EMPLOYEE JOB SATISFACTION AND ORGANISATIONAL EFFECTIVENESS OF PRIVATE SECONDARY SCHOOLS IN MBARARA MUNICIPALITY, UGANDA

NKYENDERE JAMES

PGC-PPM, PGC-HRM, BED (Hons) (MUK), Dip ED (KYU).

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION IN POLICY, PLANNING AND MANAGEMENT OF KYAMBOGO UNIVERSITY

OCTOBER, 2013

DECLARATION

I, **NKYENDERE JAMES,** hereby declare that to the best of my knowledge, this dissertation is truly my original work and has never been submitted to any other university for any academic award.

Signature: .....

Date: 31st Oct 2013

APPROVAL

This dissertation titled "Employee Job Satisfaction and Organisational Effectiveness of Private Secondary Schools in Mbarara Municipality, Uganda" has been submitted with our approval as supervisors.

Dr. W. W. Kamukama

Signature: .....

Date: 31/10/13

Dr. Hillary Mukwenda Tusiime

Signature: .....

Date: 31-10-2013

DEDICATION

This work is dedicated to my wife and children for their patience with my absence from home for the two years when I was undertaking my Masters Degree programme.

ACKNOWLEDGEMENTS

I thank the Almighty God who kept me alive and enabled me to successfully pursue my Master's Degree Programme in Educational Policy, Planning and Management at Kyambogo University.

I wish to register my sincere gratitude to my supervisors Dr. William. W. Kamukama and Dr. Hillary Mukwenda Tusiime for accepting to dedicate their valuable time to supervise my work.

I also wish to acknowledge the efforts of my niece Babra Barekye and my son Medard Twikirize for all they did to enable completion of this dissertation.

I am also grateful to my course mates for their support and encouragement which kept the candle burning.

Finally, I wish to acknowledge the contributions of Headteachers, School Directors, Teachers and students of the selected private schools of Mbarara Municipality who were my respondents.

Table of Contents

Title Page.....i

DECLARATION ii

APPROVAL iii

DEDICATION..... iv

ACKNOWLEDGEMENTS v

Table of Contents vi

List of Tables x

List of Figures..... xi

ABSTRACT xii

CHAPTER ONE : INTRODUCTION 1

1.0 Introduction 1

1.2 Background 1

1.3 Statement of the Problem 4

1.4 Purpose of the Study 4

1.5 Research Objectives..... 4

1.6 Research Questions 5

1.7 Significance of the Study 5

1.8 Scope of the Study..... 6

1.9 Theoretical Framework 6

CHAPTER TWO: LITERATURE REVIEW 10

2.0 Introduction 10

2.1 Teachers' job Satisfaction and academic performance 10

2.2 Employee Job Satisfaction and Students Enrolment 12

2.3 Employee job satisfaction and staff retention 15

CHAPTER THREE : RESEARCH METHODOLOGY 21

3.0 Introduction 21

3.1 Research Design 21

3.2 Population and Sample 21

3.2 Sample size 22

3.3 Sampling Techniques 22

Table 3.1: Sample of Respondents Used in the Study 24

3.3 Instruments for Data Collection 24

3.5 Quality Control 26

3.5.1 Validity of the Research Instrument 26

3.5.2 Reliability of the Research Instrument 27

3.7 Research Procedure and Ethics 28

3.8 Data Analysis 28

3.9 Ethical considerations 29

3.10 Limitations 29

CHAPTER FOUR : DATA PRESENTATION, ANALYSIS AND INTERPRETATION 30

4.1 Introduction 30

4.2 Background Information of the Respondents 30

4.2.1 Gender Distribution of the Respondents 30

4.2.2. Age of Respondents 31

4.2.3 Academic Qualifications of Respondents 32

4.2.4 Academic Level of Respondents 33

4.3 Research Question One: To what extent does employee job satisfaction relate to academic performance in private secondary schools in Mbarara Municipality? 33

4.4 Research Question Two: In what ways does employee job satisfaction relate to effectiveness in stabilizing students' enrolments in private secondary schools in Mbarara municipality? 44

4.5 Research Question Three: To what extent does employee job satisfaction relate to effectiveness in teachers' retention in private secondary schools in Mbarara Municipality? 50

4.6 Summary of major findings 55

CHAPTER FIVE : DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS. 56

5.0 Introduction 56

The Relationship between Employee Job Satisfaction and Students' Enrolment 59

5.3 Conclusions 62

5.5 Suggested Areas for Further Research 63

APPENDICES 70

APPENDIX A: QUESTIONNAIRE FOR TEACHERS 70

APPENDIX B: QUESTIONNAIRE FOR STUDENTS 76

APPENDIX C: INTERVIEW GUIDE 79

APPENDIX D: THE VALIDITY OF THE QUESTIONNAIRE 80

APPENDIX E: 81

ANALYSIS OF PILOT STUDY 81

ABSTRACT

The study sought to determine the relationship between Employee Job Satisfaction and effectiveness of Private Secondary Schools in Mbarara Municipality, Uganda. This study was specifically guided by the research objectives which sought to establish: the relationship between employee job satisfaction and academic performance, students' enrolment and teachers' retention. The study was further guided by a cross sectional survey design. The study was carried out among 160 respondents selected from 10 Private Secondary Schools in Mbarara Municipality, Uganda. Data was collected using Questionnaires and Interview Guide. The major findings of the study were: there was a weak negative correlation between Job satisfaction and academic performance and at the same time there was no significant relationship between job satisfaction and academic performance of students. It was found out that teachers' job satisfaction and students' enrolments in Private Secondary Schools in Mbarara Municipality showed a weak positive relationship. It was also found out that employee job satisfaction showed a positive correlation with teachers' retention.

It was concluded that teachers in Private Secondary Schools of Mbarara Municipality were dissatisfied with low salary and lack of recognition by the proprietors. This to a less extent affected students' academic performance with few students qualifying for government university sponsorship and most schools could not appear among the best performing schools country wide. Also, employee job satisfaction had a less effect on stabilizing students' enrolment. It was finally established that job satisfaction was related to teachers' retention in schools and hence the majority of the teachers kept moving from school to another looking for greener pastures. It was thus recommended that school managements should adequately motivate teachers in order to enhance organizational effectiveness.

This study, however, did not address pertinent issues to organizational effectiveness such as motivation, employee commitment and organizational performance. Therefore, the researcher recommended the afore-stated areas for further research.

List of Tables

Table 3.1: Sample of Respondents used in the Study 24

Table 4.1: Gender of the Respondents 30

Table 4.2: Age of Respondents 31

Table 4.3: Educational Qualification of Respondents 32

Table 4.4: Rate of Employee Job satisfaction 35

Table 4.5: Rate of Academic Performance 40

Table 4.6: Correlation Analysis on Job Satisfaction and Academic Performance 42

Table 4.7: The Rate of Stability of Students' Enrolment 45

Table 4.8: Pearson Correlation Analysis on Job Satisfaction and Student Enrolment 47

Table 4.9: Teachers' Retention 51

Table 4.10: Pearson Correlation Analysis on Teachers' Job Satisfaction and Teachers' Retention 54

List of Figures

1.9 Conceptual Frame Work.....6

Figure 2: Academic Level of students.....33

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study was set out to explore how teachers' job satisfaction related to their retention, commitment and its role on school effectiveness. This chapter in particular consists of background, problem statement, purpose of the study, objectives, research questions, significance of the study, scope of the study and conceptual framework of how employee job satisfaction related to organizational effectiveness in Private Secondary Schools in Mbarara Municipality, Uganda.

1.2 Background

According to Zembylas and Papanastasius (2006) Job Satisfaction is not a new phenomenon in organizational science and organizational behavior. It is one of the topics that have attracted scholars for over six decades and thousands of articles have been published on the topic. World over, teachers are viewed as an essential factor for school effectiveness. However, attempts to improve performance in schools will never succeed if teachers' job satisfaction is ignored. The fact is that if employees are motivated, they will render services to the employer and customers very effectively (Mbua, 2003). Due to the importance of job satisfaction many teachers have joined teachers' union to fight for their rights through industrial action (Mbua, 2003).

Previous studies have conceptualized employee- job satisfaction and organizational effectiveness differently and with shortcomings. According to Spector (1997) job satisfaction is defined as simply how people feel about their different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. Lunenburg and Ornstein (2004) define job satisfaction as the amount of importance a school places on its human resources, while Robbins and Judge, (2008) and Mossholder, (1997) define job satisfaction as a positive feeling about one's job resulting from an evaluation of its characteristics. On the basis of all the above definitions, in this

study the concept of teacher- job satisfaction refers to their attitudes, perceptions and feelings employees have towards their job.

Organizational effectiveness was also taken as a situation in which there is total quality management, continuous improvement, business progress, re-engineering and performance management in an organization (Armstrong 2002). Organizational effectiveness is how well an enterprise competes, how quickly it brings its products to the market, its status to the community, its attractiveness to potential employees and its profitability (Cosy and Hughes, 2003). In this study, organizational effectiveness was used to refer to a measure of whether or not organizational objectives were accomplished (Kreitner, 1995). Therefore when all the above mentioned aspects are positive, it would indicate effectiveness and vice- versa.

Teachers play a significant role in the provision of secondary education. According to Woods and Weasmer, (2002) teachers' job satisfaction helps to minimize attrition and contributes to the improvement of their job performance which in turn influences students' academic achievement. However teachers' job satisfaction secondary schools in Mbarara Municipality was greatly undermined by among others lack of clear policies concerning job dimensions such as; job characteristics, socio benefits, meaningfulness of the job, support from administration and intention to remain in the job (District Demographic Survey Report, (2009). Each school handled issues such as collegial recognition of one's contribution to the school in the way it wanted. Also remuneration issues were handled haphazardly in that each school paid what they wanted, when and how they wanted it. This was likely to impact on academic performance, turnover of teachers and students. For instance, in 2002, 13% of schools in Mbarara Municipality had their head teachers resign their headship position; in 2004, 87% of schools went on strikes; in 2008, 13% of schools had their 90% of the staff resign their teaching jobs at once and 13% of schools closed down as a result of ineffectiveness (District Demographic Survey Report, 2009). Also according to the Inspection Report (2010)

many primary teachers of Mbarara District had left the service, thus affecting the teacher pupil ratio as indicated in Table 1 below.

Table 1: Pupil enrollment and teacher recruitment in selected sub counties' primary schools in Mbarara District

Sub county	P1 class			P2 class			P3 class			P4 class		
	Pupil	teachers	Pupil/teacher ratio	Pupil	Teachers	Pupil/teacher ratio	Pupil	teachers	Pupil/teacher ratio	Pupil	teachers	Pupil/teacher ratio
Nyakayojo	1734	35	49	802	25	32	752	25	30	741	25	29
Mwizi	1653	27	71	955	18	53	849	18	47	946	16	59
Rugando	1709	31	55	793	22	36	771	22	35	834	22	37
Ndeija	1860	30	62	727	19	38	848	19	44	898	20	45
Bugamba	1882	30	63	952	21	45	533	13	41	969	21	46

Source: Mbarara District Inspection Report 2010.

Information from the Table 1 indicates that there was a high pupil to teacher ratio for primary one in primary schools located in Mwizi, Ndeija and Bugamba Sub counties of 1:60 and above. Also in other sub- counties the ratio was on average high. It is noteworthy that this statistics is for primary schools. This necessitated the current study to establish if the above was applicable to secondary schools. Also the researcher wondered whether the entire above mentioned scenario was brought by lack of optimum employee job satisfaction in Mbarara Municipality, Uganda. Therefore, this

study intended to bridge this gap by investigating the extent to which employee job satisfaction related to organisational effectiveness in Private Secondary Schools in Mbarara Municipality in Uganda.

1.3 Statement of the Problem

Obtaining and retaining quality teachers is a continuing concern that is facing educational leaders at all levels in Uganda. Since 2002 it has been generally observed that many private secondary schools in Mbarara Municipality were losing good head teachers, teachers and even students at alarming rates leading to persistent low levels of school effectiveness (District Inspection Report, 2010). The effectiveness of private secondary schools in Mbarara Municipality was further undermined by poor academic performance, high rate of turnover of teachers and students, continuous strikes, splitting and abrupt closure of schools. However, the causes for all the above anomalies were not known. This study hypothesized that the underlying problem could be employee job satisfaction at stake hence the need to study employee job satisfaction and organizational effectiveness. Therefore, the study investigated the extent to which employee job satisfaction related to school effectiveness in Private secondary Schools in Mbarara Municipality.

1.4 Purpose of the Study

The purpose of the study was to find out the extent to which employee job satisfaction relates to organisational effectiveness of private Secondary Schools in Mbarara Municipality in Uganda.

1.5 Research Objectives

This study was meant to:

1. Establish the extent to which employee job satisfaction relates to academic performance in Private Secondary Schools in Mbarara Municipality,

2. Establish the extent to which employee job satisfaction relates to effectiveness in stabilizing students enrolments in Private Secondary Schools in Mbarara Municipality, and

3. Find out the extent to which employee job satisfaction relates to effectiveness in retaining teachers in Private Secondary Schools in Mbarara Municipality, Uganda.

1.6 Research Questions

This study was guided by the following Research Questions:

1. To what extent does employee job satisfaction relate to academic performance in private secondary schools in Mbarara Municipality?

2. To what extent does employee job satisfaction relate to effectiveness in stabilizing students' enrolments in private secondary schools in Mbarara municipality?

3. To what extent does employee job satisfaction relate to effectiveness in teachers' retention in private secondary schools in Mbarara Municipality?

1.7 Significance of the Study

This study could help Headteachers and Board of governors/directors to realize the effects of poor management practices on job satisfaction so as to improve teachers'' retention in schools. It could also help policy makers in the Ministry of Education to design an appropriate policy aimed at streamlining the management process at secondary school level. In addition, the study is to assist Private secondary school proprietors to come up with the modalities of improving secondary school management and administration. Furthermore, the study could also benefit parents, students, teachers, support staff and donors in handling any future happenings related to employee job satisfaction and organizational effectiveness. Lastly, the study could

also benefit future researchers by contributing to the literature on job satisfaction among secondary school teachers.

1.8 Scope of the Study

The study was carried out in Mbarara Municipality, Mbarara District in western Uganda. It focused on employee job satisfaction and organisational effectiveness in terms of students' enrollment, academic performance as well as teachers' retention and was conducted in 10 selected private secondary schools in the period of June 2011-October 2011.

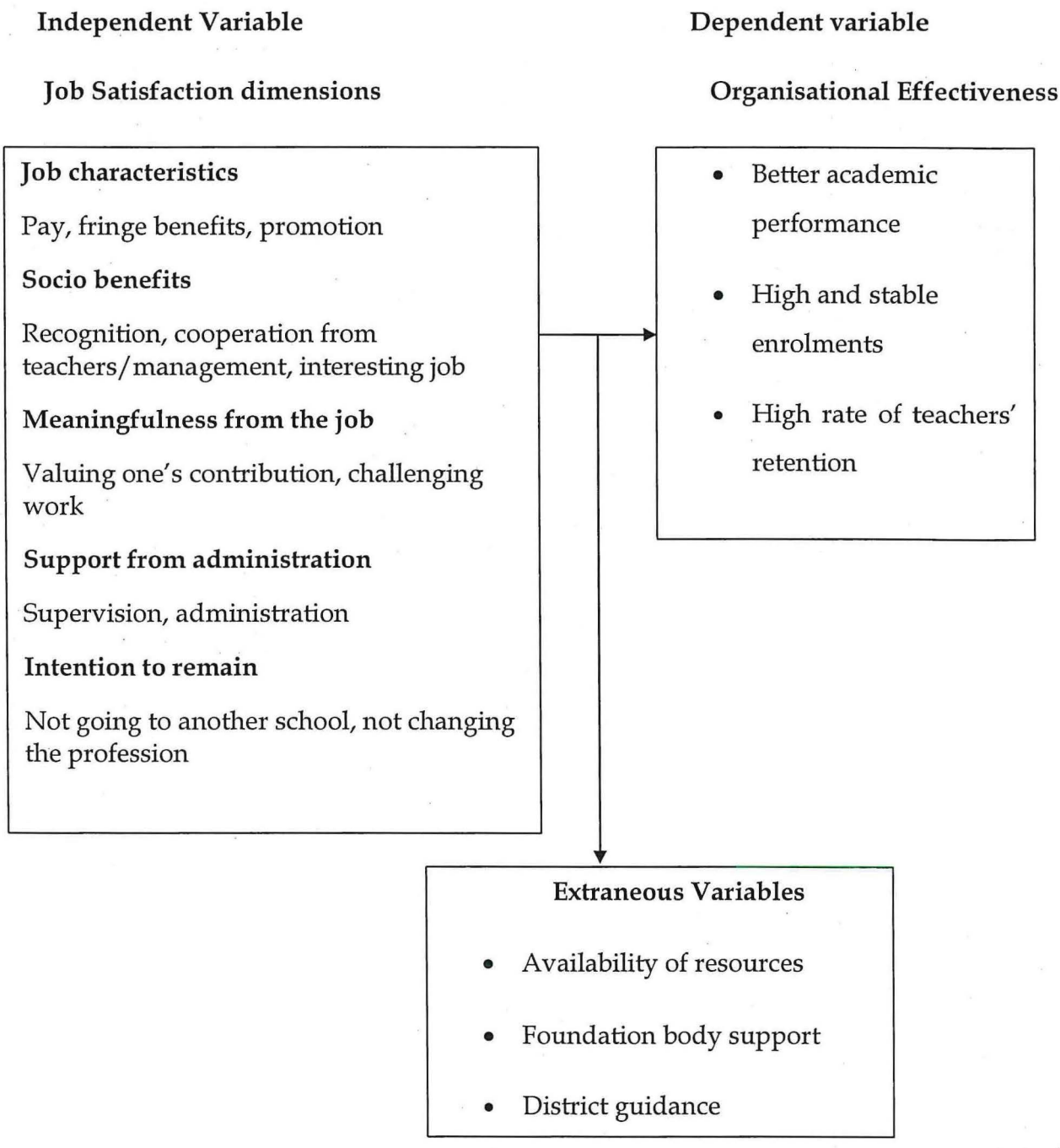
1.9 Theoretical Framework

Theoretically, this study is to be underpinned by Herzberg's two factor theory of hygiene and motivators. According to Mbua, (2003) Herzburg observes that there are certain factors in the workplace that cause job satisfaction, while a separate set of factors cause job dissatisfaction. Intrinsic factors such as; challenging work, recognition, job congruent with interest and responsibility produce employee satisfaction. At the same time, extrinsic factors such as job security, status, salary and fringe benefits if not provided in work places, they produce dissatisfaction and when provided they do not produce job satisfaction. In other words, hygiene factors do not give positive satisfaction, though dissatisfaction results from their absence; hence to reduce dissatisfaction among staff, management has to focus on job environment as well as working conditions. However, to ensure that employees were satisfied and productive attention had to be given to both sets of factors.

In the context of this study, teachers in Mbarara Municipality had their complex needs as well as expectations that must be satisfied if the teachers were to lead full and healthy lives as well as performing effectively in the schools. The needs and

expectations include; good pay, being respected by both the students and the administration, occupational or mental health (issues such as anxiety, stress or burnout), parental support, attitude of public, departmental influence, adequate teaching load, professional development opportunities, and intellectual challenges. The satisfaction of the above and others not mentioned is an ingredient to increasing retention rate and teachers' performance. Teachers usually exit the profession if their experience in the schools and in the classrooms was not satisfactory in the above mentioned attributes. In summary, pay and fringe benefits help to remove dissatisfaction from teachers but do not provide permanent satisfaction. It is normally believed that teachers derive satisfaction from working with children and seeing them grow as well as achieve, making a contribution to the society and working collaboratively with colleagues and achieving professional growth.

Figure 1: Conceptual Frame Work of Employee Job Satisfaction and Organisational Effectiveness of private secondary schools in Mbarara Municipality, Uganda



Source: *Adopted from Friedrich (2007).*

Figure 1, shows that the job satisfaction dimension as an independent variable has been unpacked into 5 facets which include; job characteristics, socio benefits, meaningfulness of the job, support from administration as well as intention to remain in the organization. Job satisfaction as an independent variable influences organisational effectiveness (dependent variable). The five facets of job satisfaction have been further broken down into; job characteristics which includes, pay, fringe benefits as well as promotion. Socio benefits which includes; recognition, cooperation from teachers/management and doing an interesting job. Meaningfulness from the job which that is to say; valuing one's contribution and challenging work. Support from the administration; for instance, supervision and administration. Intention to remain in the job; that is not going to another school or not changing the profession

For the purposes of this research, the independent variable has been conceptualized in terms of job characteristics, Socio benefits, Meaningfulness from the job, Support from the administration and Intention to remain in the job whereas dependent variable has been conceptualized in terms of better academic performance, high and stable enrolments and high rate of teachers' retention.

This implies that once teachers were satisfied with the above aspects they always put in extra efforts to attain and maintain better academic performance, stable enrolments and were highly retained in schools. However, in order to attain a complete cycle of fair interaction between employee job satisfaction and organisational effectiveness, extraneous variables including availability of resources, foundation body, support and district guidance among others should not be underrated.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the literature related to employee job satisfaction and organisational effectiveness. It has presented what Kothari (2003) described as secondary analysis of available information which is already published in some form on the topic "Employee Job Satisfaction and Organisational Effectiveness".

2.1 Teachers' job Satisfaction and academic performance

Wesolwiski and Mossholder (1993) define employee job satisfaction as a measure of how happy workers are with their job and working environment. They further argued that employee job satisfaction describes whether workers are happy, contented or fulfilling their desires at their work place. Cushway (1999) purports that employee job satisfaction is a factor in employee satisfaction, employee goal achievement and employee positive morale at the work place. The way in which employees are motivated in terms of their pay and benefits sends powerful messages to them regarding their attainment of organisational objectives. In other words, when individuals find satisfaction and meaning in their work, the organization profits from effective use of their talent and energy. But when satisfaction and meaning are lacking individuals are likely to resist, withdraw or rebel. Once this happens every one loses.

Several reports concerning school performance world over, show that academic performance was improving at an insignificant rate or in some cases even worsening progressively (Hull, 2004). As a result many interventions have been carried out to establish the way forward. For example, in United States in 2002 the No Child Left behind initiative ensured that states assess the skills and abilities of students particularly in reading and writing (Ohnemus, 2002). The testing programmes and their

associated accountability were causing education leaders to take a closer look at who was recruited to teach and what it takes to keep qualified teachers in the classrooms (Ohnemus, 2002). The researcher observes that this is an ideal policy which can help to retain teachers as well as improving academic performance. However, its limitation is that benchmarks for highly qualified teachers are not pointed out.

Boser (2001) observes that Headteachers can motivate or demotivate hard working teachers with a view of improving academic performance, depending on the considerable thought they put on how to reward them which in turn affects organisational effectiveness. According to Boser (ibid) this can be done using the following domains; compensation (pay, bonus or allowance), inservice training (done for purposes of facilitating teachers' progression towards effectiveness). School culture (positive environment as well as community support), motivation to teach (preparation in teaching curriculum managing and assessing), emotional factors (anxiety, stress and frustration). This is in line with Robbins and Judge (2008) who observed that, studying the factors that are associated with teachers' job satisfaction, is essential because the presence of such factors in schools influences teaching and academic performance. A point to note is that most of the above domains are easy to administer simply due to the fact that they are mainly non monetary. However, coming up with a standard way of motivating staff may be a tall order due to the fact that teachers have complex needs that do not cut across all of them. This justified why the researcher decided to investigate whether organisational effectiveness of private schools in Mbarara Municipality was affected by employee job satisfaction.

Gyagenda as cited in Atwine (2010) defines academic performance as students' progress ranking as measured by the terminal examination results in the school. He further states that the Ugandan youth don't differ significantly in intellectual abilities although they perform differently. In contrast Leinhardt as cited in Mwebaze (2009) states that: Although individual differences are expected, society does not expect differences in academic performance that are predictable by group membership where group

membership is based on characteristic of birth rather than acquired skill. When differences in achievement do appear to be related to specific groups, it is important to identify the causes.

Several researchers have attempted to investigate factors that affect students' academic performance. Opio (2006) asserted that: Inadequate learning facilities were one of the major values to students' academic achievements. Similarly Attiba (2006) argued that: The living conditions of most students were responsible for academic poor performance. Lubanga (2005) suggested that: In order for schools to perform academically, head teachers should keep documents containing rules and regulations easily within the reach by the students and staff at school. This makes the head teacher to concentrate on management roles of planning, organizing, coordinating, commanding and controlling the school. Mwangu (1997) observes that poor academic performance in schools is as a result of such schools' conditions which limit effective teachers' interaction with students at the same time, limit meaningful and effective academic interaction among students.

In the above case, all the scholars concur that school factors as being responsible for poor academic performance. However they do not point out the most significant one among above given. This necessitated further academic inquiry, hence this study.

2.2 Employee Job Satisfaction and Students Enrolment

Oxford Advanced Learners dictionary (2010) defines enrolment as the act of joining a course, school or any institution. It further defines enrolment as the number of children officially registered members of a training institution. Harbison and Myers as cited by Musaazi (2006), assert that there is significant scientific correlation between school enrolment and economic development worldwide.

According to Hull (2004) world over, children continue to fill classrooms and the expectation was that they would be given an education that would prepare them to be productive citizens. However this was not always achieved,as shortage of teachers continued to affect schools due to various problems such as, insufficient training, lack of support for new teachers, school environment, low motivation, lack of community support, low pay, practice shock and emotional problems. This is in line with Mbua, (2003) who observed that Herzburg posits that there are certain factors in the workplace that cause job satisfaction, while a separate set of factors cause job dissatisfaction. Intrinsic factors such as; challenging work, recognition, job congruent with interest and responsibility produce employee satisfaction. At the same time extrinsic factors such as job security, status, salary and fringe benefits if not provided in places of work they produce dissatisfaction and when provided they do not produce job satisfaction. In which case the above point to lack of job satisfaction from teachers which could in turn affect student enrolment. Similarly Peaslee as cited by Musaazi (2006) concluded that no country has achieved significant economic growth without attaining at least 10% of the total population at schools, colleges or universities per year. Therefore students' enrolment is an ideal indicator of the country economic growth.

According to Mbarara Private Secondary Headteachers Report (2009), students' enrolment keeps fluctuating which called for an attempt to identify possible factors. This study was hence set to fill this academic gap.

MOES (2001) asserts that students' enrolments majorly are influenced by schools' discipline and academic performance records. But one could argue that you cannot have good academic performance as well as discipline in any school when the frontline managers, the teachers had negative attitudes towards their work. Students' records are kept as sources of information about students to provide historical information about a student and his community. Therefore if the schools discipline and academic records are good most parents tend to compete for learning vacancies of their children

in such schools which make the students enrolment keep increasing, and this can only happen when teachers' job satisfaction was given top priority.

Opio (2006) asserts that inadequate learning facilities like libraries, laboratories, textbooks are major barriers to students' enrolment in schools. This implies that schools which have adequate learning facilities attract not only parents but also students to compete for vacancies thus increasing the enrolment. In addition, Attiba (2006) posts that the living conditions of students play a big role towards the school enrolment. This means that Directors should endeavor to put in place adequate and modern infrastructural facilities in place so as to attract more enrolments.

In the above case both scholars conducted their studies in Makerere Universty, yet they give contradictory results concerning the factor that leads to high enrolment in schools. This implies that there are some hidden factors which this study set out to establish.

Julie Bryant (2012) asserts that current and perspective students want to know how much their education costs them. This means that all institutions through their websites or any communication channels should make this information accessible. That is, even in case of change of the tuition, a clear communication about the cause for a change and the expected benefits should be clearly communicated to students very well. Some students get attracted by the financial aid available in schools such as scholarships, bursaries among others (Bryant 2012). Students nowadays tend to flood these schools which offer some bursaries and any other financial concessions to students.

Bryant (2012) further argues that an academic reputation of a school is a vital pulling factor for students to an institution. However building a good reputation involves good managing practices which are improving teachers' job satisfaction. Students currently want to know whether an education from a school they are joining is worth the investment. Bryant further says that making the strengths, features, benefits and educational outcomes of your academic offerings clear will go a long way towards helping prospective students to enroll with you.

2.3 Employee job satisfaction and staff retention

Staff retention refers to an act of keeping the staff in a particular workplace rather than losing them (Oxford Advanced Learners Dictionary (2010). Employee job satisfaction is taken to be the terminology used to describe whether employees are happy, contented, fulfilling their desires and needs at work (Mossholder, 1997).This implies that for any school to attain high rates of teachers retention it must make its teachers happy, contented fulfill their desires and needs at work. However, Employee job satisfaction generally is a positive aspect in any organisation; it can also be a downer if mediocre employees stay longer because of being satisfied with the existing working environment.

According to Thomas (1999) retaining teachers once they enter the profession helps to keep classrooms filled with qualified teachers. It was surprising that substantial resources that were spent on preparing teachers got wasted since many of them left the profession within five years of teaching. First year teachers left at a rate of 15%, second and third teachers left at 10%. Citing a study conducted at New York City municipal college system in 1960 by Rabinwitz and Crawford, Thomas (1999) indicated that following a cohort of 1,144 respondents for five years, it was established that only 50% were still teaching at the time of the final survey with highest attrition being young teachers aged 20-24 years.

From the above, it is noted that leaving of the profession by teachers was greater at certain grade periods. The possible reason is not given. However considering the fact that it happens after recruitment this could possibly be due to poor induction that was not meeting the new teachers' personal expectations hence the low job satisfaction. That is, it appears that teachers quite often feel discouraged early in their careers when they feel that they were not properly supported by colleagues and administration. The above formed the basis for this study in Mbarara Municipality.

According to Lunenburg and Ornstein, (2004) there is a perceived equitable reward as a major input to employee satisfaction. Quoting Porter and Lawler's equity theory Lunenburg and Ornstein, (ibid) argued that in this case the outputs of one's job are the things the employee receives as a result of performing the job, such as salary, promotions, fringe benefits, job requisites, recognition, responsibilities and so on. Lunenburg and Ornstein, (2004) further observes that inputs on the part of teacher include such aspects as employees' educational qualifications, work experience, professional training, attitude as well as personal characteristics commitments and efforts that teachers bring to the job. Once they do not see justice and fairness in terms of the work they do, then this is likely to lead to their leaving the profession.

In the above case the equity theory gives an insight into what could be the possible causes for teachers' leaving the profession. However it was not clear if the teachers in Mbarara Municipality had requisite education qualification, work experience and professional training to advance their cause for fair treatment. This justified the need for this study.

According to Munene (2009), Employee job satisfaction and organisational effectiveness of private secondary schools worldwide have a bipolar relationship. Satisfied teachers have been seen to have strong motivation to work, a high level of ownership behavior and are royal to their schools thus improved organisational effectiveness and vice versa. This means that once teachers are satisfied in terms of basic needs and strongly motivated, they must be royal to their schools and are easily retained. The limitation with Munene (ibid)'s finding is that job satisfaction is not broken down hence making it difficult to establish which job dimension had greater effect on satisfaction of teachers in private schools. This called for further academic inquiry hence this study.

According to Wesolowski (1997), employee job satisfaction is measured in three methods namely: employee satisfaction surveys done periodically in areas such as

management, understanding of mission and vision, empowerment, team work, communication and coworker interaction. Secondly by asking a small group of people the same questions verbally. Thirdly by records observation especially on exits. This means that it is very simple to tell whether there is employee job satisfaction in a school when one looks at the rates teachers' exit.

The way in which employees are motivated in terms of their pay and benefits sends powerful messages to them regarding their attainment of organisational objectives (Cushway 1999). The reward system in a workplace affects an employee's decision to:Undertake special behavior that is beneficial to the organization which extends beyond the contractual obligation, undertake training, accept additional responsibilities and remain with the organisation for long (Bratton & Gold 2003). Therefore for employees to remain for so long in an organisation the rewarding system of theirs must be satisfying.

Dessler (2003) observes that managers can motivate or demotivate hard working employees depending on the considerable thought they put on how to satisfy them. This justifies why the researcher decided to investigate whether teachers in private secondary schools of Mbarara was affected by employee job satisfaction.

Some researchers show that demographic factors such as age and gender were a great determinant job satisfaction. For example Ma & MacMillan (2001) revealed that job satisfaction in Canada levels differed significantly between male and female teachers. Conversely, in a study conducted by Crossman and Harris (2006) in Britain among secondary school teachers both male and female findings indicated that their satisfaction levels did not differ significantly by gender. More over Zhongshan (2007) found out that work satisfaction among Chinese teachers increases with age whereby the higher the teacher's age the higher the level of job satisfaction and vice versa. Besides, Crossman and Harris, (2006) also established that the higher the length of service (experience) the higher the level of job satisfaction.

However, while the above studies were pointing at positive and negative correction between the several demographic factors and employee job satisfaction, none was on the context of Mbarara Municipality, justifying the decision by this researcher to carry out the current study.

Wesolowski and Holder (1997), suggested that factors which contribute to employee job satisfaction in any school include treating teachers with respect, giving them regular due recognition, empowering them, offering them with average benefits and compensations, providing them with average perks, schools activities and positive management within a success framework of goals, measurements and expectations. However, this only applies to hardworking teachers who respect themselves and have a great love for their profession. The practical implication for managers is that investments with proper consideration of the above and related communications are better positioned to recruit, motivate and retain the best talents and vice versa. Effective communication is essential for achieving group cohesion and consensus thus maximizing a school's effectiveness in retaining teachers.

Dessler (2003) affirms that teachers' commitment, performance and retention in Uganda have been low because some teachers move from one school to another to look for inducement contribution. This tends to confirm the view that timely and competitive job satisfaction is essential for the teachers to concentrate on their work in one school.

Similarly Maicibi (2003) asserted that teachers prioritize issues related to salaries to be a strong factor for their retention in a school. This signifies that the manner and the time of teachers payment is valued to be the strongest factor for their retention while the amount paid comes next.

Argyrols as cited in Maicibi (2003) however does not believe that concentrating on extrinsic satisfying factors particularly economic factors such as income, salaries and fringe benefits at expense of the psychological rewards, retains committed teachers. His

view tends to endorse Hertzberg's thesis that money being a hygiene factor only buys temporal compliance. It is intrinsic satisfaction that results into a greater commitment and longer retention of teachers in one school.

Nafula (2006) noted that the practice of recognizing the teaching staff who contributes to the success of students as was done in St. Josephs Girls SS in Nsambya leads to teachers' commitment and retention. Armstrong (2003) on the other hand argues that commitment is a two way process. For an employee to be committed, management should demonstrate their commitment to them by recognizing their contribution as stake holders. Establishing stakeness according to Maicibi (2005) is a pre-requisite to commitment by workers. Periodic acknowledgement of teachers' performance makes them put in more effort and feel ok with their working place.

In a similar vein Maicibi (2005) holds that participation is an actuating device which boosts up ego of members of staff. This is in line with Newstrom and Davis (2002) observation that participation of staff is an empowerment to committing efforts to the goals of the organisation. It produces a heightened sense of responsibility for goal attainment and avoids forms of alienation which Odada (2004) coins as powerlessness and isolation.
Robbins (2003) confirms that participation of staff provides intrinsic job satisfaction and additionally increases commitment to the decision made. As noted by Koontz (2000) managers should practice staff participation because it gives them a sense if accomplishment. It is probable that if the school administrators practice this, the teachers would have been more committed to remain working in their respective schools for so long.

From the literature reviewed, it is observed that various writers agree that strict observance of school rules and regulations, revision of teaching methods, increase the teachers' job satisfaction, proper conflict management among others should be put in consideration if academic performance is to be maintained. On students' enrolment, previous writers put emphasis on improved academic performance, students discipline,

teachers' retention, guidance and counseling. While others strongly agree that with teachers' retention, school managements should endeavor to adequately motivate teachers in order to enhance their morale and retention.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

Methodology refers to the detailed procedure to be followed to realize the research objectives (Oso and Onen, 2008). This chapter is concerned with the procedures the researcher followed in undertaking the study. The chapter consists of the research design, the population and sampling techniques, instruments for data collection and procedures of data collection and analysis.

3.1 Research Design

This study was specifically guided by cross sectional survey design. This design was ideal for this study as it aimed at gathering data at one spell in time (Amin, 2005). It is suitable because the study intends to find out the extent to which employee job satisfaction relates to organization effectiveness of private secondary schools in Mbarara Municipality.

3.2 Population and Sample

Population refers to all those people with the characteristics which the researcher wants to study within the context of a particular problem (Ahuja 2001).

In this study, the target population was all students, teachers and Directors of private secondary schools of Mbarara Municipality totaling to 2000 people. Due to the fact that this population was too large, the researcher only selected 15 Directors, 300 teachers and 1000 students as his accessible population. This is part of the target population which the researcher could actually reach.

3.2 Sample size

A sample is part of the target population that has been procedurally selected to represent it (Oso and Onen, 2008). The sample of this study consisted of 10 schools and 160 respondents out of 15 schools and 1315 people respectively. The sample was reached at by the use of Morgan and Kreje (1970) table of Sample determination.

3.3 Sampling Techniques

Sampling is the process of selecting a number of individuals for a study in such way that the individuals selected represent a large group from which they were selected (Muganda and Mugenda, 1999). This study employed random sampling, stratified sampling and purposive sampling techniques to select both schools and respondents for the study.

Random sampling techniques are defined as sample units selected by means of a number of methods such as rotary methods, picking and blind foldely, tripate table, personal identification number or by first letters (Ahuja 2000). The above techniques were used to assist the researcher to avoid bias in selecting the samples for this study.

The researcher only selected 10 schools, 10 Administrators, 100 teachers and 50 students at random without any bias. This was to ensure that the number of the target population had an equal and independent chance of inclusion in the sample. The selected respondents were given pseudo names such as A, B, C or 1, 2, 3. To protect their identity and to ease their reference in the report. Stratified sampling technique refers to that method which identifies sub groups in the population and their proportions and select from each sub group to form a sample (Oso and Onen 2008). Stratified sampling technique is the best technique for a non homogenous population as it ensures that the target population is divided into different homogenous strata and each stratum is represented in the sample. Stratified sampling technique was used to select respondents from students whereby respondents from different academic levels were selected.

In purposive sampling technique, people or units are chosen for a particular purpose (Leady and Ormorod, 2000 and Mugenda and Mugenda, 1999). Purposive sampling was used to select the directors and head teachers. In this case the researcher used his own judgment to regarding the participant from whom information will be collected. In this case judgment of the researcher in selecting the respondents was considered to be more useful than the representativeness of the sample. All schools selected were urban schools they were selected using simple random sampling. In this case the researcher counted every 3rd name on the list excluding any name previously counted. Teachers were also selected using simple random sampling employing the same technique as selection of schools. Students were selected using stratified sampling. In which case the researcher identified two sub groups O and A level in which he wanted to select 50 students. Using table of random numbers he selected 25 from each level. The above probability sampling methods were used to ensure that the respondents have an equal chance of selection and inclusion in the study.

As already seen above, the study population comprised of 160 respondents including 10 Directors/Head teachers selected through purposive sampling techniques, 100 teachers were selected using random sampling technique and 50 students selected through stratified sampling techniques. This helped the researcher in collecting fused information and saving of time and money.

A summary of sampling techniques and the sample size is presented in the Table 3.1.

Table 3.1: Sample of Respondents Used in the Study

Number	Category of respondents	Number of respondents	Methods of sampling	Total
1	Directors/Head teachers	10	Purposive	**10**
2	Teachers	100	Random	**100**
3	Students	50	Stratified	**50**
Total		160		**160**

3.3 Instruments for Data Collection

A research Instrument is a specific mechanism strategy the researcher uses to collect, manipulate or interpret data (Wangusa, 2007).

3.3.1 Questionnaires

In this study, self-administered questionnaires were used for data collection to collect a lot of information over a short period of time. The questionnaires were divided into five sections. Section one (I) composed of the background information of the respondents, Section two (II) was mainly composed of questions related to the level of employee job satisfaction. Section three (111) was measuring rate of influence of employee job satisfaction on academic performance in private secondary schools. Section (IV) was measuring the influence of employee job satisfaction on students' enrolment and Section five included questions about the influence of employee job satisfaction on teachers' retention.

The researcher used questionnaires as the main source of data collection instruments. A questionnaire is defined as an instrument that consists of a set of questions to which the

subject responds in writing (Kakooza, 1996). Both closed and open ended surveys questionnaires were constructed according to the study variables and used in the study. They were formulated according to the research objectives and questions of the study.

Questionnaires were used because they generate quick responses from a large number of participants within a short time, they can easily tap attitudes, feelings, interests and opinions of responds (Amin 2005), they were very convenient to literate respondents as they enabled them to respond individually in writing, they were cheap to administer to very many respondents scattered over a large area.

A five- point likert scale that is, Strongly Agree (SA), agree (A), Not Sure (NS), Disagree (D) and strongly disagree (S D) was used to score the items according to the frequency of counts in the survey.

3.3.2. Interview Guide

Interview Guide was also used in conducting interviews. An interview is an exchange of views between two or more people on a topic of mutual interest which seeks the centrality of human interaction for knowledge production (Lovis 2000). Face-to-face interviews were conducted with the respondents. An interview guide was used and administered to both Headteachers and Directors. This was done to get in-depth information on some issues which would be missed out on surveys and for triangulation purposes (Sibande, 2006). Face-to-face interviews were preferred because they helped to generate the data when dealing with focus group discussion. They also generated an immediate feedback and a wide range of views due to open ended nature of questions that were in the content. Interviews also gave access to other peoples' views and perceptions including crucial thoughts and attitudes that lied besides their character. Therefore, interview techniques were advantageous to the researcher during this study because of their flexibility and adaptability in being used to many respondents.

3.5 Quality Control

To ensure data quality, the researcher edited all the filled data collection instruments and cross checked the data thoroughly to remove all the inconsistencies. The researcher also carried out a pilot study to assess the validity and reliability of the instruments.

3.5.1 Validity of the Research Instrument

Validity of an instrument simply means the extent to which one instrument measures what it is constructed to measure (Wangusa, 2007). However, Byman (2008) adds that validity refers to whether a measure of a concept really measures that concept.

To ensure validity, the instruments were designed in a way that each question on the scale had a link with the objectives and research questions that covered the full range of issues to measure in order to ensure relevancy (Mugenda and Muganda 2003). Also the data collection instruments were first discussed between the researcher and his lecturers and finally with the supervisor before being applied. The questionnaire was further pilot tested to peers to test how long it took to complete and also to ensure that it was understood and hence gathered the required information. The Content Validity Index (C.V.I) was thereafter computed to determine the validity of the questionnaires. This was done by three judges who were experts. They were given the objectives of the study and the items that had been constructed. Each one of them was requested to write independently the relevance of each item to the objectives of the research topic using a four-point rating scale.

(i) Not Relevant (NR)
(ii) Some What Relevant (S.W.R)
(iii) Quite Relevant (QR)
(iv) Very Relevant (VR)

Then the Content Validity Index was used to quantify the agreements between the three judges. C.V.I obtained as a proportion of items jointly given a rating of quite relevant

and very relevant was 0.64 indicating high validity of an instrument. (For details of the computation see Appendix D).

3.5.2 Reliability of the Research Instrument

According to Mupenda and Muganda (1999), reliability is the measure of the degree to which a research instrument fields constant results or data after repeated trials.

In order to ascertain the reliability of the questionnaire, a pilot study was conducted using 18 respondents who included; one head teacher of a private school, two school directors, three teachers, six O level as well as six A Level students selected from institutions not part of the final study. Thereafter the reliability of the two sets of questionnaire was calculated using Cronbach Alpha co-efficient formula. It was used because items in the questionnaire can be tested on more than two points. Thereafter the reliability co efficient was computed using the following formula

$$a = {}^{k}/_{k-1}\left(1 - \sum \frac{SD^2 i}{SD^2 t}\right)$$

Where a = Cronbach's alpha co-efficient

k = number of items in the instrument

SD^2i = variance of scores on individual item

SD^2t = variance of scores for the total items calculation of variance for each item.

The reliability co efficient value obtained was 0.86 indicating high reliability of an instrument. (For details see Appendix E)

3.7 Research Procedure and Ethics

The researcher obtained an introductory letter from Kyambogo University, school of Post Graduate studies. The purpose of the letter was to introduce the researcher and explain the purpose of the study to the respondents and assuring them of confidentiality. The researcher first asked for permission from the Head teachers of sampled schools to carryout research from their schools.

The researcher administered some surveys himself and others were by his trained research assistants. The researcher first explained to the respondents the purpose of study and then guided them on how to fill in surveys. The field surveys were collected immediately. Besides that, the researcher conducted face-to-face interviews using an interview guide with both the Directors and Head teachers.

The appointment for conducting interviews were made in the following ways; personal contacts and personal visits to some respondents as the study area was at the same time a home area of the researcher.

An assurance was given to the respondents about the confidentiality and the major purpose of the study which made them feel free to give their personal responses.

3.8 Data Analysis

Both statistical and content analyses were used to analyze the data. In statistical analysis, the researcher quantified the responses and expressed them as frequencies using descriptive statistics. While in content analysis the researcher simply examined the responses in details.

In the analysis, the relationship between variables was examined so as to determine their significance. Data from interviews were analyzed by content analysis, interpreted and discussed alongside data from questionnaires. The researcher edited the data to remove errors for readers to make their own opinion

3.9 Ethical considerations

According to Amin (2005:28) ethics are well established standards of right or wrong that prescribe what humans do, usually in terms of rights, obligations, benefits to society, fairness or specific virtues. The major ethical problem in this study was the privacy and confidentiality of the respondents. Obtaining a valid sample and also the necessary information implied that the researcher had to access files and official documents. Further to that, during the interview process, the researcher asked questions which needed respondents' answers.

The above problems were catered for through the researcher's explaining the purpose of the study, the kind of information needed and how it will be used. Additionally, the researcher exercised anonymity and respondents were left with the freedom to ignore items that they wished not to respond to.

3.10 Limitations

Ideally, this study should have been conducted in all public universities and all Private Secondary Schools in Mbarara Municipality. Time and financial constraints limited the researcher to ten Secondary Schools in the Municipality. This could limit the generalisibility of the results of this study to other institutions.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

In this chapter, the researcher presents and analyzes the results of the study about Employee Job Satisfaction and Organisational Effectiveness of private secondary schools in Mbarara Municipality in Uganda. Presentation is guided by the research questions. Before analyzing the research questions the following background information is presented.

4.2 Background Information of the Respondents

The background information considered gender, age and educational level of the respondents. The purpose of the background information was to enable the researcher describe the characteristics of the target population and capture every aspect of the private secondary schools which was considered to be useful during the discussion process of the findings.

4.2.1 Gender Distribution of the Respondents

The study investigated the gender distribution of respondents and results are presented in Table 4.1.

Table 4.1: Gender of the Respondents

Category	Frequency	Percentage
Male	107	71
Female	43	29
Total	**150**	**100**

The research data collected was obtained from a total of 150 respondents Teachers (100) and students (50) of whom 107 participants were males making 71% whereas females were 43 making 29%. These results are not accidental but factual in that generally there were more male teachers than female ones in secondary schools in the municipality and countrywide. This reflects the historical gender inequality in education in many countries south of the Sahara including Uganda.

4.2.2. Age of Respondents

As regards the respondents' age, the responses are presented in Table 4.2.

Table 4.2: Age of Respondents

Age Category	Frequency	Percentage
10-20	48	32
20-30	45	30
30-40	47	31
40-50	10	7
Above 50	0	0
Total	**150**	**100**

Table 4.2 indicates that the majority of the respondents (32%) were between 10-20 years of age, whereas 47 (31%) were between 30-40 years, 45 (30%) were between 20-30 years, 10 (7%) were between 40-50 years and among the respondents, no one was above 50 years of age. From the findings, it can be shown that most of the teachers in the private schools were aged between 30 - 40 years while most of the students were below 30 years. The figures are not accidental but they are due to the fact that the majority of

teachers were trained and employed after 2006 when Universal Post Primary and technical Education (UPPET) were introduced. The programme contributed to the establishment of many secondary schools as well as recruitment of teachers in such schools.

4.2.3 Academic Qualifications of Respondents

Data regarding the level of education of teachers are summarized as shown in Table 4.3

Table 4.3: Educational qualification of Respondents

Education qualification	Frequency	Percentage
PhD	0	0
Masters Degree	01	01
Bachelors Degree	67	67
Diploma	32	32
Total	100	100

Findings from Table 4.3 indicate that the majority of the respondents were Bachelors Degree holders (67%), 32 (32%) teachers were Diploma holders, 1% had a Masters degree and among the respondents, no one had a PhD. The high level of graduate teachers in private secondary schools in Mbarara Municipality was an indication that students were being taught by qualified teachers who were expected to remain in the teaching profession because of their training. It should also be noted that the teachers with a Bachelors Degree constituted the majority in the study sample. This is due to the fact that the sampled schools were A Level schools, and the minimum qualification for teaching in such schools is a Bachelors Degree.

4.2.4 Academic Level of Respondents

Data regarding the academic level of respondents are summarized as shown in Figure 2.

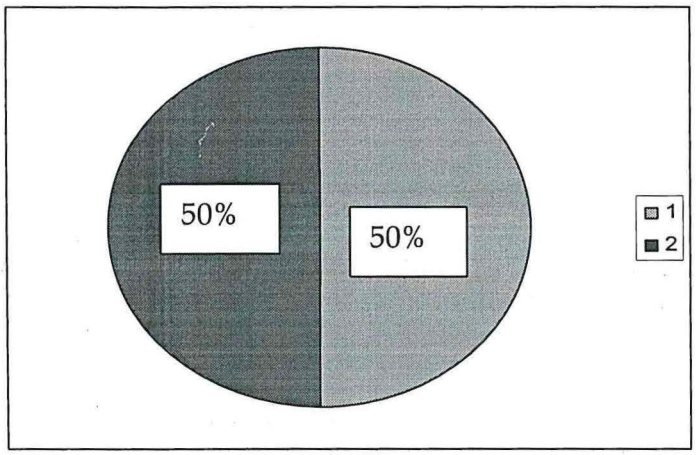


Figure 2: Academic Level of Respondents

There were 50 students who participated in the study. Among these, 25 were in O-Level making 50% of the participants and 25 were in A- Level making 50% of the participants.

Findings from figure 2 above indicate that 50% of the selected students who participated in the study were in O- level and the same number in A- level.

4.3 Research Question One: To what extent does employee job satisfaction relate to academic performance in private secondary schools in Mbarara Municipality?

The first research question was about the relationship between employee job satisfaction and academic performance in private secondary schools. To have the first question answered, the question consisted of items investigating about the rate of employee job satisfaction and Academic Performance. The alternative responses were given as; 1 "Strongly agree" (SA), 2 "Agree" (A), 3 "Not Sure" (NS), 4 "Disagree" (D) and 5 "Strongly Disagree" (SD). In the analysis and interpretation of data the responses

"Strongly Agree" (SA) and "Agree" (A) were combined and referred to as "Agree" while "Strongly Disagree" and "Disagree" were combined and referred to as "Disagree"

The responses of teachers on the employee job satisfaction are presented in Table 4.4.

Table 4.4: Rate of Employee Job satisfaction (N=100)

Item	SA		A		NS		D		SD	
	freq	%	freq	%	freq	%	freq	%	freq	%
The teaching job I am doing provides me a chance to keep up-to-date all the time hence effective in maintaining good academic performance.	15	15	73	73	0	0	10	10	2	2
The teaching job I am doing provides me a chance to keep up-to-date all the time thus effective in maintaining good academic performance.	14	14	75	75	0	0	10	10	1	1
My teaching job provides me with a chance to work diligently and independently for continuous students better grades.	23	23	59	59	0	0	15	15	3	3
My teaching job provides me with adequate access to different activities which yield to constant better academic performance of students.	27	27	61	61	0	0	11	11	1	1
I like the teaching job I am doing in this school because of the respect the Director shows in treating well performing teachers and students.	4	4	13	13	3	3	63	63	17	17
My teaching job in this school provides me with opportunity to do things that may go against my wishes for the purpose of producing good results.	5	5	64	64	3	3	24	24	4	4
The teaching job I am doing in this school equips me with the necessary skills of record keeping which helps in continuous academic assessment.	13	13	79	79	0	0	4	4	4	4

My teaching job in this school provides me the chance to guide students intensively on how to maintain academic excellence	11	11	74	74	1	1	12	12	12	12
The salary I get from this school motivates me which promotes academic excellence	2	2	15	15	0	0	61	61	22	22
The teaching job I am doing provides me a chance to try my own teaching methods in the classroom which makes students feel free with my subjects.	8	8	75	75	3	3	12	12	2	2
I like the friendly way teachers cooperate with each other in this school to enhance and maintain good academic performance.	10	10	77	77	0	0	11	11	2	2
The teaching job I am doing promotes discipline among students which is the back bone of academic performance	42	42	48	48	0	0	9	9	1	1
The teaching job I am doing makes me highly organized towards academic excellence.	40	40	46	46	0	0	10	10	4	4

Table 4.4, revealed that the majority of the respondents 88% agreed that their teaching job provided them with a chance to keep up-to-date all the time hence effective in maintaining good academic performance, 12% of the respondents disagreed with the statement an indication that teachers valued their teaching jobs and struggle to make their students excel academically.

On the response of whether their teaching job provided them an ample time to read intensively to always improve on the subject content, the majority of the respondents (89%) agreed with the statement, while 11% of the respondents disagreed, which implies that as a teacher one has to read extensively in an attempt to improve the academic performances of students and in the process also gain an in-depth knowledge on the subject of specialization in school.

As far as whether their teaching job provided them with a chance to work diligently and independently for continuous students better grades, the majority of the respondents (82%) agreed with the statement, while 18% of the respondents disagreed. This implies that majority of the teachers in private secondary schools in Mbarara Municipality work hard as individuals to better the grades of their students.

Responses of whether their teaching job provided them with adequate access to different activities that yield to constant better academic performance of students, the majority of the respondents (88%) agreed with the statement while 12% respondents disagreed with the statement, an implication that as a teacher there are other activities which one is supposed to perform like guidance and counseling program, which are aimed at achieving better results academically on the student side and the school in general.

Most of the teachers (80%) disagreed that they liked the teaching job because of the respect the Director showed in treating well performing teachers and students; 17% of the teachers agreed while 3% were not sure. Therefore, it was concluded that most

directors of private secondary schools did not appreciate the efforts made by both teachers and students in uplifting the academic standards of the school.

On whether their teaching job provided them with an opportunity to do things that might go against their wishes for the purposes of producing better results, 69% of the respondents agreed with the statement while 28% of the teachers disagreed and 3% were not sure. From the responses, it can be inferred that teachers were not forced to do things against their wishes by the administrators/directors of the concerned schools and therefore they taught students and adhered to rules of teaching only.

As far as whether their teaching job equipped them with the necessary skills of record keeping which helped in continuous academic assessment, 92% of the respondents agreed with the statement, while 8% of the teachers disagreed. This implies that teachers keep records on students' performance which helps in tracking the performance of individual students by their subject teachers and may be helpful if assessing those students who are poor academically and in need of remedial teaching. On whether teaching provided them a chance to guide students intensively on how to maintain academic excellence, the majority of the respondents (86%) agreed with the statement, 14% of the teachers disagreed. This is an indication that the main responsibility of teachers is to help students to excel academically.

On the statement of whether the salary they get from their school motivates them to promote academic excellence, the majority of the respondents (83%) disagreed with the statement while 17% of the respondents agreed. This is an indication that the salary that is provided by the Directors to teachers in private secondary schools in Mbarara Municipality is not sufficient for teachers and may be one of the factors contributing to organisational job dissatisfaction amongst teachers.

Majority of the teachers (83%) agreed with the statement that the teaching job they were doing provided them a chance to try their own teaching methods in the classroom, which made students feel free with their subjects; 14 % of the respondents disagreed

with the statement while 3% of the teachers were not sure of the response. The responses imply that the majority of the teachers are free with their students and therefore students may ask questions where they have not understood the subject well, which may result in better academic results as compared to teachers whose teaching styles do not allow students any freedom.

On whether they like the friendly way teachers cooperate with each other in their school to enhance and maintain good academic performance, 87% of the respondents agreed with the statement while 13% of the teachers disagreed. From the responses it can be inferred that for good academic performance in a school, most teachers are team players and therefore easily achieve their targets as a team rather than as an individual.
Majority of the respondents (90%) agreed with the statement that their teaching job promoted discipline among students, which was the backbone of academic performance while 10% of the respondents disagreed. This indicates that the freedom and counseling that teachers provided to students enhanced discipline in schools which enabled teachers to only concentrate on ways of improving Academic performance conveniently.
On whether their teaching job made them highly organized and self driven towards academic excellence, the majority of the respondents (86%) agreed while 14% of the respondents disagreed with the statement. This implies that teachers organized their teaching schemes and achieved their targets of gaining academic excellence in their subjects.

Regarding Academic Performance rates being the second part of the research Question 1, different items from Section III of the questionnaire (Appendix A) were given whose scores and results are presented in Table 4.5.

Table 4.5: Rate of Academic Performance **N=160**

Item	SA		A		NS		D		SD	
	freq	%	Freq	%	freq	%	freq	%	freq	%
Promotional rates for students of this school are always high.	11	7	45	30	06	04	76	51	10	7
At O- level most candidates in this school come in first divisions.	3	2	22	15	04	03	90	60	16	11
A- Level completers from this school join Public Universities on Government sponsorship.	5	4	39	26	21	14	53	35	28	19
Candidates from this school always appear among the first 50 best candidates in the National Examinations.	1	1	5	4	27	18	77	51	40	26
This school ranks below the 50th position among the first best schools in the country at O-Level.	1	1	3	2	29	19	78	52	39	26
This school ranks below 50th position among the first 50 best schools in the country at A-Level.	1	1	4	2	30	20	71	47	46	30

Findings from Table 4.5 revealed that 57% of the respondents disagreed that promotional rates for students of their school are always high, 33% respondents agreed with the statement while 10% respondents were not sure. From the responses, it can be shown that the promotional rates in the private secondary schools are low an indication that these schools also perform poorly in national examinations.

On whether at O- level most candidates in their school come in first divisions, 72% of the respondents disagreed with the statement, 19% of the respondents were not sure while 9% respondents agreed with the statement. On the response of whether A- Level completers from their school join Public Universities on Government sponsorship, the majority of the respondents (55%) disagreed with the statement, 26% respondents agreed while 19% of the respondents were not sure. This is an implication that most students perform slightly below average at O and A-Level examinations.

On whether candidates from their schools always appear among the first 50 best candidates in the National Examinations, 78% of the respondents disagreed with the statement, 4% respondents agreed while 18% respondents were not sure of the response. On the response of whether their school ranks below the 50th position among the first best schools in the country at O-Level, the majority of the respondents (78%) disagreed with the statement, 3% respondents agreed while 19% respondents were not sure of the response. On the response of whether their school ranks below 50th position among the first 50 best schools in the country at A-Level, the majority of the respondents 77% disagreed with the statement, 3% respondents agreed while 20% respondents were not sure of the response. This implies that most private secondary schools in Mbarara Municipality perform averagely in examinations and therefore do not appear among the first best schools nationally.

The items on job satisfaction were correlated with the items on rate of academic performance and results were presented in table 4.6.

Table 4.6: Correlation Analysis on Job Satisfaction and Academic Performance

		Job Satisfaction	Academic performance
Job Satisfaction	Pearson Correlation	1	-.044
	Sig. (2-tailed)		.664
	N	100	100
Academic performance	Pearson Correlation	-.044	1
	Sig. (2-tailed)	.664	
	N	100	100

From the Table 4.6, it was found out that there was a weak negative correlation between Job satisfaction and academic performance (r= -.044) and at the same time there was no significant relationship between job satisfaction and academic performance of students (p = .664). This implies that there are other factors apart from job satisfaction among teachers which contribute to academic excellence of students in private secondary schools in Mbarara Municipality.

In regard to interview responses from Head teachers/Directors, it was revealed that the School Management encouraged academic performance in the following ways; teachers provided intensive guidance to students on how to maintain academic excellence. They were also encouraged to use teaching methods which made students felt free in class. Furthermore, they cooperated with others to enhance academic performance and promoted discipline among students which was a basis for academic performance. This is evident from an extract of a Headteacher who said:

"I try as much as possible to support my teachers to ensure that they adequately use their skills. This makes their job challenging and in the end it improves academic performance."

Interviewees also revealed that teachers in their schools were motivated to promote academic performance by rewarding performing teachers at the end of every term, providing them with breakfast and lunch, and teachers were also paid salaries and other fringe benefits for example housing allowance, transport and medical allowances all aimed at enhancing academic performance. This is evident from Headteacher 3 testimony below:

"As management we have good policies on bonus payment, fringe benefits and professional growth. We organize seminars. Teachers who reach their set targets in the appraisal are rewarded bonus. Exceptional hardworking ones are promoted to head of department or deputy head ship. We also organize in-service workshops for teachers."

The above responses indicated that the school Management and administration were determined to enhance academic performance in their schools.

From the above responses, it was found out that there was no significant relationship between Employee Job satisfaction and Academic Performance. This indicates that there were other factors that contributed towards academic performance of students as discussed in the next chapter.

Regarding the relationship between employee job satisfaction and academic performance still interview results revealed that the School Management and administration were determined to enhance academic performance through encouraging teachers to offer intensive guidance and counseling to students, use appropriate teaching methods, open up some academic networks with others and motivating well performing teachers intrinsically.

According to Herzburg (Chapter Two of this report) the phenomenon of job satisfaction is associated with five main factors; achievements, recognition, work itself, responsibility and advancement. At the same time extrinsic factors such as job security,

status, salary and fringe benefits if not provided in places of work they produce dissatisfaction. It was established that teachers were given the freedom and autonomy in the schools to read intensively and work independently. However, it was also discovered that the salaries paid to the teachers were reportedly low. Salary is a dissatisfier (Herzburg, 1959) hence teachers were dissatisfied or disliked their jobs. Furthermore they showed dissatisfaction with the aspect of support from the administration. In conclusion, from the above findings, the researcher found out that teachers in private schools of Mbarara Municipality were dissatisfied with their jobs due to low salary and not being recognized by the proprietors. This to a great extent affected students' academic performance in that the schools sent few students to university on government sponsorship. Also low academic performance is evident in low media coverage whereby the schools did not appear among the 50 best performing schools country wide.

4.4 Research Question Two: In what ways does employee job satisfaction relate to effectiveness in stabilizing students' enrolment in private secondary schools in Mbarara municipality?

The second research question was about employee job satisfaction in relation to student enrolment in private secondary schools. This question consisted of items showing employee job satisfaction. For details refer to Appendix A Section IV

The responses were scored and presented in Table 4.7

Table 4.7: The Rate of Stability of Students' Enrolment *N=160*

Item	SA		A		NS		D		SD	
	F	%	f	%	f	%	f	%	f	%
More than 90% of students who begin senior I here sit their UCE exams in this school.	6	4	22	21	2	1	90	60	20	14
Almost all S.5 admitted students complete their A- Level in this school.	13	8	28	19	5	3	75	50	29	20
Students of this school would like to stay in this school for so long.	8	5	22	15	3	2	75	50	42	28
Prefects of this school are directly involved in the determination of the school's daily diet which enhances students' confidence in staying longer.	3	2	34	23	25	17	75	50	13	8
Systems of school's governance are majorly student centered which makes students' views a priority.	9	6	56	35	14	9	60	38	9	6
There is always an effective communication between the school administration and students which neutralizes students' grievances on a daily basis.	19	14	68	45	11	7	41	27	11	7
Students who join this school always wish to continue studying in it until they complete the level to which they were admitted.	17	11	44	29	6	4	67	45	16	11

Findings from Table 4.7 revealed that the majority of the respondents (76%) disagreed that more than 90% of students who begun senior one sat their UCE exams in their school while 21% agreed with the statement and 3% respondents were not sure. This implies that most students who begin S1 in Private schools don't complete their levels in such schools. On the response of whether almost all S.5 admitted students complete their A- Level in their school, the majority of the respondents (69%) disagreed with the statement, 27% agreed while 3% of the respondents were not sure. On the response of whether students of their school would like to stay in their school up to when they complete their levels, the majority of the respondents (78%) disagreed with the statement, 20% agreed with the statement while 2% respondents were not sure of the response. An indication that the majority of the students leave private secondary schools for reasons known to them for other schools hence sitting for their examinations from other schools.

On the statement of whether prefects of their schools were directly involved in the determination of the school's daily diet which enhanced students' confidence in staying longer, 59% of the respondents disagreed, 25% of the respondents agreed, while 17% were not sure of the response. This implies that prefects have other responsibilities but they do not determine the kind of meals the students have. Meal determination is left entirely to the school administrators. On the response of whether systems of school's governance are majorly student centered which makes students' views a priority, the majority of the respondents (43%) agreed, 34% disagreed while 23% respondents were not sure of the response. This implies that majority of the private schools have student centered kind of leadership and a few have an administrative system where students have only to follow laid down procedures and their views are not incorporated in school management.

On whether there was always effective communication between the school administration and students which neutralized students' grievances on a daily basis, 58% agreed, 35% disagreed while 7% respondents were not sure of the response. This

implies that students are always allowed to air their views directly to the administrators and teachers and this has helped in averting crisis/strikes in private secondary schools. On whether students who join their school always wish to continue studying in it until they completed the level to which they were admitted, the majority of the respondents (55%) disagreed, 40% agreed while 4% were not sure of the response to give. It can therefore be concluded that the majority of the students who were admitted in private schools in Mbarara Municipality did not always complete their studies in one school but moved out to other schools where they complete their studies.

Pearson Correlation analysis was performed at 95% confidence level on items on employee job satisfaction and student's enrolment and the results presented in Table 4.8.

Table 4.8: Pearson Correlation Analysis on Job Satisfaction and Student Enrolment

		Job Satisfaction	Student enrolment
Job Satisfaction	Pearson Correlation	1	.029
	Sig. (2-tailed)		.773
Student enrolment	Pearson Correlation	.029	1
	Sig. (2-tailed)	.773	

From the correlation Table 4.8, it was found out that teachers' job satisfaction and students' enrolments in private secondary schools in Mbarara Municipality showed a weak positive relation (r= .029) but showed no significant relationships (p = .773). It

therefore means that teachers' job satisfaction does not influence the enrolment rate of students in private secondary schools.

In regard to students' enrolment, the interview responses were;

It was found out that the students enrolment kept fluctuating due to the fact that students who begun different levels don't complete such levels in their schools. However the reason given was mainly financial and psychological. This is an indication that the school Management had failed to ensure students' retention. This is evident from Head teacher 1:

"the main reason why students drop out of my school is that some parents fail to raise the tuition fees, once the fees arrears accumulate they take their children to other schools.."

Another head teacher in School D supplemented:

"Students join the secondary school education with a lot of expectations and they do so when before they become adolescents. After growing into adolescents they enter a stage of rapid physical, biological as well as emotional development. In such a period their decisions are usually unstable and always guided by peers. That is why they cannot stay in one school up to the end of the level of education."

On what the Management of these schools did to stabilize the students' enrolment, it was revealed that they tried to involve students' representatives in decision making pertaining their welfare, there was also effective communication between Management and students and that students were free to express their views. It was also found out that the systems of school governance were majorly student centered thus made students' views a priority. This is evident from the extract below by Headteacher 6:

"The prefects work hand in hand with the school administration and thus enormously contribute to the day to day running of the school. They address assemblies, they collect books, distribute class time table to students, maintain silence in class, act as channels of communication."

From the above responses, it can be concluded that the school Management had put systems in place to boost students' enrolment though some important issues like advertising were left out.

The answer to research question two that stated that: "In what ways does employee job satisfaction relate to effectiveness in stabilizing students' enrolment in private secondary schools in Mbarara municipality?" is as follows. According to Herzburg (Chapter Two of this report) the phenomenon of job satisfaction is associated with five main factors; achievement, recognition, works itself, responsibility and advancement. At the same time extrinsic factors such as job security, status, salary and fringe benefits if not provided in places of work they produce dissatisfaction. On the aspect of work itself the students' leaders' contribution in the running of the schools was highly valued and they were adequately involved in day to day administration of the school. The students indicated job satisfaction in this aspect. However students' enrolment was reportedly not stable due to students' leaders not being involved in determining diet for students. Students' diet is part of fringe benefits and the fact that students showed dissatisfaction to the policy relating to its administration was a possible cause for students leaving the schools before completing O and A Level. Thus since students were dissatisfied with the aspect of diet they left the schools prematurely.

4.5 Research Question Three: To what extent does employee job satisfaction relate to effectiveness in teachers' retention in private secondary schools in Mbarara Municipality?

The third research question was about employee job satisfaction in relations to teachers' retention in private secondary schools.

Responses on teachers retention were scored and reported in table 4.9

Table 4.9: Teachers' Retention N=100

Item	SA		A		NS		D		SD	
	f	%	f	%	f	%	f	%	f	%
Teachers feel contented with their jobs thus are willing to stay longer in this school.	1	1	15	15	2	2	60	60	22	22
Teachers in this school would like to stay longer in it because of the fringe benefits the school gives to long time serving teachers.	1	1	7	7	3	3	41	41	48	48
Teachers in this school have a feeling of success for doing their job well and always wish to stay longer in it.	2	2	18	18	1	1	31	31	48	48
Many teachers in this school compete for promotions on job which occurs after a long time of service in the school.	2	2	14	14	2	2	49	49	33	33
The amount of work load for teachers in this school match with teachers' salaries which make them stay for long in it.	0	0	8	8	4	4	30	30	58	58
Teachers' efforts are recognized by school management which contributes to their long stay in this school.	2	2	17	17	0	0	39	39	42	42
Prompt payment of attractive salaries helps in retaining teachers in this school.	1	1	18	18	0	0	33	33	48	48
Awarding teachers for good performance helps in teachers' retention.	2	2	14	14	2	2	35	35	47	47

Findings from Table 4.9 revealed that (82%) of the respondents disagreed that teachers felt contented with their jobs and were willing to stay longer in their school, 16% agreed with the statement while 2% of the respondents were not sure of the response. It can therefore be concluded that the majority of the teachers in private secondary schools in Mbarara Municipality were not contended with their work and can leave for other jobs elsewhere.

On whether teachers in their school liked to stay longer because of the fringe benefits the school gave to long time serving teachers, the majority of the respondents (89%) disagreed, 8% agreed while 3% were not sure of the responses. This implies that even if teachers in private schools were given fringe benefits as a way of motivation that aimed at making them stay longer, they still preferred to leave the school for other places of employment. This is in agreement with Herzburg's theory. Pay and fringe benefits help to remove dissatisfaction but do not provide permanent satisfaction. It is normally believed that teachers derive satisfaction from working with children and seeing them grow as well as achieve, making a contribution to the society as well as working collaboratively with colleagues and achieving professional growth.

As far as whether teachers in their school had a feeling of success for doing their job well thus always wishing to stay longer in it, the majority of the respondents (79%) disagreed, 19% agreed with the statement while 1% of the respondents were not sure of the response. This implies that teachers whether they perform well academically will always prefer to leave for better workplaces where they have job security as compared to private secondary schools where they have no job security.

In regard to whether many teachers in their school competed for promotions which occurred after along time of service in the school, the majority of the respondents (82%) disagreed while 18% agreed with the statement. This implies that teachers do not wait

to be promoted in private schools but instead transfer their services elsewhere even after being promoted.

On whether the amount of work load for teachers in their school matched with teachers' salaries, which made them stay for long, the majority of the respondents (88%) disagreed with the statement, 8% agreed, while 4% of the respondents were not sure of the response. This is an indication that teachers are given a lot of work in private secondary schools but the salary they are given does not match the amount of workload and therefore teachers prefer to leave for other well paying jobs.

On whether teachers' efforts were recognized by the school management, which contributed to their long stay in this school, the majority of the respondents (81%) disagreed while 19% agreed with the statement. This indicates that schools do not motivate teachers even after success in examinations and even if teachers were recognized they would still prefer to move out of the private schools.

On whether prompt payment of attractive salaries helped in retaining teachers in their school, the majority of the respondents (82%) disagreed with the statement while 18% agreed with the statement. This indicates that prompt payment of salaries alone does not aid in teacher retention but some other factors known to teachers may be contributing to the movement of teachers out of the private secondary schools.

As far as whether awarding teachers for good performance helped in teachers' retention, the majority of the respondents (82%) disagreed with the statement, 18% agreed while 2% were not sure. This indicates that awarding performing teachers only may not be a contributing factor to teachers' retention in private secondary schools in Mbarara Municipality.

Pearson correlation analysis was performed at 95% confidence level on items on teachers' retention and teachers' retention and results presented in table 4.10.

Table 4.10: Pearson Correlation Analysis on Teachers' Job Satisfaction and Teachers' Retention

		Job Satisfaction	Teachers' retention
Job Satisfaction	Pearson Correlation	1	.181
	Sig. (2-tailed)		.071
	N	100	100
Teachers' retention	Pearson Correlation	.181	1
	Sig. (2-tailed)	.071	
	N	100	100

From the Pearson correlation analysis in table 4.10, it was found out that job satisfaction showed a positive correlation (r= .181) with teachers' retention but did not show any significant relationship (p = .071). This implies that teachers are not satisfied with their nature of work and therefore may move out to better places of work where they are satisfied.

The interview responses regarding teachers' retention were;

The interview findings revealed that the majority of the interviewees agreed that teachers' willingness to stay longer in their schools was low. This was because teachers were not contended with their jobs, they did not get fringe benefits and their efforts were not recognized by the School Management, which contributed to their short stay in these schools. This is supported by the extract below from Headteacher 7:

"The teachers are always looking for better prospects elsewhere. This is because it is difficult to satisfy their desires, because each day comes with different demands."

It was also revealed that prompt payment of attractive salaries and awarding of teachers for good performance did not help in teachers' retention. It was also found out that the amount of workload for teachers did not match with teachers' salaries which affected their retention. This is evident from the extract derived from Headteacher 5:

"Teachers are not easy to retain. There are many schools and even job prospects such as micro finance institutions. Whenever they feel that they are getting little pay and moreover being overworked they switch to other workplaces."

It was also revealed that teachers in private schools did not wait to be promoted, instead transferred their services elsewhere. Regarding the strategies those schools used to retain good performing teachers, it was revealed by majority of the interviewees that private schools offered relatively higher salaries compared to government schools and normally gave chances of career development to their teachers.

Therefore, from the above interview responses, it can be concluded that teacher retention in private secondary schools in Mbarara Municipality is low.

4.6 Summary of major findings

Basing on the research questions, It was found out that, there was a weak negative correlation between Job satisfaction and academic performance and at the same time there was no significant relationship between job satisfaction and academic performance of students.

It was found out that teachers' job satisfaction and students' enrolment in private secondary schools in Mbarara Municipality showed a weak positive relationship.

It was found out that employee job satisfaction showed a positive correlation with teachers' retention.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion of the results, conclusions and recommendations drawn according to the research questions which in turn correspond with the set objectives. The purpose of the study was to find out the extent to which employee job satisfaction relates to organizational effectiveness of private secondary schools of Mbarara Municipality, Uganda.

5.1 Discussion

Relationship between Employee Job Satisfaction and Academic Performance

Study objective one sought to establish whether there was direct relationship between employee job satisfaction and academic performance. A major finding from this question was that there was a weak negative correlation between Job satisfaction and academic performance and at the same time there was no significant relationship between job satisfaction and academic performance of students. This implies that there are other factors apart from job satisfaction amongst teachers, which contribute to academic excellence of students in private secondary schools in Mbarara Municipality. The majority of the interviewees, who were Head teachers and Directors, confirmed that the management of their schools met the basic needs of teachers by paying them their salaries promptly, providing them with meals, giving some teachers houses, giving them allowances for overtime work, such as teaching in holidays or weekends and giving teachers who did not stay at school transport and money for renting houses. These are ways that have been employed by various schools to aid in teacher job satisfaction.

The above information tends to endorse Herzberg's (1966) motivational-hygiene two factor theory which states that there are certain factors in the workplace that cause job

satisfaction, while a separate set of factors cause dissatisfaction. This implies that in Mbarara Municipality hygiene factors like salary, working conditions, security among others only buy temporal compliance. It is intrinsic motivation brought by achievement, recognition, work itself, responsibility among others that results into teachers' greater satisfaction and commitment for optimum academic performance. This is in line with Boser (2001) who observed that head teachers can motivate or demotivate hard working teachers with a view of improving academic performance, depending on the considerable thought they put on how to reward them which in turn affects organisational effectiveness. Boser outlines the measures below; compensation, inservice training, positive environment as well as community support.

Research findings revealed that the majority of the respondents agreed that their teaching job provided them with a chance to keep up-to-date all the time hence effective in maintaining good academic performance. It was also found out that teaching provided teachers with adequate access to different activities, such as guidance and counseling, free interaction with students and parents all of which yield better academic performance of students.

In line with the above, guidance and counseling to students, staff and parents consistently resulted into good academic performance. This was supported by UNESCO (1995), while addressing primary schools in Zimbabwe when it suggested that guidance and counseling to pupils, staff and parents was very relevant because: Guidance enables them to make plans, work out their problems, and suggest solutions at school and at home, which promote constant academic performance. Guidance and counseling help students, teachers and parents to detect difficulties that interfere with academic performance. Guidance again helps pupils to correct and cope with challenges they encounter at school or home, which may affect their academic performance. Counseling in secondary schools, is mainly concerned with discipline, morals, social relationships, personal problems, and educational matters.

These findings were also in line with Musaazi (1982) who had earlier advocated for guidance and counseling services in schools. He argues that in our efforts to provide quality education to all young people in schools and create a steady academic performance, we must be aware of many problems which have negative or positive effects on achievement of educational goals.

Research findings revealed that the majority of the teachers disagreed that they liked the teaching job because of the respect the Director showed in treating well performing teachers and students. This contradicts findings of Ostroff (1992) who investigated the relationship between employees' attitudes and organisational effectiveness. Ostroff found out that aggregated teacher attitudes, such as job satisfaction and organisational commitment were concurrently related to school performance, as measured by several performance outcomes, such as student academic achievement and teacher turnover rates. Therefore, Directors of schools should treat their teachers well such that they can develop a positive attitude towards their job since attitude affects performance.

The findings of the study revealed that private secondary schools in Mbarara Municipality gave low salaries to their teachers which may be a contributing factor to teachers leaving the teaching profession for other well paying jobs. This is in line with the Government White Paper on Education (1992), which stresses that teachers' salaries have been extremely low forcing many teachers to seek additional employment to supplement their incomes. This has adversely affected the quality of instructions in schools. Other teachers have established businesses which they give more attention than teaching. Also, because of low salaries, the percentage of under qualified and untrained teachers has remained high. Since the study was based in private secondary schools, these issues came out as factors hindering teacher recruitment and retention.

The findings were also in line with Torrington (2002) who also advocated for fairness in pay where he observed that employees who were not fairly paid their salaries tended to show signs of dissatisfaction which led to absenteeism and high rates of turnover.

It was also found out that teachers in private secondary schools in Mbarara Municipality liked the friendly way teachers cooperate with each other in their school to enhance and maintain good academic performance in the school as opposed to uncooperative teachers who at times turn violent. This was found to be in line with UNESCO (2001) where it found out that safety teams involving parents, teachers, students, civic organisations, and local actors and police were more feasible in reducing violence in schools thus checking on the rate of turn over for teachers. The findings further revealed that the teaching job promoted discipline among students which was the back bone of academic performance. This was ascertained by 90% of the Head teachers. Discipline among students is a great factor to academic performance. This calls for strict observance of school rules and regulations. School rules and regulations must be made, put in practice and strictly followed to guide students conduct (MOES 2001). However, they should not be looked upon as negative controls.

The Relationship between Employee Job Satisfaction and Students' Enrolment

Study objective two sought to establish whether there was direct relationship between employ job satisfaction and students' enrolment. A major finding from this question was that teachers' job satisfaction and students' enrolments in private secondary schools in Mbarara Municipality showed a weak positive relation. It therefore means that teachers' job satisfaction does not influence the enrolment rate of students in private secondary schools. This implies that School Administrators of Mbarara Private Secondary schools concentrated on other strategies of attracting bigger enrolments such as intensive advertising, provision of better students' welfare facilities, and provision of some bursaries to students among others to attain and maintain high enrolments.

The findings of the study showed that the systems of school governance are majorly student centered which makes students' views a priority. This contradicts the observation made by Hammed as cited in Atwine (2010) who noted that in most cases,

students' enrolments in private secondary schools keep fluctuating because of their views not being listened to. Hammed as cited in Atwine (2010) from his study of 419 secondary schools in Uganda, suggested that students' views were important in the creation of harmonious study environments and therefore for schools to maintain high enrolments, teachers should be motivated not to keep underrating students' ideas.

It was further found out that the majority of the students in private secondary schools in Mbarara Municipality did not complete schooling in one particular school and ended up doing examinations from a different school. This has had a negative effect on student populations in private secondary schools. This was further confirmed by directors of the private schools who acknowledged that the enrolment rate of students in their schools kept on fluctuating as students moved to other secondary schools due to various reasons. This could be attributed to inadequate guidance from teachers as well as parents and could owe to the fact that in secondary schools students had a big role to determine which type of institution they can study from. The finding is in line with Hull, (2004) who observed that world over children continue to fill classrooms and the expectation is that they will be given an education that will prepare them to be productive citizens.

Employee job satisfaction and teacher retention

Study objective three sought to establish whether there was direct relationship between employee job satisfaction and teacher retention. A major finding from this question was that employee job satisfaction showed a positive correlation with teachers' retention but did not show any significant relationship indicating that teachers were not satisfied with their nature of work and therefore might move out to better places of work where they were satisfied.

This implies that though the relationship between Employee Job Satisfaction and Teachers' retention was positive, it was not very significant to make them stay longer in

their respective schools. The unanimity in the teachers' view could be due to the fact that they had the same needs such as promotion, salary, job security and so on. In this case hard working teachers felt that they were denied an opportunity to get promoted yet these were private schools with low job security. The finding is in line with Thomas (1999) who observed following a cohort of 1,144 respondents for five years it was established that only 50% were still teaching at the time of the final survey with highest attrition being young teachers aged 20-24 years.

Employee job satisfaction is taken to be the terminology used to describe whether employees are happy, contented, fulfilling their desires and needs at work (Mossholder, 1997). This implies that for any school to attain high rates of teacher retention, it must make its teachers happy, contented, fulfill their desires and needs at work. However, Employee job satisfaction generally is a positive aspect in any organisation; it can also be a downer if mediocre employees stay longer because of being satisfied with the existing working environment.

Research findings were in line with Kasozi (2003) where he observed that government failure to attract and retain the best trained teachers due to poor attractive remuneration will affect performance. This contradicts Musaazi (2005) who noted that there was a significant relationship between the retention of teachers and academic performance. Decenzo and Robbins (2005) also concur with Musaazi where they noted that if incentives are properly managed by organisations, they can lead to a positive response, reduce turnover rates of workers and increase output.

Chandan (2000) argued that attracting and retaining bright motivated and well trained teachers to ensure high quality teaching will depend on the incentives given to them, such as accommodation, transport and allowances. These incentives, such as providing accommodation to teachers and provision of transport allowances were mentioned by Directors of private secondary schools in Mbarara Municipality that if availed to them teachers' retention would be very high.

The findings revealed that the amount of workload for teachers in private secondary schools did not match with the salaries they earned making teachers to look for better paying jobs. This is supported by the Government White Paper on Education (1992), which stresses that teachers' salaries have been extremely low forcing many teachers to seek additional employment to supplement their incomes. This has adversely affected the quality of instruction in schools. Other teachers have established businesses which they give more attention than teaching. Also, because of low salaries, the percentage of under qualified and untrained teachers has remained high. Since the study was based in private secondary schools, these issues came out as factors hindering teacher recruitment and retention.

In line with the above, Mwebaze (2009), argues that many college students and teachers view low teacher salaries as a prime deterrent to entering and staying in the profession. Research shows that salaries that are below those offered in neighboring schools make it difficult to find and keep good teachers as some private secondary schools pay higher than others. This demotivates teachers to enroll and even those who enroll do not remain because of low or no pay.

It was further found out that rewarding teachers for good performance in examinations as a way of motivation may help in reducing teacher turnover. This is in line with Chandan (2000) where he noted that attracting and retaining bright and motivated teachers ensures high quality teaching. Aswathappa (2000) also noted that motivated workers are induced for higher efficiency and greater output, which also reduces absenteeism and employee turnover. Therefore, Headteachers should try to motivate their teachers as a way of improving on students' performance and retaining teachers.

5.3 Conclusions

The following conclusions were made based on the study findings;

1 In conclusion, it was found out that teachers in private schools of Mbarara Municipality were dissatisfied with their jobs due to low salary and not being

recognized by the proprietors which to a less extent affected academic performance.

2 Employee job satisfaction had a less effect on stabilizing students' enrollment in Private Secondary Schools of Mbarara Municipality, Uganda.

3 It was established that job satisfaction was related to teachers' retention in Private Secondary Schools of Mbarara Municipality, Uganda.

5.4 Recommendations

Basing on conclusions accruing from the study findings, the following recommendations were made;

1. School Management should continuously motivate good performing teachers in order to encourage them be committed for optimum academic performance.

2. School Management should enhance effective methods/strategies of attracting more enrolments to their schools of which some include provision of bursaries to students, improving the welfare of students and extensive advisement of their schools.

3. The Ministry of Education in conjunction with School Management, parents and district authorities should concentrate more on intrinsic motivating factors than hygiene factors so as to improve on teachers' retention rates. In this case a holistic approach involving all interest groups whereby each contributes its part is recommended.

5.5 Suggested Areas for Further Research

The following suggestions were made for further research given the limitation of the study.

1. There is a need to study the relationship between employee motivation and academic performance.

2. There is a need to study the relationship between employee commitment and organisational performance.

3. The study was conducted in Mbarara District. Similar studies could be conducted in other districts for comparison purposes.

REFERENCES

Ahuja, K. K. (2000). *Human Resource Management.* Kalyani Publishers Ludhian -New Delhi

Amin, M. E. (2005). Social *Science Research Conception, methodology & analysis,* Makerere University P.O Box 7062 Kampala-Uganda.

Argyris, C. (1964). *Integrating the individual and the organisation.* In New York: Willey.

Armstrong, C. (2002). *A handbook of human resource management and practice,* 8th edtion.

Armstrong, M (2003). *Human Resource Management practices (9th Ed),* London : Kogan press.

Atiba, P. (2006). *Socio-Economic Challenges faced by Non-resident Students at Makerere University.* Illuminating Students' Voices in Higher Education: Emprical insights into University-based Reforms. Kampala Ernerst Publishers.

Atwine, J. (2010). *Motivation and Students' Performance in Private Secondary Schools in Lugazi.* (Un published dissertation for the award of a Degree of Master of Science in Human Resource Management in Education of Uganda Christian University.

Bratton, J & Gold, J. (2003). *Human Resource Management, theory and Practice.* (3rd Edn), New York: Palgrave Macmillan.

Boser, A. (1996). *Pressure without support. Education Week,* 20 (17), 68-71

Chadan, J. S . (1997). *Management theory and practice.* New Delhi. Vikas publishing house

Cosy, A. and Hughes, A. (2003). *Relationship between training and business performance.Research Paper No.4.* Norwich: Queen's Printer St Clement House. Available at http://www.cbr.cam.ac.uk/pdf/RR454.pdf. Accessed on20.09.13

Crossman, A. and Harris, P. (2006). *Job satisfaction of secondary school teachers. Educational Management and Leadership,* Vol. 34 No. 1, 29-46

Cushway, B. (1999). *Human Resource Management* (Revised Ed), London: Kogan Page.

Dessler, G. (2003). *Human Resource Management* (9th Ed), New Jersey: Prentice Hall.

Eliot, L. (1992). *Action research for education change.* British library cataloguing in publication data.

Emery, R. E. & Trist. (1960). *Scio technical systems.* In C.W. churchman and M.

Friedrich Herzberg (2007), *Work and the Nature of Man* (Cleveland: World Publishing, 1966)

Friedrich Herzberg and others, *The Motivation to Work,* 2nd ed. (New York: John Wiley & Sons, 1959)

Hull, J.W. (2004). *Filling in the gaps: Understanding the root causes of the teacher shortage can lead to solutions that work. Threshold, 8-15.* Retrieved September, 19, 2013 from www.ciconline.org

Kakooza, T. (1996). *Research an introduction to research, methodology national adult education association.* Kampala.

Koganpage ltd.

Koul, L. (2000). *Methodology of educational research* .Vikas publishing house ltd .New Delhi.

Kreitner .R. (1995). *Management,* 7th edition, Boston, Houngton Mulffin Company.

Kumar, R. (1998) .*Research Methodology: Step By Step Guide for Beginners.* London, Sage publications.

Leedy and Ormorod,, (2000). *Practical research*: planning And Design. New Jersey

Likert, R. L. (1961).*The human organisation*. New York: McGraw-Hill.

Lunenberg, F& Ornstein, N. (2004). *Education Administration: Concepts and Practices.* Belmont: Wardsworth and Thomson.

Maicibi, N. A. (2005). *Pertinent issues in Management, Kampala:* Net Media Publishers Ltd.

Ma, X and McMillan, R. (2001). *Influences of workplace conditions on teacher's job satisfaction. The journal of Educational Research,* 93, No. 1, 39-47

Mbiti, M. D, (1999). *Foundations of School Administration.* Oxford University press.

Mbua, F.N. (2003). *Educational Administration: Theory and Practice.* Limbe South West Province, Cameroon: Design House.

Mugenda and Mugenda, (1999). *Research Methods: Qualitative and Quantitative Approaches*. Nairobi Acts Press.

Mullins, J. L. (2002), *Management of organization behavior* (6th Ed), London: Prentice Hall.

Musaazi, (1982). *Theory and Practice of Educational Administration,* London. Macmillan Publishers.

Mwebaze, P (2009). *Motivation and Teachers' Performance in Private Secondary Schools in Mbarara University, Uganda.* (Un published dissertation for the award of a Degree of Master of Science in Human Resource Management in Education of Uganda Christian University.

Ohnemus, E. (2002). *No child left behind; A desktop reference.* Washington DC: Office of Elementary and Secondary Education (Eric Document Reproduction Service No. ED4711334)

Opio, E. (2006). *Effects of Increased Enrolment of Learning and Academic Progress.* Illuminating Students, Voices in Higher Education: Empirical insights into University-based reforms. Kampala Ernest Publishers.

Ostroff, C. (1992). *The relationship between satisfaction, attitudes, and performance*: An organisational level Analysis. Journal of Applied psychology.

Robbins, S.P. & Judge, T.A. (2008). *Essentials of Organisational Behaviour.* New Jersey: Pearson Education.

Ryan, A. M., Schmitt, M.J, & Johnson, R. (1996). *Attitudes and effectiveness: Examining relations at an organisational level* .Personnel psychology.

Shann, M.H. (2001). *Professional Commitment and Satisfaction among teachers in the Urban Middle Schools. The Journal of Educational Research, 92 No.* 2,67-73.

Spector, P.E. (1998). *Measurement of human service staff satisfaction: development of the job satisfaction survey. American Journal of Community Psychology,* 13, No. 6, 693-713

Thomas, B. Fordham Foundation (1999). *The teachers we need and how to get more of them.* Retrieved 19.09.13 from www.edexcellence.net/foundation/publication.cfm

Weihrich, H & Koontz, H. (2002) *Management, a global perspective.* (10th Ed), New Dehli: Tata McGraw- Hill Publishing Company Ltd.

Wesolow, M.A. & Moss holder, K.W. (1997). *Relational demography in supervisor-dyads*: Journal of organisational behavior.

Woods, A.M. and Weasner, L. (2002). *Maintaining Job satisfaction: Engaging professionals as active participants. The Clearing House.* 75, No. 4, 186-189

Yaguma, W. (2011). *Higher Local Government Statistical Abstract 2011.* Mbarara: District Council

Zembylas, M & Papanastasiou, E. (2006). *Sources of job satisfaction and dissatisfaction in Cyprus. British Association for International and Comparative Education.* Vol. 36, No. 2, 229-247

Zhongshan, Z. (2008). *Study of job satisfaction among elementary schools in Shangai. Chinese Educational Society,* Vol. 40, No.5, 40-46

APPENDICES

APPENDIX A: QUESTIONNAIRE FOR TEACHERS

Dear respondent,

The purpose of this questionnaire is to get your views on "Employee Job Satisfaction and Organisational Effectiveness of Private Secondary schools in Mbarara Municipality-Mbarara". The information given will be treated with confidentiality and used for academic purposes only. You are requested to answer the questions below honestly.

Please tick or fill in appropriate information in the spaces provided:

Thank you.

SECTION I: BACKGROUND INFORMATION

1) Name of the school (optional)

.....

2) Gender: Male ☐ Female ☐

3) Age: (a) 20-30 yrs ☐ (b) 30- 40 yrs ☐ (c) 40- 50 yrs ☐ (d) Above 50 years ☐

4) Period of service in this school (in years).....

5) Educational Qualifications:

(a) PHD ☐ (b) Masters ☐ (c) Degree ☐ (d) Diploma ☐

(f) Other (specify).....

6) Designation/ position held in this school .....

SECTION II: EMPLOYEE JOB SATISFACTION

Please indicate the extent to which you agree or disagree with the statements stated below. Tick the appropriate among the options provided; where SA= Strongly Agree, A= Agree, NS= Not Sure, D= Disagree and SD= Strongly Disagree.

No	*To what extent do you agree or disagree that;*	SA	A	NS	D	SD
1	The teaching job I am doing provides me a chance to keep up-to-date all the time thus effective in maintaining good academic performance					
2	The teaching job I am doing in this school provides me an ample time to read intensively to always improve on my subject content.					
3	My teaching job provides me with a chance to work diligently and independently for continuous students better grades.					
4	My teaching job provides me with adequate access to different activities which all yield to constant better academic performance of students.					
5	I like the teaching job I am doing in this school because of the respect the Director shows in treating well performing teachers and students.					
6	My teaching job in this school provides me with opportunity to do things that may go					

	against my wishes for the purpose of producing good results.					
7	The teaching job I am doing in this school equips me with the necessary skills of record keeping which helps in continuous academic assessment.					
8	My teaching job in this school provides me the chance to guide students intensively on how to maintain academic excellence					
9	The salary I get from this school motivates me which promotes academic excellence					
10	The teaching job I am doing provides me a chance to try my own teaching methods in the classroom which makes students feel free with my subjects.					
11	I like the friendly way teachers cooperate with each other in this school to enhance and maintain good academic performance.					
12	The teaching job I am doing promotes discipline I among students which is the back bone of academic performance					
13	The teaching job I am doing makes me highly organized and self driven towards academic excellence					
SECTION III: ACADEMIC PERFORMANCE						
Indicate the extent to which you agree or disagree that;		**SA**	**A**	**NS**	**D**	**SD**
1	Promotional rates for students of this school are always high.					

2	At O- level most candidates in this school come in first divisions.					
3	A- Level completers from this school join Public Universities on Government sponsorship.					
4	Candidates from this school always appear among the first 50 best candidates in the National Examinations.					
5	This school ranks below the 50th position among the first best schools in the country at O-Level.					
6	This school ranks below 50th position among the first 50 best schools in the country at A-Level.					
7	How do you rank the academic performance of this school	**Highly** ☐ **Moderate** ☐ **Below average** ☐				
8	What do you think are the factors behind the nature of Academic performance ticked above?	…… …… ……				

SECTION IV: STABILISATION OF STUDENTS' ENROLMENT

Indicate the extent to which you agree or disagree that;		**SA**	**A**	**NS**	**D**	**SD**
1	More than 90% of students who begin senior I here sit their UCE exams in this school.					
2	Almost all S.5 admitted students complete their A- Level in this school.					
3	Students of this school would like to stay in this school for so long.					

4	Students prefects of this school are directly involved in the determination of the school's daily diet which enhances students' confidence in staying longer.					
5	Systems of school's governance are majorly students' centered which makes students' views a priority.					
6	There is always an effective communication between the school administration and students which neutralizes students' grievances on a daily basis.					
7	Students who join this school always wish to continue studying in it until they complete the level to which they were admitted.					

SECTION V: TEACHERS' RETENTION

Indicate the extent to which you agree or disagree that;		**SA**	**A**	**NS**	**D**	**SD**
1	Teachers feel contented with their jobs and are willing to stay long in this school.					
2	Teachers who are appointed in this school stay in this school for so long.					
3	Teachers in this school would like to stay longer in it because of the fringe benefits the school gives to well long time serving teachers.					
4	Teachers in this school have a feeling of success for doing their job well and always wish to stay longer in it.					
5	Many teachers in this school compete for					

APPENDIX B: QUESTIONNAIRE FOR STUDENTS

Dear respondent,

The purpose of this questionnaire is to get your views on "Employee Job Satisfaction and Organisational Effectiveness of private secondary schools in Mbarara Municipality-Mbarara". The information given will be treated with confidentiality and used for academic purposes only. You are requested to answer the questions below honestly.

Please tick or fill in appropriate information in the spaces provided:

Thank you.

SECTION I: BACKGROUND INFORMATION

1. Name of the school (optional)

.....

2. Gender: Male ☐ Female ☐

3. Age: (a) 10-20 yrs ☐ (b) 20- 30 yrs☐ (c) 30- 40 yrs☐ (d) Above 40 years ☐

4. Period of study in this school (in years).....

5. Level:

   (a) O' Level ☐ (b) A' Level ☐

6) Designation/ position held in this school .....

SECTION II: ACADEMIC PERFORMANCE

Please indicate the extent to which you agree or disagree with the statements stated below. Tick the appropriate among the options provided; where SA= Strongly Agree, A= Agree, NS= Not Sure, D= Disagree and SD= Strongly Disagree.

No	*Please indicate the extent to which you agree or disagree that;*	SA	A	NS	D	SD
.	Promotional rates for students of this school are always high.					
2	At O- level most candidates in this school come in first divisions.					
3	A- Level completers from this school join Public Universities on Government sponsorship.					
4	Candidates from this school always appear among the first 50 best candidates in the National Examinations.					
5	This school ranks below the 50th position among the first best schools in the country at O-Level.					
6	This school ranks below 50th position among the first 50 best schools in the country at A-Level.					
7	How do you rank the academic performance of this school	**Highly** ☐ **Moderate** ☐ **Below average** ☐				
8	What do you think are the factors behind the nature of Academic performance ticked above?	…… …… ……				

SECTION III: STABILISATION OF STUDENTS' ENROLMENT

Indicate the extent to which you agree or disagree that;		**SA**	**A**	**NS**	**D**	**SD**
1	More than 90% of students who begin senior I					

	here sit their UCE exams in this school.					
2	Almost all S.5 admitted students complete their A- Level in this school.					
3	Students of this school would like to stay in this school for so long.					
4	Students prefects of this school are directly involved in the determination of the school's daily diet which enhances students' confidence in staying longer.					
5	Systems of school's governance are majorly students' centered which makes students' views a priority.					
6	There is always an effective communication between the school administration and students which neutralizes students' grievances on a daily basis.					
7	Students who join this school always wish to continue studying in it until they complete the level to which they were admitted.					

APPENDIX C: INTERVIEW GUIDE FOR SCHOOL DIRECTORS /HEAD TEACHERS

1 In what ways does the management of this school meet the basic needs of a teacher?

2 How does management of this school involve their teachers in decision making?

3 In what ways are teachers extra efforts rewarded?

a. How does the school management of this school encourage academic performance?

5. How are teachers in this school motivated to promote academic performance?

6 Does the enrolment of this school fluctuate?

7 If Yes, what does the management of this school do to stabilize the students' enrolment?

8. How is teachers' retention of this school? (Give details)

9. What strategies does this school use to retain good performing teachers?

APPENDIX D: THE VALIDITY OF THE QUESTIONNAIRE

In this calculation, not relevant was represented by 1, somewhat relevant was represented by 2, quite relevant was represented by 3 very relevant was represented by 4. The total number of items in the questionnaire was 21.

Raters (Judges) code	(N.R)+(SW.R) 1 + 2	(Q.R) + (V.R) 3 + 4	Total items
1	08	10	18
2	06	12	18
3	05	13	18
Total	**19**	**35**	**54**

N.R = Not Relevant

S.W.R= somewhat relevant

Q.R = Quiet relevant

V.R = Very relevant

Content validity index (C.V.I) is given by the proportion of items giving the rating of either 3 or 4 by both experts

C.V.I = 35/54

= 0.64

APPENDIX E:

ANALYSIS OF PILOT STUDY

Raw scores for determining reliability of instruments Raw scores for Pilot testing

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	∑(
1	1	2	4	3	3	1	3	3	3	3	2	4	3	3	3	3	3	3	5(
2	2	1	3	2	2	2	3	2	3	3	3	3	4	3	3	3	3	2	47
3	2	1	3	3	2	2	3	3	2	2	3	3	3	2	2	3	4	4	48
4	1	2	4	3	2	1	3	3	3	3	2	4	4	2	3	3	3	3	49
5	3	1	2	3	3	1	3	3	3	5	3	3	3	2	3	3	3	3	49
6	2	1	4	3	3	1	3	3	3	2	2	4	3	2	3	3	3	3	47
7	2	2	3	3	2	2	3	3	2	3	2	3	3	3	1	3	4	3	49
8	2	2	3	3	2	2	3	3	3	1	2	3	4	3	2	3	3	2	46
9	1	2	3	3	3	2	4	4	2	3	3	4	3	2	3	2	3	4	5(
10	1	1	4	3	2	1	4	4	2	2	3	3	3	2	3	2	2	3	45
11	3	1	3	3	3	2	3	3	2	2	2	4	3	2	3	3	3	3	47
12	2	1	3	3	3	1	2	2	2	2	2	3	3	3	1	2	4	3	43
13	1	2	3	3	2	1	3	3	3	3	3	3	4	2	2	2	3	4	43
14	2	1	4	4	3	2	4	4	2	2	2	2	3	2	2	2	2	3	46

5	1	1	3	3	3	2	2	2	2	2	2	3	3	3	2	3	1	3	41
(x)	26	21	49	45	38	23	44	44	40	36	36	49	49	36	36	39	43	44	69
x^2	52	33	163	137	72	49	132	136	96	92	90	165	163	90	85	105	132	146	

Calculation of questionnaire reliability using cronbach Alpha coefficient.

$$A = \frac{k}{k-1}\left(1 - \frac{SD2i}{SD2t}\right)$$

where α = Cronbach's Alpha coefficient

k = Number of items in the instruments

SD^2I = Variance of scores on individual items

SD^2t = variance of scores for the total items calculation of variance for each item.

Calculation of variance for each item

$$\text{Formula} = \frac{\sum x^2 - \sum (x)^2}{n}$$

$$\frac{}{n}$$

where n = Total number of respondents

x^2 = sum of scores

$(x)^2$ = sum of squares

Item 1

$$52 - (26)^2$$

$$18$$

$$18$$

$$= \quad 52\text{-}32.2$$

$$181$$

$$= \quad 19.9$$

$$18$$

$$= \quad \mathbf{1.1}$$

Item 2

$$33 - (21)^2$$

$$18$$

$$18$$

Item 3

$$163 - (49)^2$$

$$18$$

$$18$$

$$= \quad 163\text{-}114.3$$

$$18$$

$$= \quad 163 - 88.92$$

$$18$$

$$= \quad \mathbf{4.1}$$

Item 4

$$137 - (45)^2$$

$$18$$

$$18$$

$= \quad \frac{33 - 441}{18}$

$= \quad \frac{12}{18}$

$= \quad \mathbf{0.66}$

$= \quad \frac{137 - 2025}{18}$

$= \quad \frac{137 - 40.6}{18}$

$= \quad \mathbf{5.35}$

Item 5

$\frac{72 - (38)^2}{18}$

$\frac{18}{18}$

$= \quad \frac{72 - 14444}{18}$

$= \quad 72 - 29.2$

Item 6

$\frac{49 - (23)^2}{18}$

$\frac{18}{18}$

$= \quad \frac{39 - 529}{18}$

$= 39 - 13.9$

18 18

= 29.2 = 13.9

18 18

= **1.62** = **0.77**

Item 7

$$\frac{132 - (44)^2}{18}$$

$$\frac{}{18}$$

$$= \frac{132 - 1936}{18}$$

$$= \frac{132 - 92.1}{}$$

$$\frac{50.9}{}$$

$$= \frac{}{18}$$

=9.9 2

Item 8

$$\frac{136 - (44)^2}{18}$$

$$\frac{}{18}$$

$$= \frac{1936}{18}$$

$$= \frac{136 - 92.1}{}$$

$$= \frac{43.9}{18}$$

= 2.43

Item 9

$$\frac{96 - (40)^2}{18}$$

Item 10

$$\frac{92 - (36)^2}{18}$$

18

= 96 - 1600

18

= 96 - 76.1

18

= **4.22**

18

= 92 - 1296

18

= 92 - 61.7

18

= **1.68**

Item 11

$$\frac{90 - (36)^2}{18}$$

$$\frac{18}{18}$$

$$= \frac{90 - 1296}{18}$$

$$= \frac{90 - 28.3}{18}$$

$$= \mathbf{3.42}$$

Item 12

$$\frac{165 - (49)^2}{18}$$

$$\frac{18}{18}$$

$$= \frac{165 - 2401}{18}$$

$$= \frac{165 - 114.3}{18}$$

$$= \frac{50.7}{18}$$

$$= \mathbf{2.81}$$

Item 13

$$\frac{163 - (49)^2}{18}$$

Item 14

$$\frac{90-(36)^2}{18}$$

18

163 - 2401

18

163 - 114

= 49

18

= 2.72

18

90 -1296

18

90 - 61.7

28.3

18

= 1.57

Item 15

$85 - (36)^2$

18

18

= 85 - 1296

18

= 85 - 61.7

Item 16

= $105 - (39)^2$

18

18

= 105 - 1521

18

= 105 - 72.4

$= \frac{23.3}{18}$

$= \mathbf{1.29}$

$= \frac{32.6}{18}$

$= \mathbf{1.81}$

Item 17

$$\frac{132 - (43)^2}{18}$$

$$\frac{18}{18}$$

$$\frac{132 - 1849}{18}$$

$$\frac{132 - 88.04}{18}$$

$= \mathbf{2.44}$

Item 18

$$\frac{146 - (46)^2}{18}$$

$$\frac{18}{18}$$

$$\frac{146 - 2116}{18}$$

$$\frac{146 - 100.7}{18}$$

$= \mathbf{2.51}$

STEP 1:

SD2i = 1.1 + 0.66 + 4.1 +5.35 + 1.62 +0.77 + 9.9 + 2.43 + 4.22 + 1.68 + 3.42 +2.81+2.72 + 1.57 +1.29 + 1.81 +2.44 +2.51

SD2i =50.45

STEP 2

Calculation of variance on total scores - SD2I

$$SD^2I = \sum x^2 - \frac{(\sum x)^2}{n}$$

$$= 22101 - \frac{(698)^2}{18}$$

$$= 22014 - \frac{(487204)}{18}$$

= 22014 - 27066.8

= **275**

STEP 3

Calculation of cronbach alpha co-efficient

Formula $\alpha = \frac{k}{k-1} \times 1 - \frac{SD^2i}{SD^2t}$

$\alpha = \frac{18}{17} \quad 1-50.45 \quad 275$

$\alpha = \frac{18}{17} \times 0.18$

= 1.05 x 0.82

= **0.8**