

Dual-Factor Motivational Theory and its Application to the
Management of Teachers in Secondary Schools in
Mbale District - Uganda

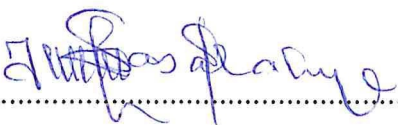
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Declaration

I, Nakasala John Wamatsembe, declare that this dissertation titled, "Dual-factor Motivational Theory and its Application to the Management of Teachers in Secondary Schools in Mbale district, Uganda", is my original work and has never been submitted for the award of any qualification in any other institution.

Signature: 

Date: 22 January 2010

Approval

This dissertation titled, “Dual-factor Motivational Theory and its Application to the Management of Teachers in Secondary Schools in Mbale district, Uganda” has been submitted to Kyambogo University with my approval as University Supervisor.

Signature 

Supervisor: Dr Enon Julius Caesar

Date: 

Dedication

Dedicated to my late father, Wabuluka Davies Wamatsembe

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List of Abbreviations

EPRC	Education Policy Review Commission
TCLP	Tennessee Career Ladder Program
LICs	Low Income Countries
USE	Universal Secondary Education
ANOVA	Analysis of Variance
VSO	Voluntary Services Overseas
ILO	International Labour Organisation
UNESCO	United Nations Educational, Scientific and Cultural Organisation

Abstract

This study examined Dual-factor Motivational Theory in analysing job satisfaction among teachers in secondary schools in Mbale district, Uganda. The study was guided by the following objectives: To determine the difference between teachers' facet job satisfaction by gender; to determine the correlation between nature of work, opportunities for advancement and work compensation; To determine school managers' perception about teachers' job satisfaction and; to determine other factors that influence the level of job satisfaction of teachers. Using the quantitative descriptive research design with simple correlational survey, the study included a sample of 14 headteachers and 37 deputy headteachers as human resource managers and 276 registered classroom teachers of whom 153 were male and 123 were females. Job satisfaction questionnaires and human resource managers' opinion questionnaires with close-ended, open-ended questions and interview guide were constructed and administered in collecting data.

Descriptive statistics in the form of arithmetic means and standard deviations for respondents were computed for the facets of job satisfaction. The inferential statistics of t-tests were used to determine the differences in teachers' facet job satisfaction by gender. The Product Moment Correlation Coefficient was computed to determine significance of the correlation between nature of work, opportunities for advancement and work compensation. One way ANOVA was used to determine the significance in differences among the perceptions of head teachers and deputy head teachers about job satisfaction dimensions. Job satisfaction among teachers is generally low with male teachers experiencing a higher facet job satisfaction than female teachers in nature of work and opportunities for advancement. Female teachers experience a higher job satisfaction than male teachers in income. Male headteachers perceive a higher facet job satisfaction than female headteachers but it is not statistically significant. Graduate headteachers perceive a higher facet job for teachers than headteachers with master's degree but the difference is also is not statistically significant. It is concluded that job satisfaction is a multi-dimensional phenomenon in that it is not easy to apportion one factor as the only determinant of satisfaction/dissatisfaction with the job. There are no specific factors that distinctly cause satisfaction and dissatisfaction as emphasised by Herzberg's Dual-factor theory. Some factors like job security for teachers are bi-polar thus cause both satisfaction and dissatisfaction.

Chapter One: Introduction

1.0 Background to the Study

Human resources are the most important factor of production and perhaps the only factor that can enable sustainable long-term competitive advantage of any organisation. For any human resource to be productive, it needs to be motivated and satisfied with the job. Improved motivation and job satisfaction results into numerous positive behaviours that may include hard work, less stress, extra care in work, low turnover, commitment etc., and all these add up to improved performance. Human resource managers rely on motivational theories to get a better insight of the factors that affect their employees' motivation and job satisfaction. These motivational theories are categorised as either content or process. According to Zimmerman (1988), content (needs) theories explain and describe factors within the nature of work and person that arouse, energize, direct, sustain and stop behaviour. They emphasise what motivates people to work and also provide a basis for managers to gain insight about their employees' internal state. These include Maslow Hierarchy of Needs; Alderfer's ERG Theory; McClelland's Needs Theory; Ouchi's Theory Z and Herzberg Dual-factor Theory. Process (cognitive) theories describe how people get motivated at workplaces or in a given work environment (Mintzberg, 1975) (cited in Onen & Maicibi, 2000). They include Adam's Equity Theory; Vroom's Expectancy Theory; Porter and Lawler's Model; and Locke & Heider. However, it should be acknowledged that no single theory has a universal approach to explain human behaviour as human beings are rather complex and diverse.

The motivational theory under analysis for this study is the Dual-factor Theory advanced by Herzberg, Mausner and Peterson in 1959. It was developed from a study designed to test the concept that people have two sets of needs: avoidance of unpleasantness, and a personal growth. This study found that factors that yielded job satisfaction were "separate and distinct from the factors that led to job dissatisfaction". Herzberg maintained that "satisfiers", which include achievement, recognition, nature of work, responsibility and advancement were directly associated with job satisfaction. Dissatisfaction was associated

with “extrinsic (context) or satisfiers/hygiene factors”, such as work compensation, company policies and administration, technical supervision, work conditions, relationship with supervisors, peers and subordinates, and job security that consistently produced short-term changes in job attitudes.

The major variables of concern in this study as advanced by Dual-factor Theory by Herzberg in 1959 are nature of work, opportunities for advancement and work compensation. According to Dual-factor Theory the nature of work refers to tasks and assignments related to the job. In teaching these include scheming, lesson planning, classroom teaching, assessment, routine attendance taking, fixed time-table accomplishments, study supervision, guiding and counselling children. The theory emphasises that if work is meaningful, varied, autonomous, prestigious, challenging, interesting, value-adding and with stimulus, it will enhance job satisfaction. Advancement is the movement of an employee from a lower to higher status. The theory asserts that if opportunities for advancement are obtainable, advancements are regular and fairly conducted; employees will enjoy high job satisfaction. For this study advancement will refer to movement of a teacher into a position of greater responsibility such as promotion to head a department. Compensation refers to “payment for work, which can assume a number of different forms, including a basic wage or salary, supplementary cash payments, such as shift pay and overtime pay, and benefits in kind.” In this study compensation refers to the monetary and non monetary extrinsic rewards provided by an employer for the time, skills and effort made available by the teacher for fulfilling job requirements aimed at achieving organisational objectives.

Teachers like other employees work in order to earn competitive compensation to satisfy their needs. Fagil Mande on the programme “Gender Agenda” televised 14 February 2009 on Uganda Broadcasting Corporation noted that over 50% of teachers in Uganda continue to teach in more than one school due to poor work compensation that cannot even meet their basic needs and that this had affected teacher motivation and job satisfaction.

The terms "motivation" and "job satisfaction" have often been used interchangeably. Motivation is the driving force to pursue and satisfy one's needs while job satisfaction is an individual's emotional response to his or her current job condition. Mullins (1996) points out that "motivation is a process which may lead to job satisfaction." It is, however, possible that an employee may exhibit low motivation from the organisation's angle yet enjoy every aspect of the job thus, high job satisfaction. Peretomode (1991) also argued that a highly motivated employee might also be dissatisfied with every aspect of his or her job. Motivation involves the processes that account for an individual's intensity, direction and persistence of effort towards attaining a goal (Robbins, Timothy & Judge, 2007). Mullins (1996) refers to motivation as some driving force within an individual by which induces him/her to achieve some goal in order to fulfil some needs or expectations. In this study, motivation refers to all those striving conditions described as wishes, desires and drives to pursue and satisfy the teachers' needs. Job satisfaction refers to attitudes and feelings people have about their work (Armstrong, 2006). Spector (1997) refers to job satisfaction in terms of how people feel about their jobs and different aspects of their jobs. Ellickson & Logsdon (2002), support this view by defining job satisfaction as the extent to which employees like their work. For this study, job satisfaction means the teachers' emotional response to their current job condition. Job satisfaction impacts on the quality of teaching and school achievement of learners. According to Brief (1998), "If a person's work is interesting, their pay is fair, their advancement opportunities are good, his/her supervisor is supportive, and his/her co-workers are friendly, then one can predict he/she is satisfied with her job".

1.1 Statement of the Problem

The teaching profession has noticeable indicators of satisfiers as identified by Herzberg Dual-factor theory such as provision for achievement, recognition and responsibility, which would imply high job satisfaction among teachers in Mbale. Despite the presence of these satisfiers, good and qualified teachers in Mbale are being lost to other occupations and there is reason to establish whether these offer teacher job satisfaction. Teaching has almost become a profession of last resort and some teachers even discourage

their own children from taking up teaching as a career. This has had a detrimental effect on educational success in Mbale district. As our educational system enlarges in size and sophistication, more attention should be given to better management practices. There is still a disparity in establishing the actual factors of job satisfaction that influence a teacher's decision in Mbale to willingly remain in a teaching position. The differences in levels of teachers' facet job satisfaction could be characterised by gender, level of education, work experience and other unknown factors.

1.2 Purpose of the Study

The purpose of this study was to examine Dual-factor motivational theory and its application to the management of teachers in secondary schools in Mbale District - Uganda

1.3 Specific Objectives

These specific objectives guided the study:

1. To determine the difference in teachers' facet job satisfaction by gender.
2. To determine the correlation between nature of work, opportunities for advancement and work compensation.
3. To determine school managers' perception about teachers' job satisfaction.
4. To determine other factors that influence the level of job satisfaction of teachers

1.4 Hypotheses

The study was to test the following hypotheses:

1. There is no difference in teachers' job satisfaction by gender.
2. There is no statistically significant correlation between nature of work, opportunities for advancement and work compensation.
3. There are no differences in school managers' perceptions about teachers' job satisfaction?

The study explored this question:

1. What are the other factors that influence the level of teachers' job satisfaction other than nature of work, opportunities for advancement and compensation?

1.5 Scope of the Study

The study was set out to examine Dual-factor motivational theory and its application to the management of teachers in secondary schools in Mbale District - Uganda. It was conducted in 14 secondary schools randomly selected from 22 secondary schools in the four counties Bugokho, Busoba, Mbale municipality and Bufumbo in Mbale district. Using the quantitative descriptive research design with simple correlational survey, the study focused on establishing the differences in teachers' facet job satisfaction by gender; correlation between job satisfaction facets of nature of work, opportunities for advancement and teachers' compensation; it also focused on establishing whether there were differences in school managers' perceptions about teachers' job satisfaction and any other factors that affected job satisfaction for the teachers in Mbale district.

1.6 Significance of the Study

The researcher hopes that the findings of the study will be useful to various stakeholders in the following ways:

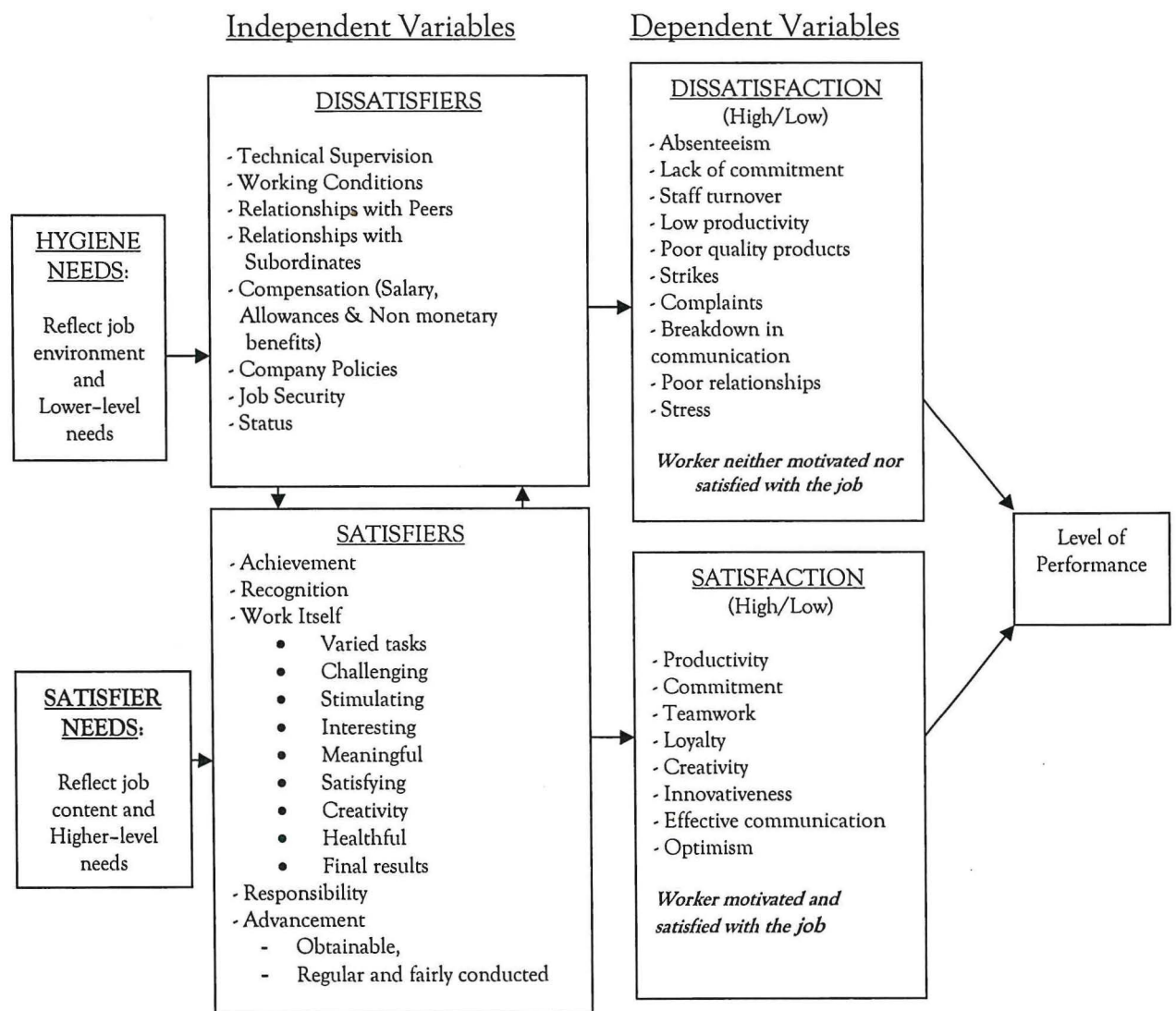
1. Information relating to job satisfaction as reported by teachers in this study is considered by education policy makers, planners and school managers it might positively impact the teachers' welfare. For instance improvement in work compensation and working environment will enhance teachers' welfare.
2. The school managers will find this study a useful addition to school effectiveness and improvement literature which will impact human resource management and retention. Managers will be aware of the general needs of teachers and will thus attend to them which might lead to job satisfaction and teacher retention.
3. Educational policy makers, administrators and researchers might examine this information further to determine whether the needs of male and female teachers are different.

4. This study is generally expected to add to the general body of knowledge and literature regarding job satisfaction.

Dual-Factor Motivational Theoretical Framework

This study is derived from the idea advanced by Herzberg, Mausner and Peterson in 1959 as shown in figure 1

Figure 1



Source: Grobler, P.A., Warnich, S., Carrell, M.R., Elbert, N.F., & Hatfield, R.D. (2002)

According to Grobler et al. (2002), the above model accredited to Herzberg Dual-factor theory contends that factors that yield job satisfaction are “separate and distinct from those that lead to job dissatisfaction. The satisfier factors provide the worker with psychological pleasure and personal growth while dissatisfiers focus on the work environment and work compensation. In the model above the worker is faced with two sets of needs i.e. hygiene and satisfier needs. Hygiene needs or negative work environment lead to high levels of dissatisfaction and creates demands for dissatisfiers (company policies, supervision, interpersonal relations, working conditions and work compensation). When these dissatisfiers are well provided for the level of dissatisfaction will be lowered but the worker will remain unmotivated and not satisfied with the job impacting on the level of performance. When satisfier needs receive satisfiers (achievement, recognition, nature of work, responsibility, and advancement) motivation and job satisfaction are achieved and if effectively maintained they will enhance teamwork, creativity, commitment etc. that can induce an individual to achieve above-average performance and effort.

Chapter Two: Literature Review

2.0 Introduction

In order to understand and enhance job satisfaction, it is important to identify factors that affect employees' satisfaction with the job (Victor and Samantha, 1996). Basing on Dual-factor Theory framework, this chapter focuses on related literature about the nature of work, opportunities for advancement, work compensation and gender as factors impacting teachers' job satisfaction.

2.1 Job Satisfaction and Gender

Gender refers to either male or female. According to Chiu (1998), several studies conducted with regard to the relationship between gender and job satisfaction have yielded contradictory results. A study conducted by Murray & Atkinson (1981) (cited in Nezaam, 2005) investigating gender differences in determinants of job satisfaction, reflected that females attach more importance to intrinsic factors, while males place greater value on pay and other extrinsic aspects because of the traditional family roles. In support, Tang and Talpade (1999) maintain that there is a significant difference between males and females in terms of job facets impacting on job satisfaction. Their study found that men tend to have higher satisfaction with remuneration in relation to females, while females tended to have higher satisfaction with co-workers than males. Those responsible for supporting their families should put more emphasis on pay than those who are not. Since there are more men than women who take financial responsibility for their families, we might confuse the effect of 'family' responsibility with 'gender' difference. Clark (1997), also found men most dissatisfied with compensation of their job compared to women.

Findings of a survey looking at issues affecting women in the South African workforce indicated similar findings with regard to females where majority of respondents revealed that they were satisfied with their jobs. The factors that contributed the most to their job satisfaction were the company of co-workers, the opportunity to learn new things and

factors inherent in the nature of work (Robbins, Odendaal & Roodt, 2003). Oshagbemi (2000) amongst United Kingdom academics failed to find that gender affects job satisfaction. Similarly Donohue & Heywood (2004) could not prove gender satisfaction differences in a study conducted amongst American and British employees. Robbins et al., (2003), argue that no evidence exists suggesting that gender directly impacts on an employee's job satisfaction. Knights & Kennedy (2005) from James Cook University also reinforce the argument that gender has no significant link to job satisfaction.

2.2. Job Satisfaction and Nature of Work, Opportunities for Advancement and Work Compensation

The Dual-factor Theory theorises that if the nature of work is meaningful, challenging, interesting and with stimulus, it will enhance job satisfaction. This enables an individual to experience the highest level of growth. Robbins et al. (2003) refer to the nature of work as “the extent to which the job provides the individual with stimulating tasks, opportunities for learning and personal growth, and the chance to be responsible and accountable for results.” Locke (1995) says, “Employee job satisfaction is strongly dependant on satisfaction with the job components, such as nature of work.” He emphasises that in the area of the nature of work, most people want: work that is personally interesting and significant; success or a sense of accomplishment or progress; growth; responsibility; autonomy; role clarity; no role conflict; feedback concerning performance; and freedom from physical strain and toil. Robins, Timothy & Judge (2007) also contend that most workers prefer work that is challenging and stimulating than work that is predictable and routine. In support of the Dual-factor Theory, Gawel (1997) in a study with teachers in the Tennessee Career Ladder Program (TCLP) established that the nature of work has a strong positive correlation with job satisfaction. Camilli (2004) with a sample of 60 elementary, middle, and high school teachers from a public school district in Southern New Jersey, found a very strong positive relationship ($r=0.82$, $p<0.05$) between the level of job satisfaction and the nature of work. According to Cheung, Chau-Kiu, Scherling and Steven , (1999) studies by Furnham & Gunter (1993), Neil & Snizek (1987) all found a significant positive correlation between nature of work and job

satisfaction. They further concurred that making people's work interesting implies driving away boredom which is a great dissatisfier.

However, Cano & Miller (1992), in study with 414 Ohio agriculture secondary education teachers, found a very weak correlation ($r=0.17$, $p<0.05$) between nature of work and level of teachers' job satisfaction. Nezaam (2005), in a study with 203 employees in the Western Cape found a weak, positive linear relationship ($r=0.2141$, $p<0.05$) between nature of the job and level of employees' job satisfaction. Robbins (1993) contends that employees prefer jobs that present them with opportunities to execute their competencies on a variety of tasks that are mentally stimulating. This contrast reveals that broad generalization about job satisfaction should be avoided; instead occupations, environment and other factors should be considered whenever generalizations are made.

A survey by Development Dimensions International published in the UK Times newspaper in 2004, found many workers bored with work, lacking commitment and looking for new jobs. Robbins et al. (2003) in support also contend that jobs that are unchallenging lead to boredom and frustration. Hoar, Kirwan-Taylor & Helen (2004) also found that people get dissatisfied with their jobs simply because they do not make meaning anymore. This concurs with Herzberg who theorises that if you want people to do a good job for you, then you must give them a good job to do. Herzberg (2002) further points out that managers should focus on job enrichment, if their employees are to remain motivated and satisfied with their work. According to Ruthankoon & Ogunlana (2003), nature of work can result in either job satisfaction or dissatisfaction. Making employees' work meaningful will stimulate them to realise their own highest potential and that people also get dissatisfied with their work simply because it does not make meaning to them. These studies seemed to have the assumption that every job could easily be enriched or enlarged to meet the preferences of the worker. These studies also disregard the multiplicity of human nature and the idea that employees have a diversity of goals and needs; and that not all employees will similarly respond to the satisfiers as presumed by Dual-factor theory. Robins, Timothy & Judge (2007) contend that personal disposition greatly impacts on an individual's attitudes and perceptions

towards work so that some employees may deliberately prefer jobs that are less taxing. This is supported by Johns (1996) who points out that some employees prefer jobs that are unchallenging and less demanding.

Locke (1995) says that in the area of advancements, employees want: fairness; clarity as to how the advancement system works; and availability if they want a advancement. Education Policy Review Commission (EPRC) of 1989 also recommended that the stakeholders take decisions and pave way for teachers' advancement as a means to raise teachers' morale and provide them better job satisfaction. According to Maniram (2007), advancement to the next level will result in positive changes such as pay, autonomy and supervision. He however, warns that those top achievers promoted quickly can result in dissatisfaction to loyal and intelligent employees. This implies that before a promotion is made, human resources managers should consider whether a advancement is the only alternative at hand. Camilli (2004) with a sample of 60 elementary, middle, and high school teachers from a public school district in Southern New Jersey found a strong positive relationship ($r=0.81$, $p<0.05$) between the level of job satisfaction and advancement. Various studies have also found that job satisfaction has strong positive relationship with opportunities for advancement (Curry, Wakefield, Price & Mueller, 1986, Pergamit & Veum, 1999, Peterson et al., 2003; Sclafane, 1999) (cited in Nezaam, 2005). This view is supported in a study conducted by Ellickson & Logsdon (2002) with municipal government workers where satisfaction with advancement opportunities was found to be positively and strongly related to job satisfaction. Therefore, an individual who is dissatisfied with the advancement opportunities afforded him or her in the workplace may exhibit behaviours and outcomes such as decreased commitment, reduced satisfaction with the job, and the development of a desire to leave the quit the job.

Cano & Miller (1992) in a descriptive-correlational study with 414 Ohio agriculture secondary educations teachers found a very weak correlation ($r=0.15$, $p<0.05$) between advancement and level of teachers' job satisfaction. Nezaam (2005) in a quantitative study with 203 employees at a public health institution in the Western Cape region found a weak, positive linear relationship ($r=0.0855$, $p<0.05$) between opportunities

for advancement and level of employees' job satisfaction. Gawel (1997) further revealed that advancement has a substantial positive relationship with job satisfaction. Kreitner & Kinicki (2001) however, state that the positive relationship between advancement and job satisfaction is dependent on perceived equity by employees like other rewards associated with the advancement.

According to Sergiovanni's (1967) study with teachers, advancement that is an important motivator or satisfier in Herzberg's study of accountants and engineers had no significant relationship with job satisfaction. This could have been attributed to the traditional organisational structure of the teaching occupation that offered little opportunities for further advancement for the teaching staff. Hence where the nature of the occupation provides unclear, limited or no opportunity for advancement, advancement may not be an important satisfier as emphasized by the Dual-factor Theory. However, it is generally important that human resource managers bear in mind that advancement can serve as a very positive and strong satisfier, therefore should institute a fair advancement policy if they are to enhance and maintain their employees' job satisfaction. This study was to test the null hypothesis that there is no statistically significant relationship between the opportunities for advancement and teachers' level of job satisfaction by gender in Mbale district.

Studies conducted on the relationship between work compensation and job satisfaction showed no consistent pattern. Dual-factor Theory stipulates that salary (work compensation) is a hygiene factor that cannot sustain employee behaviour for a long time. A study conducted by Young, Worchel & Woehr (1998) on workers in the public sector failed to find any significant relationship between compensation and job satisfaction. Similarly results from a study by Cano & Miller (1992) in a descriptive-correlational study with 414 Ohio agriculture secondary education teachers found a very weak correlation ($r=0.22$, $p<0.05$) between work compensation and level of teachers' job satisfaction. Nezaam (2005) in a quantitative study with 203 employees at a public health institution in the Western Cape region found a relatively weak, positive linear relationship ($r=0.4324$, $p<0.05$) between work compensation and level of employees' job

satisfaction. According to Boggie (2005), inequity in terms of lack of recognition and poor pay often contribute to low levels of job satisfaction arousing problems with organisational citizenship and employee retention.

In the works of Oshagbemi (2000) among United Kingdom academics, a statistically significant relationship between compensation and their level of job satisfaction was established. Custom Writing Service posted on WordPress.com weblog on December 5, 2007, observes that certain workers are motivated and satisfied primarily by the need for money; so to get the most out of your workforce, you have to pay them more. A study by a team of Stanford scientists in 2006 observed that “money talks”, but it might also help people remember. They tend to reveal that motivation in the form of reward also gets the brain ready to perform; therefore compensation acts as an effective satisfier at certain workplaces. The works of Taylor (1911), in the field of job satisfaction established that individuals would be motivated and satisfied to perform well if rewards were directly related to the performance of carefully planned task. He further argues that compensation is a prime incentive to workers and therefore, all that staffs want from their employers more than anything else is high compensation.

A study by Bellott and Tutor (1990) found that for teachers in the TCLP, Herzberg's characterisation of salary (compensation) as a dissatisfier did not hold true. This was supported by findings of Gawel (1997) in a TCLP survey where he asked classroom teachers, "To what extent did compensation influence your decision to participate in the TCLP?" The results indicated that teachers viewed compensation as a very strong job satisfier, actually the most important of 11 of satisfiers on the survey. Camilli (2004) with a sample of 60 elementary, middle, and high school teachers from a public school district in Southern New Jersey also found a strong positive relationship ($r = 0.80$, $p < 0.05$) between the level of job satisfaction and work compensation. Neil and Snizek (1987); Furnham and Gunter (1993) (cited in Cheung, Chau-Kiu, Scherling and Steven 1999) also contend that compensation is strongly related with job satisfaction.

A quantitative study at Makerere University, Kampala with 267 workers by

Onen & Maicibi (2000) concluded that compensation is a satisfier. The study did not however point the direction and magnitude of the relationship. It even recommends that the management of the University should improve the compensation of their employees to stimulate (motivate) the staff in their jobs wherefore the University stands to gain. A study at Mary Immaculate College, University of Limerick in 2006, concludes that "If teachers are to remain satisfied with teaching they must be better paid". Best et al (2006) identify salary as distinguishing job satisfaction predictor. According to Satisfaction Survey Report in 2007, compensation is one of the top contributors to job satisfaction among employees. <http://www.recruitingtrends.com/online/news/479-1.html>

Bassett (1994) (cited in Nezaam, 2005), says that lack of empirical evidence exists to indicate that compensation alone improves worker satisfaction or reduces dissatisfaction. Bassett is of the belief that highly paid employees may still be dissatisfied if they do not like the nature of their job. In congruence with Bassett it should be acknowledged that Job satisfaction depends on the level of intrinsic and extrinsic outcomes and how the jobholder views those outcomes. These outcomes have different values for different people. For some people, responsible and challenging work may have neutral or even negative value depending on their education while with other people; such work outcomes may have high positive values. Hence people tend to differ in the importance they attach to the job outcomes.

2.3 Job Satisfaction and Other factors

Studies conducted on the relationship between the level of education and job satisfaction showed no consistent pattern (Kh Metle, 2003). A study by Crossman and Abou-Zaki (2003), in the Lebanese banking sector found that no statistically significant relationship existed between job satisfaction and education. Respondents in possession of a school certificate reported the lowest level of overall job satisfaction, while employees with a college certificate reported the highest level of overall job satisfaction. A similar study conducted by Kh Metle (2003), amongst Kuwaiti women employed in a public government sector, found that a strong relationship existed between the level of

education and overall job satisfaction. Employees in possession of an intermediate level qualification reported higher levels of satisfaction in relation to those employees who have higher levels of education. This study supports Johnson and Johnson (2000), whereby 288 employees in the American postal services were surveyed and found perceived over-qualification to have a negative relationship with the dimensions of job satisfaction.

According to Bedeian, Ferris and Kacmar (1992) (cited in Robbins et al., 2003), tenure and job satisfaction is positively related. Ronen (1978) (cited in Oshagbemi, 2003) maintains that employee satisfaction declines within the first year of employment and remains low for several years, after which it increases. Furthermore, he maintains that employee expectations are high at the time of appointment, but when these expectations are not met, the resultant effect leads to a drop in job satisfaction. As the employee becomes more mature and experienced, the initial expectations decline to a more realistic level thereby making such expectations more attainable, coinciding with increased job satisfaction. Oshagbemi (2000) attribute the increase in job satisfaction over the length of time to factors such as job stability and opportunities for promotion. Similarly Clark, Oswald and Warr (1996), maintain that longer tenure does not necessarily lead to increased levels of job satisfaction.

Mixed evidence exists regarding the relationship between age and job satisfaction (Robbins et al., (2003). According to Greenberg and Baron (1995), older employees are generally happier with their jobs than younger employees, while people with more experience in their jobs are more highly satisfied than those with less experience. This view is supported by Drafke and Kossen (2002) (cited in Nezaam, 2005). The researchers state that job satisfaction typically increases with age as older workers have more work experience and generally have a more realistic view of work and life in comparison to their younger counterparts. They are of the opinion that younger workers have less experience to draw on and have an idealistic view of what work should be like. Rhodes (1982) (cited in Nazeem, 2005) supports this conclusion after a review of the findings of seven other separate studies conducted on the relationship between age and job

satisfaction. Robbins et al. (2003) report that although most studies indicate a positive relationship between age and job satisfaction, other studies reflect a decrease in satisfaction as employees move towards middle age, at least up to the age of 60. Older workers place less emphasis on autonomy or promotion, thus they demand less from their jobs, making them more satisfied than their younger counterparts. Workers tend to adjust to work values and the work environment the longer they are employed, adding to greater job satisfaction.

Research on the effect of marital status on job satisfaction has yielded inconclusive results (Robbins et al., 2003). Research conducted by Cimete, Gencalp and Keskin (2003) (cited in Nezaam, 2005) which involved 501 nurses employed at two university hospitals in Istanbul, established that the job satisfaction mean score of divorcees and widows was higher than that of single and married groups. The difference between the mean scores was significant.

Research demonstrates that a positive relationship exists between job satisfaction and supervision (Koustelios, 2001; Peterson, Puia & Suess, 2003; Smucker, Whisenant, & Pederson, 2003) cited in Nezaam (2005). Supervision forms a pivotal role relating to job satisfaction in terms of the ability of the supervisor to provide emotional and technical support and guidance with work related tasks (Robbins et al., 2003). Supervisors with high relationship behaviour strongly impact on job satisfaction (Graham & Messner, 1998). Wech (2002) supports this view by adding that supervisory behaviour strongly affects the development of trust in relationships with employees. Brewer and Bassett (1994) (cited Nazeem, 2005) maintain that supervisors bringing the humanistic part to the job, by being considerate toward their employees, contribute towards increasing the employee's level of job satisfaction.

Having friendly and supportive colleagues contribute to increased job satisfaction (Kreitner & Kinicki, 2001). Findings of a survey conducted by Madison (2000) on more than 21000 women occupying the most demanding jobs indicated that those participants who lacked support from co-workers, were more likely to suffer from job

dissatisfaction. Another survey conducted amongst 1250 FoodBrand employees found that positive relationships with co-workers enhance job satisfaction (Berta, 2005) cited in Nezaam (2005). Empirical evidence indicates that relationships with colleagues have consistently yielded significant effects on job satisfaction of federal government workers in the United States (Ting, 1997).

Feather and Rauter (2004) in a study which involved contract and permanent employees in the teaching environment in Australia, failed to establish a relationship between job status and job satisfaction. Higher levels of job satisfaction are usually reported by workers occupying higher level positions in organisations as they offer better work compensation, greater variety, more challenge and better working conditions (Cherrington, 1994). Allen (2003) postulates that job satisfaction is strongly linked to an employee's position within the company and that the higher the ranking, the lower the job satisfaction. In contrast, Mossholder, Bedeian and Armenakis (1981) (cited in Nazeem, 2005) report that job satisfaction decreases with an increase in the job level.

2.4 Summary

Job satisfaction is a complex issue related to different aspects of the job in different ways, occupations, workplaces and situations. It is not obvious that the factors that create job satisfaction at work are the same across all occupations and workplaces. Contrary to Dual-factor theory, it has been noted from some studies that a single factor may be a satisfier for one person in a different workplace, but cause job dissatisfaction for another

rendering it "bi-polar". The literature review reveals that in certain cases compensation acts as a strong satisfier as well as dissatisfier and this makes it a "bi-polar" factor.

The studies also tend to generally ignore the level of economic status or standard of living of the subjects. They disregard the multiplicity of human nature and the idea that employees have a diversity of goals and needs thus ignoring the link between work approach and job satisfaction. The Dual-factor theory and other studies reviewed are silent about the governmental social welfare programs or systems under which

different workers perform. Huang & Van de Vliert (2003) hint that intrinsic job characteristics tend to produce motivating satisfaction in countries with good governmental social welfare programs unlike in countries with poor governmental social welfare programs. Dual-factor theory framework only addresses the individual's existence at work ignoring other factors like demographic, personal or social factors that may also influence employee's job satisfaction.

Chapter Three: Methodology

3.0 Introduction

This chapter details methodology used in this study and it includes research design, study area, population, samples, sampling design, sampling procedure, instruments, data analysis and management.

3.1 Research Design

The study was quantitative using a descriptive research design. This design allowed easy and direct description of the behaviour of subjects without influencing them in any way. A simple cross sectional survey was used in collecting data. According to Amin (2005), simple cross sectional survey is suitable for collecting data on attitudes, perceptions and opinions and it is also suitable for collecting data from a large number of subjects over the same period of time.

3.2 Area of Study

The study was conducted in 14 secondary schools randomly selected from the 22 schools in the four counties of Bugokho, Busoba, Mbale municipality and Bufumbo in Mbale district.

3.3 Population and Samples

The study targeted a population of 22 headteachers, 60 deputies and 1200 teachers in secondary schools in Mbale district. The sample was 14 headteachers, 37 deputy headteachers and 290 registered teachers. This number of samples was deemed representative enough according to Krejcie & Morgan (1970) table for determining sample size from a given population (cited in Amin 2005). Purposive sampling technique was used for selecting headteachers and their deputies as human resource managers. According to Amin (2005) purposive sampling is suitable for focused information. Simple random sampling was used to get the sample for teachers. Simple random sampling is a suitable technique because it presents greater reliability and validity (Welman & Kruger,

2001) (cited in Amin, 2005)

3.4 Instruments and Data Collection

3.4.1 Questionnaire

Questionnaires with close-ended and open-ended questions were used in collecting data from participants. A questionnaire to solicit for teachers' emotional response towards the teaching job in terms of the nature of work (18 items), opportunities for advancement (11 items) and work compensation (10 items) was constructed on a five point Likert scale of strongly disagree, disagree, no answer, agree and strongly agree. Participants were expected to show degree of satisfaction or dissatisfaction with the statements about facet job satisfaction. A questionnaire used to solicit for human resource managers perceptions towards the teaching job in terms of nature of the work, opportunities for advancement and work compensation was also constructed with a five point Likert scale of strongly disagree, disagree, neither disagree nor agree, agree and strongly agree. Respondents were expected to show degree of agreement or disagreement with the statements about facet job satisfaction. Amin (2005) contends that questionnaires are time saving as they are usually well focused and the study population was literate.

3.4.2 Interview Guide

Open ended questions were formulated to solicit information about teacher job satisfaction from headteachers and deputy headteachers. Open-ended questions allow room for free deeper probing and responses. It offers room for additional clarifications.

3.4.3 Validity and Reliability of the instruments

Construct and content validity of the questionnaires was determined through expert judgment. Cronbach's alpha was used to assess the reliability of the questionnaire and its reliability coefficient was found to be 0.89 which indicated that the questionnaire was reliable and valid for the study.

3.5 Procedure

The researcher obtained an introductory letter from Kyambogo University, explaining the purpose of the proposed study. Permission was granted to the researcher by the District Education Officer to have access to the secondary schools necessary for the research during school time. The pre-coded and open ended questionnaires and interview guide used to solicit responses from subjects were piloted on 3 headteachers, 5 deputy headteachers and 27 teachers. 290 teachers and 51 headteachers/deputy headteachers were then randomly selected for the study. The respondents from the selected secondary schools were also assured of confidentiality about their participation because of the fear of being antagonised by the authorities. Owing to the fact that the respondents were spread over study area, research assistants were used to collect data. To minimise errors and ease the process the researcher briefed research assistants on how to administer the questionnaires and interviews. Randomisation was used to control the extraneous factors. The quantitative and qualitative data collected was then analysed using descriptive and inferential statistics.

3.6 Data Analysis and Management

Descriptive and inferential statistics in the form of arithmetic means and standard deviations for respondents was computed for the various facets of job satisfaction. Hypothesis one was analysed using mean, standard deviation and t-test. Hypothesis two was analysed using mean, standard deviation and Pearson's Correlation Coefficient. Hypothesis three was analysed using mean, standard deviation and one way analysis of variance (ANOVA) was used to determine the significance in differences among the headteachers perception about teacher job satisfaction. Question four was analysed by a content analysis of the responses from the respondents.

Chapter Four: Data Presentation, Analysis and Interpretation

4.0 Introduction

This study examined the Dual-factor Theory in analysing actual factors that arouse job satisfaction amongst teachers in secondary schools in Mbale district. This chapter presents statistical analysis of data collected from 276 secondary school teachers and 51 school managers from secondary schools in Mbale district who participated in the study by giving their attitudes and perceptions about the factors that contributed to either job satisfaction or/and dissatisfaction. The study was guided by four objectives namely to; determine the difference in teachers' job satisfaction by gender; determine the correlation between teachers' job satisfaction and the dimensions of nature of work, advancement opportunities and work compensation; determine school managers' perception about teachers' job satisfaction and finally to establish other factors that influence teachers' job satisfaction.

Descriptive and inferential statistics in form of arithmetic means and standard deviations, t-tests, Pearson Coefficient correlation for respondents were computed for gender, nature of work, advancement opportunities and work compensation dimensions of teacher job satisfaction.

4.1.1 Objective one: Job Satisfaction and Gender

Objective one sought to determine the difference in teachers' job satisfaction by gender. The findings are presented by the descriptive statistics in Table 1.

Table 1: Mean, standard deviation and t-tests for job satisfiers and dissatisfier

Variable	Males (n=153)		Female (n=123)		t-value
	Mean	SD	Mean	SD	
Nature of work	50.03	6.91	48.22	7.59	1.83
Advancement	24.43	8.36	20.32	7.73	1.17
Work compensation	18.37	8.84	19.60	7.75	1.22

The findings in table 1 show that in₂₂ regard to individual facets of job

satisfaction there is a difference between male and female teachers. With regard to nature of work, male teachers demonstrated higher job satisfaction ($\bar{x}=50.03$, $SD=6.91$) than female teachers ($\bar{x}=48.22$, $SD=7.59$). The male teachers were more homogeneous than female teachers. The level of job satisfaction was highest for both male and female teachers by nature of work ($\bar{x}=50.03$ and 48.22) respectively and least for work compensation ($\bar{x}=18.37$ and 19.60) respectively. A t-test of significance, however, reveals that this difference is not statistically different ($t=1.83$, $df=276$, $P>0.05$). Regarding the opportunity for advancement, male teachers also demonstrated higher job satisfaction ($\bar{x}=24.43$, $SD=8.36$) than female teachers ($\bar{x}=20.32$, $SD=7.73$). The female teachers were more homogeneous than male teachers. Similarly a t-test shows that there is no statistical difference between male and female teachers ($t=1.17$, $df=274$, $P>0.05$) job satisfaction. Finally job satisfaction by work compensation revealed that females had higher satisfaction ($\bar{x}=19.0$, $SD=7.73$) than male teachers ($\bar{x}=18.37$, $SD=8.86$). The female teachers were also more homogeneous than male teachers. This demonstrates that the levels of satisfaction of teachers in all cases are lower and this is a manifestation that secondary school teachers in Mbale are experiencing low levels of job satisfaction. The problem of job satisfaction is worse with advancement opportunities and level of work compensation than the nature of work.

4.1.2 Objective two: Correlation among nature of work, advancement opportunities and work compensation and job satisfaction

The second objective which guided the study was to determine the correlation among the job dimensions of nature of work, advancement opportunities and work compensation. The findings are presented in Table 2.

Table 2: Pearson Correlation Coefficient for Dimensions of Job Satisfaction

Variable	Nature of work	Advancement opportunities	Work compensation
Nature of work	1.00		
Advancement opportunities	0.07	1.00	
Work compensation	0.05	0.36**	1.00

Significant at $P=0.01$

The findings presented in Table 2 reveal generally low correlations among the dimensions of job satisfaction with job satisfaction. There is a weak positive correlation between advancement opportunities and level of compensation ($r=0.36$, $P=0.01$). However, despite its weak relationship, it is statistically significant. Nature of work and advancement opportunities had a negligible correlation of ($r=0.07$). Work compensation and nature of work equally had a negligible correlation ($r=0.05$), which was not statistically significant. Correlations by gender are also presented in Table 3.

Table 3: Correlations by Gender

Variable		Nature of work	Advancement	Work compensation
Nature of work	Males (n=153)	1.00		
	Females(n=123)	1.00		
Advancement	Males (n=153)	-0.11	1.00	
	Females(n=123)	0.08	1.00	
Work compensation	Males (n=153)	-0.07	.27**	1.00
	Females(n=123)	0.04	.51**	1.00

Significant at $p=0.01$

Correlations were calculated to determine the relationship between job satisfaction dimensions by gender. The relationship between job satisfaction dimensions of nature of work, advancement opportunities and work compensation were generally weak. The findings show that the only statistically significant correlation was observed between advancement opportunities and work compensation among the female teachers with a positive moderate correlation ($r=0.51$, $P=0.01$) and males with a weak positive correlation ($r=0.27$, $P=0.01$). Results show that advancement opportunities and work compensation are in the same direction implying that male and female teachers consider advancement opportunities and work compensation in the same way. Advancement opportunities and nature of work among male teacher have negative correlation for male teachers ($r=-0.01$, $P=0.01$). Nature of work and work compensation among female teachers have a negative correlation ($r=-0.07$, $P=0.01$). The coefficient shows that male teachers consider nature of work in opposite direction with advancement opportunities and income. The correlation between nature of work and promotion females ($r=0.08$, $P=0.01$) and

work compensation ($r=0.04$, $P=0.01$) have a very weak positive correlation, indicating no statistically significant relationship.

4.1.3 Objective three: School Managers Perception about Teachers' Job Satisfaction

The third objective was to determine the perception of school managers about teachers' job satisfaction and the findings are presented in table 4. Headteachers' perception was measured on their educational level, gender and job tenure. In terms of educational level they were categorized as graduate and degree of masters' headteachers, tenure by years of experience.

Table 4: Managers Perception about Teachers' Job Satisfaction

		Nature of work			Advance-ment			Comp-ensation		
		n	Mean	SD	n	Mean	SD	n	Mean	SD
Educ.	Graduate	40	6.68	3.65	40	5.55	1.97	40	4.23	1.53
	Masters	11	6.55	1.29	11	4.64	0.92	11	4.23	1.12
Tenure 2	(5-10yrs)	40	6.41	2.77	41	5.02	1.71	40	4.15	1.44
	3 (10-15yrs)	11	7.60	4.95	10	6.70	1.77	11	5.00	1.33
Gender	Male	26	5.92	2.91	26	5.38	1.86	26	4.65	1.16
	Female	25	7.40	3.52	25	5.32	1.64	25	3.96	1.65

Table 4 shows mean and standard scores of headteachers perception of teachers' levels of job satisfaction. The findings show that the headteachers perceived the nature of work to be providing job satisfaction to teachers more than advancement opportunities and work compensation. Graduate headteachers also tended to perceive higher teacher job satisfaction than masters headteachers. However, the analysis of variance (ANOVA) shows that their differences are not statistically significant ($F=(149)= 2.2$, $P>0.05$). In regard to job tenure, findings show that headteachers with experience above 10 years tended to rate teachers job satisfaction higher than those of experience up to 10 years in all the three dimensions. The ANOVA test of significance shows that there was statistically significant difference in their rating for advancement opportunities ($F = (1.49)=7.62$, $P>0.05$). For work compensation the differences were not statistically significant ($F = (1.49)=2.90$, $P>0.05$) and the same is true for nature of work ($F = (1.49) = 1.05$, $P>0.05$). With respect to gender of headteachers, the female headteachers

tended to rate teachers' job satisfaction higher (\bar{x} =7.4, SD=3.52) than male headteachers (\bar{x} =5.92, SD=2.91). With the nature of work, female headteachers were also more homogeneous than male headteachers. Male headteachers on the other hand rated teachers' job satisfaction higher than female in advancement opportunities (\bar{x} =5.38, SD=1.86) and work compensation (\bar{x} =4.65, SD=1.16). In reference to advancement, female teachers were more homogeneous than male headteachers. In comparison, generally the headteachers rated teachers' job satisfaction to be much higher than teachers did to themselves. These findings further reveal that teachers are not quite satisfied with their jobs especially in respect to work compensation and advancement opportunities. The dimensions of job satisfaction correlate very weakly with job satisfaction.

4.1.4 Objective four: Other factors that influence job satisfaction and dissatisfaction

The study investigated other factors that influence job satisfaction or dissatisfaction and the responses were 887 and 1,890 incidents of satisfaction and dissatisfaction respectively as shown in Table 5 and graphical figures 2 and 3.

Table 5: The frequencies and percentages of the incidents

Satisfaction			Dissatisfaction		
Factors	Freq.	app. %	Factors	Freq.	app. %
Working with children	152	17	Variety of administrative work	151	8
Contribution to society	135	15	Grievance handling	132	7
Teaching itself	81	9	Pupil-teacher ratio	75	4
Teamwork	98	12	Communication	95	5
Job security	9	11	Job security	39	2
Technical supervision	30	3	Technical supervision	132	7
Teacher appraisal	30	3	Responsibility	38	2
Career growth prospects	40	5	Career growth prospects	113	6
Public confidence/Recognition	30	3	Autonomy	151	8
Achievement	82	9	Achievement	95	5
Parental support	45	5	Public confidence/recognition	132	7
School leadership	20	2	Skill utilization	170	9
Participatory decision making	30	3	Participatory decision making	24	13
Responsibility	20	2	Erosion of professionalism	113	6
			System policies and procedure	113	6
			Workplace conditions	113	6
Grand total	887			1,890	

Figure 2: A graphic representation of factors that influence teacher job satisfaction

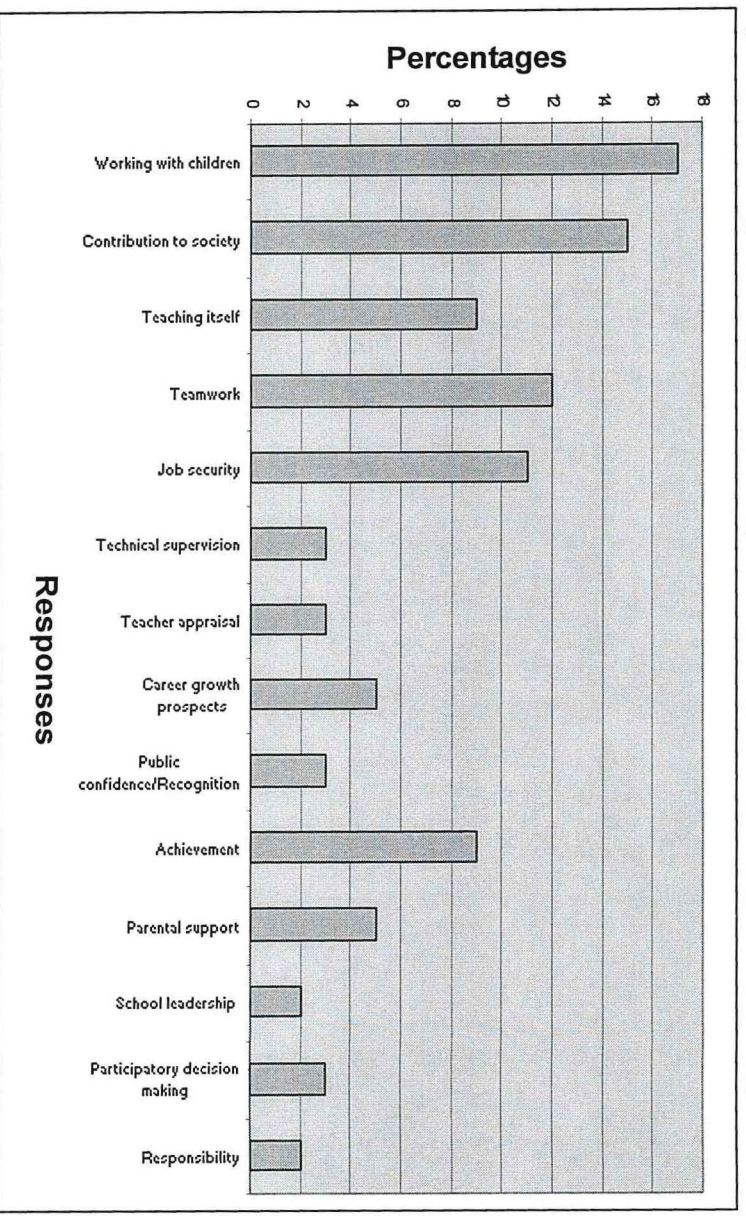
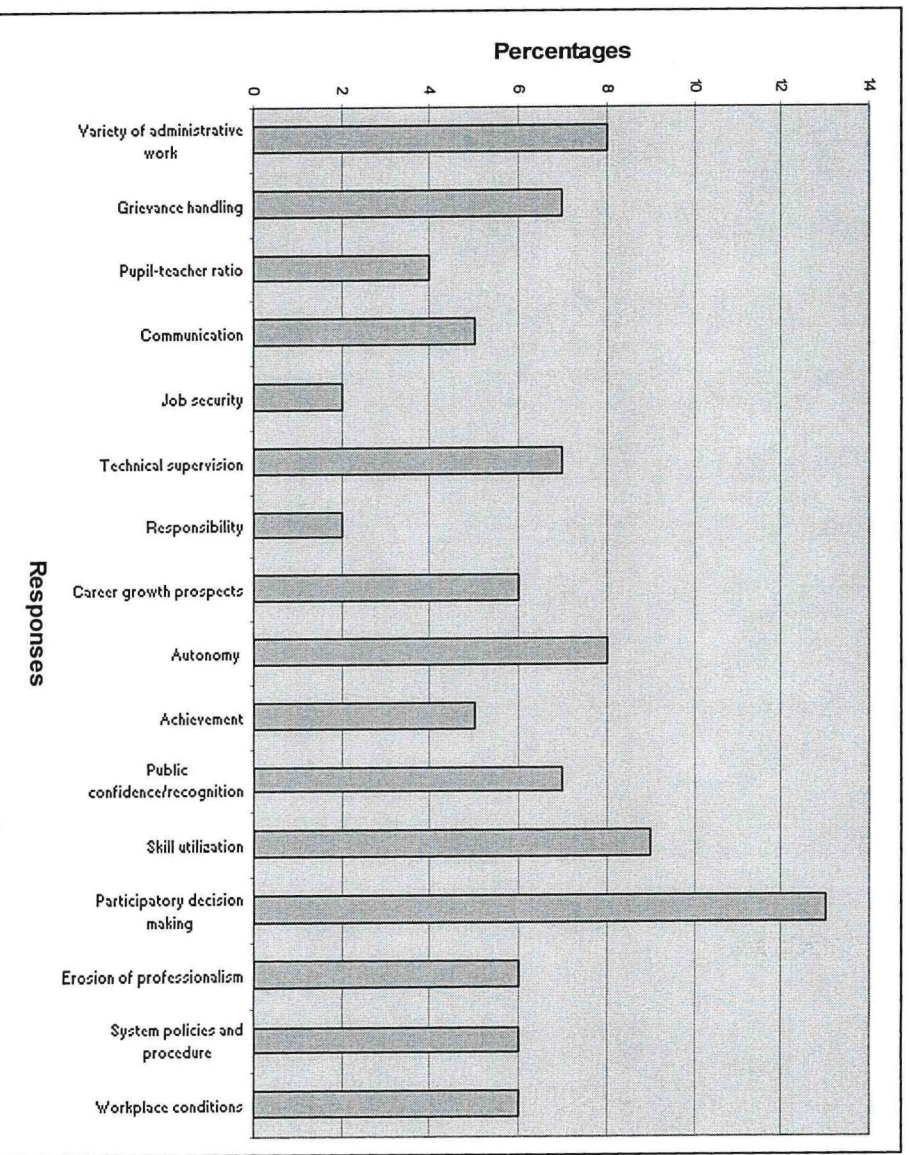


Figure 3: A graphic representation of factors that influence teacher job dissatisfaction



As shown in Table 5 and figures 2 and 3, it was found that working with children

As shown in Table 5 and figures 2 and 3, it was found that working with children contributed 17% toward overall job satisfaction. Many respondents were happy with teaching because of the relationships and the connection that they had with the children that they teach. The teacher's contribution to the communities where they teach and to the wider society increased teacher job satisfaction by 15%. Achievement contributed 9% to teacher overall job satisfaction and 5% to overall job dissatisfaction. Interpersonal relations with fellow workers contributed 12% towards teacher job satisfaction. Teaching itself contributed 9% to overall job satisfaction. Teaching itself was part of some teachers' lives and was key reason that influenced their attitudes and decision to remain in teaching. It was their ambition to become teachers and now they were teachers, thus contented. Growth or possibility of growth contributed 5% to overall job satisfaction and 6% to overall job dissatisfaction. The respondents, especially beginners with teaching experience below 5 years indicated that teaching provides opportunity to learn and acquire new knowledge all the time that no other careers can offer. Inadequate career growth and limited opportunities for further education were factors predominately contributed 11% to job dissatisfaction. Job security contributed 11% to overall job satisfaction and 2% to overall job dissatisfaction. Performance appraisal satisfaction, supervision and recognition contributed 3% to overall job satisfaction. There has been wide outcry especially from female teachers of the poor supervision in the education sector. Several teachers mentioned that there were favouritism and inequities that exist at management level.

Parental support and community relations contributed 5% to overall job satisfaction. Teachers in school settings with great deal of parental and community support on learner discipline or behaviour and pupil motivation acknowledged that they were more satisfied with their teaching job. Responsibility contributed 2% to overall job satisfaction and 2% to overall job dissatisfaction. Limited teacher participation in decision-making, influence over policies/procedures and reform efforts contributed 13% to overall job dissatisfaction. This concern was commonly raised by female teachers. Teachers felt that as part of the team they could also contribute some valuable input into the day-to-day

running of their school. Public confidence and performance appraisal contributed 7% towards teacher job dissatisfaction. Among the feelings expressed were: 'A teacher's work is not appreciated no matter how hard they work or how good they are at teaching.' 'When students pass, parents are praised, but when students fail, teachers are blamed.' Wearing away of professionalism contributed 6% towards teacher job dissatisfaction. Limited freedom and independence in the execution of their duties, this contributed 8% to dissatisfaction.

Limited utilization of skills, system policy and procedure; and frustrations with the variety of administrative routines and accompanying paperwork contributed to overall job dissatisfaction; In addition to teaching many teachers are involved in counselling, dealing with rampant discipline problems and so on. These extra duties make the job more stressful and demanding. Several respondents showed that some of the organizational policies like appraisal system, transfer/posting policy, etc, contributed to job dissatisfaction and needed reform. Mainly negative feedback was the one concentrated upon in the present appraisal system while appreciation was secret. Inadequate feedback and poor communication received from management, pupil-teacher ratios and workload also contributed overall job dissatisfaction. The teachers were particularly unhappy with the way and pace at which the communication about teachers' affairs was handled. High enrolments had been as a result of the introduction of Universal Secondary Education (USE) yet the educational resources remained the same; poor workplace conditions or physical environment contributed towards teacher job dissatisfaction with female teachers more dissatisfied with the existing physical infrastructure than their male counterparts.

Concerning how the above factors could be addressed, teachers were also asked to propose some solutions. The answers given to this question were divided into six categories representing solutions proposed by the teachers. Table 6 summarizes the findings.

Table 6: Summary of the findings

Proposed Solution	%
Good relations/ respect with their colleagues, supervisors and parents, encourage teamwork	25
Improve the level of communication	12
Introduction of better teaching methodologies/work conditions/system policies	24
Job enrichment	13
Democratic and objective teacher evaluation system; and fair system policies and practices	18
Strong representation in educational decision-making bodies	8
Total	100

Table 6 shows 25% of the respondents suggested that enhancing good relations with their colleagues, supervisors, parents and encouraging teamwork would improve teacher job satisfaction. 12% emphasized that there should be improvement in communication among teachers, parents and school administrators. 24% suggested better teaching methods should be used to enhance job satisfaction. Teachers suggested a better work environment - teaching-learning materials, teacher-student ratio, accommodation, transport, avoid hazardous materials like chalk. They further mentioned the need for a stable, secure work environment that includes job security/continuity. Several teachers indicated that the availability of training and other professional growth opportunities would enhance teacher job satisfaction. 13% said that in order to experience high job satisfaction; teachers need a high intellectual challenge through job enrichment that should include increased responsibility, recognition, and opportunities for growth, learning, and achievement and skills utilization. 18% pointed out that there is almost no way for them to gain feedback and praise for good performance or to seek honest advice how to improve. Advancements should be largely on the basis of actual performance and not just experience. 8% suggested that teachers a stronger representation in educational decision-making bodies up to ministerial level.

Chapter Five: Discussion, Conclusion and Recommendations

5.0 Introduction

This study mainly analysed factors that affect teacher job satisfaction basing on Herzberg Dual-factor theory. Teachers and headteachers were examined on three dimensions of job satisfaction namely nature of work, advancement opportunities, work compensation and gender as a demographic factor. This chapter attempts to discuss the findings relating them to the literature review. Conclusions are drawn and recommendations made.

5.1 Discussion of Results

5.1.1 Teacher Job Satisfaction by Gender

The first objective of this study was to determine the difference in teacher job satisfaction by gender. The findings show that female teachers generally have higher job satisfaction than male teachers but male teachers show a higher job satisfaction than female teachers on nature of work and advancement opportunities. This finding supports studies such as Murray & Atkinson (1981); Meng (1990); Clark (1996) and Nezaam, (2005) who found relatively similar results. Clark found men more dissatisfied with the aspect of work compensation compared to women. In contrast, studies by (Oshagbemi (2000); Donohue & Heywood (2004); Robbins et al., (2003) and Knights & Kennedy (2005); Crossman and Harris (2006); Ejimofor (2007) reinforce the argument that gender has no significant link to job satisfaction. Possible explanations for this finding could be that men and women have different expectations from their jobs. The difference in job satisfaction may arise because of the traditional family roles other than gender factor. For instance males are in most cases the bread earners so their focus may be more sensitive to income while females have more domestic responsibilities that tend to consume a lot of time so any additional responsibility for a female teacher at school may be seen as a burden.

5.1.2 Correlation between Nature of Work, Advancement Opportunities Work Compensation and Job Satisfaction

The findings of this study reveal a very weak correlation between the dimensions of job satisfaction but there is significant relation for advancement opportunities and work

compensation. This study supports (Cano & Miller; 1992 and Nezaam, 2005). However, it contrasts with studies by (Neil & Snizek 1987; Vitell & Davis, 1990; Furnham & Gunter; 1993; Gawel, 1997; Cheung & Scherling, 1999; Camilli, 2004) all found a significant positive correlation between nature of work and job satisfaction.

In reference to advancement opportunities, this study concurs with (Sergiovanni, 1967; Cano & Miller, 1992; Nezaam, 2005); who found a weak, positive linear relationship between advancement opportunities and level of employees' job satisfaction. However the study contrasts with studies by (Curry, Wakefield, Price & Mueller, 1986; Gawel, 1997; Pergamit & Veum, 1999; Sclafane, 1999; Kreitner & Kinicki, 2001; Ellickson & Logsdon, 2002; Peterson et al., 2003; Camilli 2004) where satisfaction with advancement opportunities was found to be positively and strongly related to job satisfaction. This study with teachers reveals that advancement opportunities that is an important satisfier in the Dual-factor theory had no significant relationship with job satisfaction. Generally, teaching does not promise advancement prospects even though one has been teaching for many years compared with other professions. The findings of this study also support various studies by (Young, Worchel & Woehr, 1998; Cano & Miller, 1992; Furnham and Gunter; 1993 and Neil & Snizek; 1987 cited in Cheung, & Scherling (1999;) who also found a very weak correlation between work compensation and level of teachers' job satisfaction. Bassett (1994) (cited in Nezaam, 2005), says that lack of empirical evidence exists to indicate that compensation alone improves worker satisfaction or reduces dissatisfaction.

5.1.3 Determining School Managers Perception about Teacher Job Satisfaction

These findings reveal school managers' perceptions about teacher job satisfaction were that teachers are not quite satisfied with their jobs especially in respect to work compensation and advancement opportunities. The headteachers generally indicated that teachers were satisfied with the nature of work but weakly. Therefore these dimensions of dimensions of job satisfaction correlate very weakly with job satisfaction and the headteachers tend to rate job satisfaction higher than the teachers themselves.

5.1.4. Other factors that influence Teacher Job Satisfaction

The findings presented and analyzed in the study indicate that secondary school teachers' perceptions of their satisfaction was strongly connected to the pleasure from working with children, the growth and well being of the children and their contribution to the society. Chance of helping children and seeing them attain, supporting young people to reach their potential, experience success, and grow into responsible adults. This study supports Cockburn (2000) and Dinham & Scott (2000) who contend that the satisfaction of working with children, forming relationships with them, having the opportunity to contribute to the growth and achievement of young individuals, may be common internationally, regardless of country context.

Working collaboratively with other members of the education community especially colleagues improved interpersonal relations that greatly enhanced job satisfaction. This contradicts Dual-factor theory which says relations other workers is dissatisfier. However, this study supports various studies Lee & Dedrick (1991); Rodgers-Jenkinson & Chapman (1991); Cockburn (2000); Abu-Bader (2000); Kreitner & Kinicki (2001) who contend that collegiality and professional interactions among the staff will lead to job satisfaction. Indeed positive social relationships with colleagues are important sources of teachers' emotional health, because colleagues are seen as a source of friendship and a source of social and emotional support. When these relationships do not exist, teachers share deep feelings of dissatisfaction. This study supports Rodgers-Jenkinson & Chapman (1991) who found that teachers who enjoyed good relationships with other teachers and parents, and who felt a part of the school structure, tended to report higher levels of job satisfaction. It should therefore be noted that good interpersonal relations are vital in any working environment because it creates a harmonious context in which workers will enjoy their work.

Other factors such as achievement, achieving personal growth, and job security were important but were not emphasized as much as the joy from working with children and the contribution to the society. This study supports Dinham & Scott (2000); Blase and

Blasé (2000), who pointed that teachers who had the opportunity to develop their skills were more satisfied than those who had not the opportunity to do so. Teachers must therefore have opportunities to try out new practices by taking new roles and creating a culture of inquiry.

Respondents pointed out that performance appraisal satisfaction contributed to overall job satisfaction because to them it was an evaluation process perceived as fair and equitable by their superiors. The findings of the study agree with Blau (nd) who established a significant, positive relationship between employee performance appraisal satisfaction and overall job satisfaction.

This study supports Baron & Greenberg (2003) and DeStefano, Clark, MGavin & Thomas (2006) who indicate that if workers view their superiors as fair and competent and sincere, the level of job satisfaction will be high. Rad, Ali & YarMohammadian, (2006), identify a factor as supportive supervision style characterized by open communication, respect, and recognition that increases employee job satisfaction level. This study further supports Robbins et al. (2003) that supervision forms a pivotal role relating to job satisfaction in terms of the ability of the supervisor to provide emotional and technical support and guidance with work-related tasks. However, poor relationship with superiors led to favouritism, inequities, mistrust or suspicion leading to job dissatisfaction. There was an outcry especially from female teachers about of the poor supervision in the education sector. Supervisors are said to lack human relations and supervisory skills in this field. Employees that perceive their employers as unfair, incompetent and selfish will therefore usually experience a lower job satisfaction. This study also concurs with Ramsey (1997), that supervisors contribute to high or low morale in the workplace.

Teacher participation in decision-making, and influence over school policies by those with administrative positions contributed to overall job satisfaction. This revelation supports studies by Fraser, Draper & Taylor (1998); Bhatti & Qureshi (2007) who suggested that playing part in a given process gives an impression to the

employee that they have certain authority over expected results and hence employees consider these procedures fair. However, limited teacher participation in decision-making, influence over policies/procedures and reform efforts contributed to overall job dissatisfaction. This concern was commonly raised by female teachers. Teachers felt that as part of the team they could also contribute some valuable input into the day-to-day running of their school. Teacher transfers without their own prior consent also seemed so disheartening to them. Teachers have a better insight of what happens at ground level, but management is in most instances not ready to listen to their views. Naturally people are satisfied when they express their views and ideas in their community; it could be argued that teachers would be most likely satisfied if they were involved in decision-making concerning the school.

Teachers in many schools received almost no social recognition for their work. This supports Zembylas. & Papanastasiou (2005). Among the feelings expressed were: 'A teacher's work is not appreciated no matter how hard they work or how good they are at teaching.' The insensitive and disapproving attitudes of parents and the general public towards teachers continue to frustrate them in their work. Teachers are often held responsible for pupils' failure and discipline problems. Low public confidence and social relations, self-esteem in the workplace negatively impacted job satisfaction. It was found that teachers were eager to communicate their perspectives on their own situation, and their views on wider education policy and practice. However, as this work revealed they rarely felt that these views were sought or welcomed. Teachers were aware that much is expected of them; however, they shared their disappointment for the lack of respect and recognition at what they did.

Lowering the respect and recognition of teachers causes disappointment among Ugandan teachers. The wearing away of professionalism for many teachers is the increasing meddling by those education administrators, politicians, the press, school governors. In this study autonomy influenced teacher dissatisfaction. This is in agreement with. This study supports Mulvany (2002) that those organizations, which handled the grievances of their workers efficiently, had highly satisfied workers however where there was

inadequate grievance redress workers experience job dissatisfaction. The finding about skill utilisation is in agreement with the findings of Chopra and Singh (1992) and Brophy (1969) who contend that the less the workers perceived their job as demanding of the qualities they possessed, lower was their level of job satisfaction. Similar findings were also reported and Schwab and Wallace (1973). It is therefore apparent that improved skill utilization will improve the level of job satisfaction among teachers.

According to the respondents the high enrolments that led to job dissatisfaction had been as a result of the introduction of Universal Secondary Education (USE) yet the educational resources remained the same. This supports the findings of United States Department of Education, National (1997) that American teachers were strongly dissatisfied with their workload. Chu et al, (2003) also say that work load may cause a lower job satisfaction level. This study further supports Katharina Michaelowa (2008) that teachers are generally less satisfied with their profession when they have to teach classes with a high number of students. The educational system's efforts to impose solutions to problems like forced transfers and handling of students' indiscipline have brought to the surface strong teacher dissatisfaction. Problems relating to student behaviour and handling of student discipline; problems related to teacher load and expectations for assuming extra-curricular assignments; the demands made upon teachers have grown over the years. In addition to their normal duties more and more teachers are involved in counselling, dealing with rampant discipline problems and so on. These extra duties make the job more stressful and demanding.

Poor workplace conditions or physical environment contributed towards teacher job dissatisfaction. In this study the female teachers are more dissatisfied with the existing physical infrastructure than their male counterparts. This study supports Rodgers-Jenkinson & Chapman (1991); Baron and Greenberg (2003) who showed that workers in higher prestige schools characterised by good working conditions tended to report higher levels of job satisfaction. According to US Department of Education Statistics in 1997, it takes a decent work environment to teach well thus enjoy the job. Art 8 of the 1966 ILO/UNESCO also emphasizes that we must improve the working conditions and

school environment so as to “best promote effective learning and teaching, and enable teachers to concentrate on their professional tasks.” This study further supports Saeed Karimi (2008) and Katharina Michaelowa (2008) that teachers are generally less satisfied with their profession when they have to teach classes with poor school environment. The study further supports Tokuda, Hayao, Ozaki, Bito, Yana & Koizum (2009) who found that a growing number of physicians are dissatisfied and leaving their hospitals because of painful working conditions in hospitals throughout Japan. Favorable workplace conditions are therefore positively related to teachers’ job satisfaction.

This study has demonstrated that teachers’ satisfaction stems from a complex interplay of factors that are linked to their sense of their own worth and value as educators. The Ugandan teachers’ beliefs that they had a positive impact in the lives of their students and made an important contribution to the society generated a sense of satisfaction among teachers. Given that the joy of working with children is almost a universal satisfier for many teachers, the researcher draws attention of education managers to the significance of the factor. The power of this source of satisfaction should not be underestimated as a factor in the teachers’ lives.

Suggestions by respondents about what could be done to enhance teacher job satisfaction, were summarized in six categories as follows: Good relations/ respect with their colleagues, supervisors and parents, encourage teamwork; Improve the level of communication; Introduction of better teaching methodologies/work conditions/system policies; Job enrichment; Democratic and objective teacher evaluation system; and fair system policies and practices; Strong representation in educational decision-making bodies.

5.2 Conclusion

Job satisfaction among teachers is low with male teachers experiencing a higher dimension job satisfaction than female teachers in opportunities for advancement. Male headteachers perceive a higher job satisfaction for teachers than female headteachers.

Graduate headteachers perceive a higher job for teachers than headteachers with

master's degree but the difference is not statistically significant. It can be concluded that job satisfaction is a multi-dimensional phenomenon in that it is not easy to apportion one factor as the only determinant of satisfaction/dissatisfaction with the job. Various factors function concurrently and thus the relations among the factors is more vital than any one factor in isolation. According to this study Herzberg Dual-factor theory satisfiers like advancement opportunities on the contrary caused job dissatisfaction with the teachers. Job security and interpersonal relations that are dissatisfiers according to the Dual-factor theory greatly enhanced teacher job satisfaction. The implication is that what may be a satisfier in one work situation may be a dissatisfier in another work set up. It is vital to understand teacher job satisfaction in a way that has clear potential for implications in policy and practice. What is now needed is serious consideration of how this understanding may be meaningfully applied to efforts to improve teachers' working lives. Hargreaves (1994) says improving teachers' working lives is not an optional extra, but a central component of effective policy-making. It is often assumed that "happier teachers are better teachers" thus an objective of any authority of education should be to maximize teacher satisfaction and minimize dissatisfaction not only for the benefit of teachers themselves but for the sake of learners as well. Voluntary Services Overseas (VSO) (2000) emphasizes that teachers and teachers' organizations have a part to play in claiming their space in education discourse. Dowling and Dauncey (1984), also assert that children will be best served by teachers who are personally and professionally fulfilled.

5.3 Recommendations

It is recommended that further research be conducted to uncover the reasons for these differences. Educators should attempt to ascertain whether the causes of these differences by gender are related to the overall job satisfaction of secondary teachers.

It is recommended that a larger sample of teachers be used to further investigate the impact of gender on job satisfaction.

Establish a democratic and objective evaluation system as teachers feel that with the current system there is almost no way for them to gain feedback and praise for good

performance or to seek honest advice how to improve. Advancements should be largely on the basis of actual performance and not just experience.

Government should raise its income tax thresholds so that taxation is not so heavy on low salary as teachers. Teaching should be made more rewarding as a career with prospects of professional growth and financial reward. Incentives like exemption from teachers paying fees payment for biological children may have positive impact on teacher satisfaction.

Teachers should have a stronger representation in educational policy-making bodies at various levels in order to contribute some valuable input into the affairs of the educational systems and day-to-day running of their school.

Teachers need a better work environment with minimal interference and with improved instructional materials, teacher-student ratio, accommodation, transport, avoid hazardous materials like chalk.

Offer an environment in which teachers are supported by an accessible and supportive supervisor who provides timely feedback as well as improved supervision and also where teachers enjoy good relations with parents and their colleagues or teamwork

Teacher job satisfaction may also be improved through job enrichment by giving teachers wider and challenging responsibilities including supervision, professional development, and full utilization of skills than just class teaching. Content curriculum needs revision in order to enhance the teachers' intellectual challenges.

This study raises concerns for research: What factors change some teachers' perceptions from satisfaction to dissatisfaction over time, especially in the situation of Low Income Countries (LICs)? Why do some teachers enjoy their jobs while others, in very similar conditions do not? How might teachers be encouraged to develop more satisfaction in their job and deal with the existing dissatisfaction? Such research could provide further insight into teacher job satisfaction mostly in the context of developing countries.

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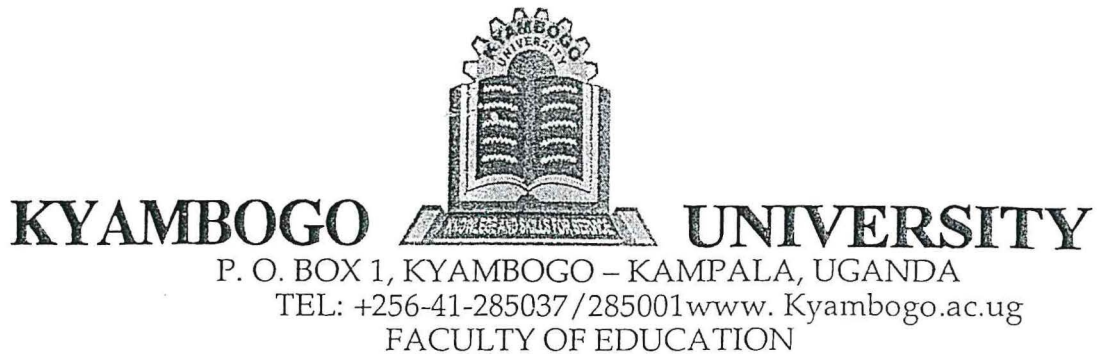
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APPENDICES

Appendix I: Introductory Letter



DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Our Ref:

Your Ref:

Date: 3rd September 2009

TO WHOM IT MAY CONCERN

This is to certify that **MR. NAKASALA JOHN WAMATSEMBE** is a student in our department. He is carrying out research as one of the requirements of the course. He requires data and any other information on this topic.

DUAL – FACTOR MOTIVATIONAL THEORY AND ITS APPLICATION TO THE MANAGEMENT OF TEACHERS IN SECONDARY SCHOOLS IN MBALE DISTRICT UGANDA.

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

Yours faithfully



EDITH MBABAZI
HEAD OF DEPARTMENT

Appendix III: Teacher Attitude Job Satisfaction Questionnaire

Dear Respondent

The purpose of this questionnaire is to request you to tell how you feel about your teaching job, what things you are satisfied with and what things you are not satisfied with. On the basis of your responses and those of other teachers, the researcher hopes to get a better understanding of the things teachers like and dislike about their teaching job.

This study is also to enable the researcher to meet the requirements for the award of Masters Degree in Educational Policy, Planning and Management of Kyambogo University.

The information obtained will be used specifically for the above purpose and treated with utmost confidentiality it deserves.

Please tick in the box provided/fill in the space provided the appropriate response. In order to obtain a true picture of your feelings about your teaching job, you are requested to be frank and honest.

SECTION A

1. Age:

Below 20	20 - 25	26 - 30	31 - 35	36 - 40	41 - 45	45 Above

2. Gender: Male Female

3. Educational Level: Grade 5 Graduate
Masters Degree Doctorate

4. Job status: Permanent Contract
Part-time

5. Marital Status: Married Single
Divorced Widowed

6. Tenure/ Teaching experience (Years):

Below 5	6 - 10	11 - 15	16 - 20	21 - 25	25 Above

SECTION B

Read each statement carefully and indicate the extent to which you agree or disagree with the following statements regarding your teaching job.

Ask yourself: How *satisfied* am I with this aspect of my job? On my teaching job, this is how I feel:

		Strongly Agree	Agree	No Ans	Dissag	Strongl Dissag
1	The teaching work is in certain cases tiresome					
2	I participate in setting the school curriculum i.e. what to teach the learners					
3	Teaching is at times unpleasant as <i>some</i> of its activities like marking are not enjoyable					
4	I can decide on my own what to teach the learners and this allows creativity					
5	The job adds pressure and tension to my life because of much work load					
6	I teach the same subjects and material at the same level (class) every year					
7	There are limited chances to use <i>my own</i> teaching methods					
8	My work consists of new and different job activities from time to time					
9	Teaching is routine and repetitive work					
10	Teaching is in certain cases not an Interesting job					
11	I sometimes worry about work issues when at home					
12	I easily achieve the set targets like schemes of work and lesson plans					
13	Teaching does not cause stress/pressure to me					
14	My job gives me opportunity to fully utilise and develop my skills					
15	It is to some extent a frustrating job because of my students' academic failures					
16	I can easily realise or trace final results in form of my students who completed school					
17	Most of the time I am too busy with lesson preparation and marking					
18	Teaching is a prestigious or status job compared to others					
19	I am satisfied with my job in relation to opportunities for promotion					
20	There are limited chances of job promotion in teaching					
21	Teaching occupation is like a dead-end job with limited chances for promotion					
22	Proper criteria is used in case of teacher promotions					
23	Promotions in my job are usually on merit					
24	Teaching occupation has good chances for promotions					
25	Teaching occupation has regular promotions					
26	If possible I would move to another job with better opportunities for promotion					
27	I have ever been given opportunity for promotion					
28	There is a fair promotion policy which boosts job satisfaction					
29	There are high chances in teaching for those who want to get to higher positions					
30	My present income meets most of my needs					
31	Income is enough in relation to my performance					
32	Income is too low to afford the basic needs					
33	I earn more money compared to others in other occupations					
34	Income is meaningful to me and makes me enjoy my job					
35	I earn less than I deserve					
36	To be satisfied with my job I need nothing else but a competitive income					
37	Income is insecure making the job less enjoyable					
38	Income is competitive with that of other occupations					
39	The income is too low to live on					

SECTION C

1. In your opinion, apart from the nature of work, opportunities for promotion and compensation, what other factors presently affect the level of satisfaction in your teaching job. Put an **X** across the provided space in case you have no response.

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2. In your view, what specific things could be done to improve your job satisfaction? Put an **X** across the provided space in case you have no response.

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Appendix IV: Human Resource Manager (Headteachers and Deputy Headteachers) Job Satisfaction Opinion Questionnaire

Dear respondent

The purpose of this questionnaire is to request you to tell how you feel about the teaching job, what things your teachers are satisfied with and what things they are not satisfied with. On the basis of your responses and those of other headteachers, the researcher hopes to get a better understanding of the things teachers like and dislike about their teaching job.

This study is also to enable the researcher to meet the requirements for the award of a Masters Degree in Educational Policy, Planning and Management of Kyambogo University.

The information obtained will be used specifically for the above purpose and treated with utmost confidentiality it deserves. Thank you very much for your time and cooperation in filling this questionnaire.

Please tick in the box provided/fill in the space provided the appropriate response. In order to obtain a true picture of your feelings about your teaching job, you are requested to be frank and honest.

SECTION A

1. Age:

Below 20	21- 25	26 - 30	31 - 35	36 - 40	41 - 45	45 Above

2. Gender: Male Female

3. Highest professional qualification: Grade 5 Graduate
Masters Degree Doctorate

4. Terms of employment: Permanent Acting
Contract

5 Management experience/Tenure (Years):

Below 5	5 -10	11-15	16-20	21-25	25 Above

SECTION B

Read each statement carefully and indicate the extent to which you agree or disagree with the following statements regarding teachers and their work in your school:

		Strongly Agree	Agree	No Ans	Dissag	Strongly Dissag
1	Generally teachers have a positive attitude towards their opportunities for promotion					
2	Teachers are highly motivated to work because they are contented with their income					
3	Absenteeism is high because teachers are not satisfied with the opportunities for promotion					
4	Teachers are always comfortable with the nature of the teaching job					
5	The level of work pressure among the teaching staff is high causing less enjoyment					
6	Teachers are happy with the job because they are involved in job decision making					
7	Teachers are happy with the job because they perform new activities from time to time					
8	Teachers leave this occupation as a result of low income					
9	The nature of the teaching job gives teachers a lot of job satisfaction					
10	Teachers have other jobs during normal working time to meet their basic needs					
11	Teachers are not happy about their present income					
12	Teachers get chance to express their views about the curriculum and study content					
13	Teachers enjoy their job because they are well paid for their effort					
14	Job satisfaction among teachers is high because the work is challenging and enjoyable					
15	Teachers are not satisfied with the criteria for promotion					
16	Teachers exhibit teamwork because their work is prestigious or high status job					
17	Teachers are happy with their career promotion policy					

Appendix V: Interview Guide for Head Teachers/Deputy Head Teachers

1. How do you rate the level of job satisfaction between male and female teachers in your school?
2. Do you think the current teacher pay is a source of job satisfaction or dissatisfaction to teachers? If yes, in what ways?
3. Do you think proper management of teacher's compensation could improve teachers' job satisfaction? If yes, explain how?
4. Do you think there are differences between male and female teachers in their job satisfaction in relation to nature of work, opportunities for promotion and work compensation? If yes, why?
5. Are there other factors apart from nature of work, their opportunities for promotion and compensation that you think do influence teachers' job satisfaction? If any, explain how they influence teacher job satisfaction.

Appendix VI: Statistics for teachers Opinions

Demographics factors Frequency table

		<u>Age</u>	
		Frequency	Percent
Valid	2.00	69	25.00
	3.00	92	33.00
	4.00	55	19.00
	5.00	32	11.6
	6.00	15	5.4
	7.00	13	4.7
	Total	276	100

Gender

		Frequency	Percent
Valid	1.00 (male)	153	55.4
	2.00 (female)	123	44.6
	Total	276	100

Education level

		Frequency	Percent
Valid	1.00 (Grade 5)	95	34.4
	2.00 (Graduate)	168	60.9
	3.00 (Masters)	13	4.7
	Total	276	100

Job Status

		Frequency	Percent
Valid	1.00 (permanent)	146	52.9
	2.00 (part-time)	100	36.2
	3.00 (contract)	30	10.9
	Total	276	100

Marital Status

		Frequency	Percent
Valid	1.00	145	52.5
	2.00	108	39.1
	3.00	19	6.9
	4.00	4	1.4
	Total	276	100.

Group statistics

Gender	N	Mean	Standard deviation	Std error mean
1.00 Male	153	50.0261	6.9054	.5583
2.00 female	123	48.4228	7.5877	.6842

Independent samples

			t-test for equality of means	
	t	df	Sig. (2-tailed)	Mean difference
Nature of work	1.834	274	.068	1.6034

t-test

Gender	N	Mean	Standard deviation	Std error mean
Promotion 1.00 Male	153	21.4706	8.3556	.6755
2.00 Female	123	20.3252	7.7264	.6967

Independent samples t-test

			t-test for equality of means	
	t	df	Sig. (2-tailed)	Mean difference
Promotion	1.170	274	.243	1.1454

t-test

Group statistics

Gender	N	Mean	Std deviation	Std error mean
Compensation 1.00 Male	153	18.3660	8.8405	.7147
2.00 Female	123	19.6016	7.7478	.6986

Independent samples t-test

			t-test for equality for means	
	t	df	Sig. (2-tailed)	Mean difference
Compensation Equal variance assumed	-1.219	274	.224	-1.12356

Statistics

		Nature of work	Promotion	Compensation
N	Valid	276	276	276
	Missing	0	0	0
Mean		49.3116	20.9601	18.9167
Std. deviation		7.2481	8.0869	8.3790

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20.00	1	.4	.4	.4
	23.00	1	.4	.4	.7
	30.00	1	.4	.4	1.1
	32.00	2	.7	.7	1.8
	33.00	2	.7	.7	2.5
	34.00	2	.7	.7	3.3
	35.00	2	.7	.7	4.0
	37.00	3	1.1	1.1	5.1
	38.00	8	2.9	2.9	8.0
	39.00	2	.7	.7	8.7
	40.00	4	1.4	1.4	10.1
	41.00	5	1.8	1.8	12.0
	42.00	11	4.0	4.0	15.9
	43.00	12	4.3	4.3	20.3
	44.00	17	6.2	6.2	26.4
	45.00	8	2.9	2.9	29.3
	46.00	10	3.6	3.6	33.0
	47.00	12	4.3	4.3	37.3
	48.00	17	6.2	6.2	43.5
	49.00	15	5.4	5.4	48.9
	50.00	9	3.3	3.3	52.2
	51.00	16	5.8	5.8	58.0
	52.00	14	5.1	5.1	63.0
	53.00	21	7.6	7.6	70.7
	54.00	17	6.2	6.2	76.8
	55.00	10	3.6	3.6	80.4
	56.00	9	3.3	3.3	83.7
	57.00	12	4.3	4.3	88.0
	58.00	4	1.4	1.4	89.5
	59.00	7	2.5	2.5	92.0
	60.00	7	2.5	2.5	94.6
	61.00	11	4.0	4.0	98.6
	62.00	1	.4	.4	98.9
	63.00	3	1.1	1.1	100.0
	Total	276	100.0	100.0	

TOTPROMO

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	2	.7	.7	.7
	2.00	4	1.4	1.4	2.2
	5.00	5	1.8	1.8	4.0
	6.00	2	.7	.7	4.7
	7.00	3	1.1	1.1	5.8
	8.00	3	1.1	1.1	6.9
	9.00	8	2.9	2.9	9.8
	10.00	2	.7	.7	10.5
	11.00	8	2.9	2.9	13.4
	12.00	6	2.2	2.2	15.6
	13.00	10	3.6	3.6	19.2

	14.00	11	4.0	4.0	23.2
	15.00	4	1.4	1.4	24.6
	16.00	8	2.9	2.9	27.5
	17.00	15	5.4	5.4	33.0
	18.00	19	6.9	6.9	39.9
	19.00	6	2.2	2.2	42.0
	20.00	8	2.9	2.9	44.9
	21.00	10	3.6	3.6	48.6
	22.00	12	4.3	4.3	52.9
	23.00	24	8.7	8.7	61.6
	24.00	8	2.9	2.9	64.5
	25.00	8	2.9	2.9	67.4
	26.00	17	6.2	6.2	73.6
	27.00	10	3.6	3.6	77.2
	28.00	12	4.3	4.3	81.5
	29.00	7	2.5	2.5	84.1
	30.00	9	3.3	3.3	87.3
	31.00	10	3.6	3.6	90.9
	32.00	4	1.4	1.4	92.4
	33.00	10	3.6	3.6	96.0
	34.00	1	.4	.4	96.4
	35.00	6	2.2	2.2	98.6
	36.00	1	.4	.4	98.9
	37.00	2	.7	.7	99.6
	39.00	1	.4	.4	100.0
	Total	276	100.0	100.0	

TOTINCOM

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	9	3.3	3.3	3.3
	1.00	2	.7	.7	4.0
	2.00	3	1.1	1.1	5.1
	3.00	3	1.1	1.1	6.2
	4.00	1	.4	.4	6.5
	5.00	5	1.8	1.8	8.3
	6.00	5	1.8	1.8	10.1
	7.00	4	1.4	1.4	11.6
	8.00	5	1.8	1.8	13.4
	9.00	5	1.8	1.8	15.2
	10.00	4	1.4	1.4	16.7
	11.00	7	2.5	2.5	19.2
	12.00	5	1.8	1.8	21.0
	13.00	9	3.3	3.3	24.3
	14.00	17	6.2	6.2	30.4
	15.00	6	2.2	2.2	32.6
	16.00	10	3.6	3.6	36.2
	17.00	10	3.6	3.6	39.9
	18.00	14	5.1	5.1	44.9
	19.00	13	4.7	4.7	49.6
	20.00	7	2.5	2.5	52.2

	21.00	9	3.3	3.3	55.4
	22.00	12	4.3	4.3	59.8
	23.00	12	4.3	4.3	64.1
	24.00	21	7.6	7.6	71.7
	25.00	14	5.1	5.1	76.8
	26.00	7	2.5	2.5	79.3
	27.00	6	2.2	2.2	81.5
	28.00	11	4.0	4.0	85.5
	29.00	15	5.4	5.4	90.9
	30.00	15	5.4	5.4	96.4
	31.00	3	1.1	1.1	97.5
	32.00	6	2.2	2.2	99.6
	36.00	1	.4	.4	100.0
	Total	276	100.0	100.0	

Correlations (females)

		Nature of work	Advancement	Compensation
Nature of work	Pearson correlation	1.000	.008	.038
	Sig. (2-tailed)	.	.929	.676
	N	123	123	123
Advancement	Pearson correlation	.008	1.000	.511**
	Sig. (2-tailed)	.929	.	.000
	N	123	123	123
Compensation	Pearson correlation	.038	.511**	1.000
	Sig. (2-tailed)	.676	.000	.
	N	123	123	123

** . Correlation is significant at the 0.001level (2-tailed)

Correlations (males)

		Nature of work	Advancement	Compensation
Nature of work	Pearson correlation	1.000	.114	.072
	Sig. (2-tailed)	.	.159	.376
	N	153	153	153
Advancement	Pearson correlation	.114	1.000	.272**
	Sig. (2-tailed)	.159	.	.001
	N	153	123	153
Compensation	Pearson correlation	.072	.272**	1.000
	Sig. (2-tailed)	.376	.001	.
	N	153	153	153

** . Correlation is significant at the 0.001level (2-tailed)

Appendix VII: Statistic for Managers Perceptions

		Gender	Educ level	Tenure
N	Valid	51	51	51
	Missing	0	0	0
Mean		1.4902	2.2157	12.1961
Std deviation		.5049	.4154	.4010

One way Gender

		N	Mean	Std. deviation	Std. Error	95% Confidence Interval for Mean	
						Lower bound	Upper bound
Advancement	1.00	26	5.3846	1.8564	.3641	4.6348	6.1344
	2.00	25	5.3200	1.8421	.3684	4.5596	6.0804
	Total	51	5.3529	1.8311	.2564	4.8379	5.8679
Compensation	1.00	26	4.6538	1.1642	.2283	4.1836	5.1241
	2.00	25	3.9600	1.6452	.3290	3.2809	4.6391
	Total	51	4.3137	1.4490	.2029	3.9062	4.7213