

Examining Challenges Encountered in Promoting Teacher Job Satisfaction in Secondary Schools of Kyenjojo District Western Uganda

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Abstract

Job satisfaction can be understood as a collection of attitudes, feelings that workers have about their job. The objective of this study was identifying challenges faced in promoting teacher job satisfaction in secondary schools of Kyenjojo District Western Uganda. The Study was descriptive in nature and copies of a questionnaire were used to collect data. The data were collected from which the sample was drawn for the study, consisted of thirty (30) teachers in public and fifty (50) teachers in private secondary school, plus (8) principals in both public and private Secondary Schools of Kyenjojo District. The findings were Job satisfaction is a hard factor to determine by managers in education the findings were drawn after the descriptive and inferential analysis, Means, Standard Deviation and, were run to test the hypotheses. Generally teachers were less satisfied with advancement, compensation, supervision, human-relation, and working conditions.

Keywords: Job satisfaction, Attitude, Public schools, working conditions

1. Introduction

Job satisfaction develops in an individual a sense of belongingness, attainment of basic needs, such as food, accommodation and security (D'Souza, 2002). He also attested that people desire to do something to satisfy their needs, this is what stimulates people first, before anything else. Once people obtain their needs they get happy and carry on with their careers.

In schools job satisfaction has to do with obtaining goals and objectives. Onyango (2002) attests that job satisfaction entails good communication and cooperation. However, Dean (1992) accords that pupil development and learning is a major motivation for most teachers and also creates enough satisfaction in the teaching profession. Awanbor (2005) asserts that poor motivation due to insufficient pay, poor teaching environment, listless and unmotivated learners in the classroom the teachers have left the profession. Those who remain no longer teach and students in turn no longer learn.

Ayeri and Popoola (2007) affirm that a well managed organization usually sees an average worker as the root source of quality and productivity gains. Satisfied workers, in that case are seen as fundamental elements of achieving the goals and objectives. A school can achieve its prospective through well motivated and satisfied teaching personnel. A teacher who is dissatisfied can be irritable and may create tensions which can bring about negative influences in a student's learning process and consequently affecting the academic achievement.

Job satisfaction is an important component in the school environment and absence of it leads to reduced organizational commitment (Tella, Ayeni, & Popoola, 2007). Lacking job satisfaction makes teachers often times leave the profession and try other things. Teachers decide to go other professions, they term as green pastures Alexander et al (1997). Improving teacher job satisfaction to successes much at attention to it is required and ignoring it will lead to a slump in the education arena. Educational leaders and administrators/managers have to pay special attention to the phenomena of motivation and job satisfaction.

2. Statement of the Problem

According to Shann (2001), “teacher satisfaction has been shown to be a predictor of teacher retention, determinant of teacher commitment, and, in turn, a contributor to school effectiveness.” This implies that teacher job satisfaction is an important phenomenon for secondary school teachers, their employers and students at large. Teachers’ commitment and effectiveness solely depend on motivation, morale and job satisfaction (Shann, 2001). This implies that teacher motivation and job satisfaction are important phenomena for all organizations including schools in any country. A survey conducted recently on teachers’ motivation and job satisfaction in 12 countries in Asia and Sub-Saharan Africa including Tanzania raises concerns about the influence of low teacher job satisfaction on teachers’ absenteeism, lateness and lack of commitment to their work (Bennell & Akyeamong, 2007). Additionally, teachers’ satisfaction is not only important to teachers themselves as civil servants, educational managers and leaders and employers but also to students in all types of schools. According to Shann (2001), “teacher satisfaction has been shown to be a predictor of teacher retention, determinant of teacher commitment, and, in turn, a contributor to school effectiveness.” This implies that teacher job satisfaction is an important phenomenon for secondary school teachers, their employers and students at large. The phenomenon of teacher job satisfaction has been widely studied for over six decades in the developed countries and thousands of articles have been published. However, there is a limited literature about teachers’ job satisfaction in developing nations south of the Sahara and Tanzania in particular.

What challenges do teachers face in trying to seek for job satisfaction in Kyenjojo District Secondary Schools?
What could be the viable ways of handling the challenges facing teacher job satisfaction in Kyenjojo District?

3. Theoretical Framework

Job satisfaction related to motivation in many ways according to (Mbua, 2003). Thus the theories of motivation can help us in underscoring job satisfaction. Theories of motivation and job satisfaction and those theories are categorized into two: (1) Maslow’s need theory, (2) Herzberg’s Two Factor Theory. These theories are very prominent in helping to understand job satisfaction and motivation in a clear way. However this study will solely be guided by Maslow’s need theory. Abraham Maslow propounded the theory of motivation and job satisfaction over sixty years ago. In his theory, Maslow claims that human beings have desires, wants and needs and those human needs are arranged in a hierarchy beginning with the most basic to the highest and these are: (1) physiological needs, (2) safety or security needs, (3) social and belonging or affiliation needs, (4) Self esteem, ego or status needs and (5) the need for self actualization (Mbua, 2003). According to Maslow’s theory suggest what organizations can do to satisfy and motivate their respective employees. This gives a clear picture on how the theory can be applied in organizational contexts, be it in a school. Employees are people with complex needs that must be satisfied lives and to perform effectively in the workplace.

4. Findings

4.1 Challenges teachers face in trying to seek for job satisfaction in the secondary schools of Kyenjojo district

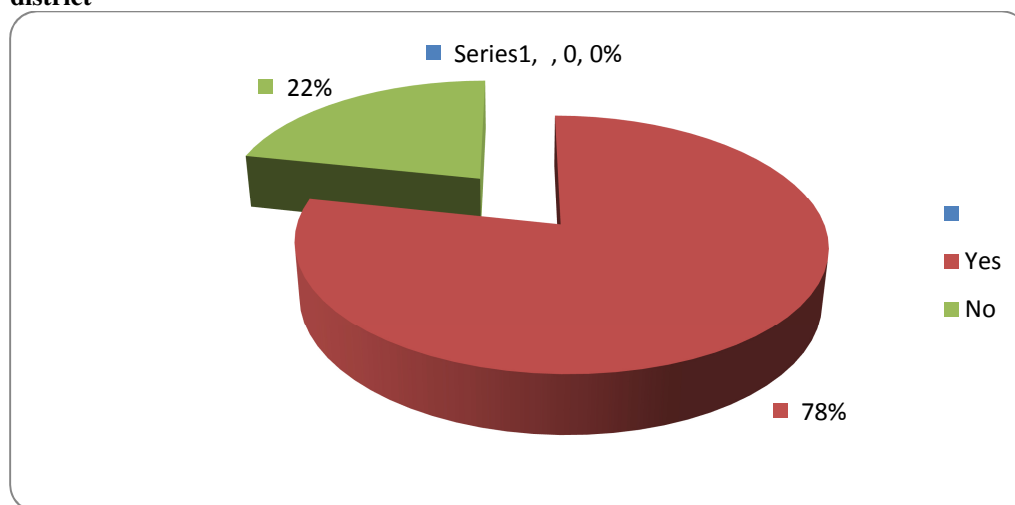


Figure 1. Response by teachers on whether there are challenges met while seeking to job satisfaction

Majority (78%) of the teachers indicated that they encounter various challenges meet while the least (22%) of the teachers indicated that there are no challenges met, as shown above.

The study therefore went ahead to establish some of the challenges being faced in the area of study that could easily lead to less job satisfaction among the secondary school teachers. Data on the same is as presented

Table 1. Challenges faced by secondary school teachers while seeking Job satisfaction

Challenge s encountered	Very often (%)	Often (%)	Rarely (%)	Sometimes (%)	Very rarely (%)
Challenged with few physical resources in the school such as classrooms, laboratories and libraries	71.1	14.4	6.2	4.1	4.1
Poor financing of school activities by the government	32.6	48.5	6.2	9.3	4.1
Poor government policies that they fail to implement	27.8	41.2	14.2	12.4	4.1
There is limited provision of teaching and learning resources such as text books	40.2	35.1	8.3	11.3	5.2
Faced with limited chances for in-service training	41.2	34.0	11.3	4.1	9.3
Some school managers are not cooperative with teachers	16.5	18.6	34.1	23.7	7.2
Failure to implement the curriculum	35.1	40.2	25.8	-	-

Response by teachers on challenges faced in the area of study towards their satisfaction levels in their schools are as shown. The findings indicated that there are various challenges faced by in a bid to ensure job satisfaction in the school towards the attainment of the educational goals. In terms of physical resources, majority (85.5%) of the teachers in all secondary schools felt that schools more often are faced with the challenges of the resources in the school such as classrooms, laboratories and libraries while the least (8.2%) felt that it is not a challenge. This is closely related to the response on the provision of the teaching and learning resources. Majority (95.3%) of the teachers said that it is more a challenge that there is limited provision of teaching and learning resources such as text books. This in most cases has led to failure to implement the curriculum as responded to by majority (75.3%) of the teachers.

In the same table, it is vivid that poor financing of school activities by the government is mentioned too as a challenge, 81.1% of the teachers felt that it more often a challenge while the least (13.4%) felt that it is not more often a challenge. On the same wavelength is the policy where majority (69%) of the teachers blamed poor government policies that they fail to implement the good policies they have while 16.5% of the teacher participants were of the view that it is not really a great challenge as such. Teachers on the other hand said that they are faced with limited chances of in-service as indicated by 75.2% of the teachers in the area of study while the least (13.4%) never see this as challenge and that some teachers (35.1% see head teachers not being cooperative with them as a challenge, 34.1% undecided while 29.9% disagreed.

4.2 Ways of improving teacher job satisfaction can be enhanced in secondary schools

The study sought information on how job satisfaction of teachers in the secondary schools in the area of study can be enhanced and data on this issue were analyzed and are presented in this section. The data for this was mainly collected from the head teachers because of the authority entrusted in them by the M.O.E as agents of the TSC. Data captured are as shown in Figure 4.6

4.3 Solutions to challenges of teacher job satisfaction

majority (88.0%) of the participants were of the view that there is need for good induction given to teachers on the their day of assignment and that it should be continuous to boost ones professional development; a good number (83.1%) felt that there is need always to encourage teachers when they are challenged with various issues in life. This calls for the well established guidance and counseling to the teachers when hit by problems.82% of the participants felt that there is need to promote teachers on merit; 80% saw there is need to delegate and involve teachers on decision making of any kind within the school as this restores confidence in them; 76.9% said that there is need to offer further raining, 64.7% said support them in welfare; 56.9% talked of encouraging open discussions while 45% talked of understanding the concerns teachers are facing.

5. Conclusions

Teacher's job satisfaction has been hit by a number of setbacks and needs to be enhanced, through organization of good induction programs, professional encouragement for the failing teachers, should be emphasized.

There is need for give most teachers' further training. This will bring about professional expertise. Teachers also need to be listened and also most schools develop welfare programs to cater for teachers' extra needs.

Recommendations made were: Stakeholders need to carry out research and establish the pertinent needs of teachers in most secondary schools. Teachers are taken for granted and are seen as machines for producing quality grades. This demeans the integrity of a teacher and purpose. Thus, more efforts are need to know teachers well-being first before understanding the quality of service they offer

The government needs to provide a fair wage to all its employees, this includes teachers. Teachers quite often undermined salary ways; this needs to be checked on. The teaching profession should be given priority, since it is a backbone of the society.

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