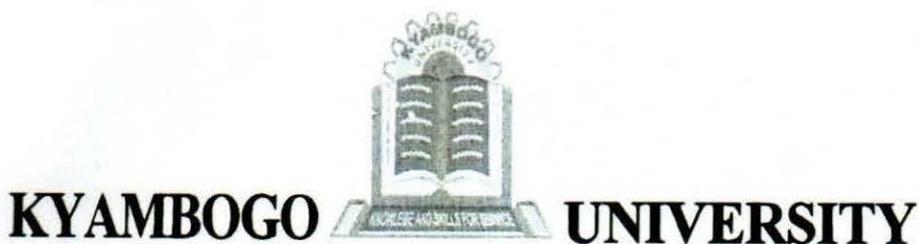
N	S	N	S	N	S
10	10	220	140	1200	291
15	14	<b>230</b>	<b>144</b>	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size.  
*S* is sample size.

Appendix 4: Map showing area of study



Appendix 5: Introductory Letter



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**FACULTY OF EDUCATION**

*Department of Educational Planning and Management*

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Date: 18<sup>th</sup> September 2018

**TO WHOM IT MAY CONCERN**

Dear Sir/Madam,

**RE: ORACH SSEMWANGA MATHEW: REG NO 16/U/13420/GMED/PE**

This is to certify that **ORACH SSEMWANGA MATHEW, 16/U/13420/GMED/PE** is a student in our department pursuing a Master of Education in Policy Planning and Management. He is carrying out research as one of the requirements of the course. He requires data and any other information on this topic entitled:

***Teacher motivation and job satisfaction in Universal Primary Education schools in Paicho Sub-County Gulu district, Uganda***

Any assistance accorded to him is highly welcome. He is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you.



Dr. Kasule George Wilson  
**HEAD OF DEPARTMENT**