

**EFFECTS OF JOB SATISFACTION ON MOTIVATION OF TEACHERS IN SECONDARY
SCHOOLS IN KITGUM MUNICIPALITY**

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RM17M03/003

**A DISSERTATION SUBMITTED TO THE FACULTY OF SOCIAL SCIENCES IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A DEGREE OF MASTER
OF ARTS IN COUNSELING PSYCHOLOGY OF UGANDA CHRISTIAN UNIVERSITY**

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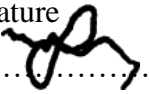
ABSTRACT

The purpose of the study was to establish the relationship between job satisfaction and intrinsic and extrinsic motivation of teachers in secondary schools in Kitgum Municipality. To determine the level of intrinsic and extrinsic motivation of teachers in secondary schools, to establish the level of job satisfaction of teachers in secondary schools, to establish the relationship between job satisfaction and intrinsic and extrinsic motivation of teachers in secondary schools in Kitgum municipality, to assess role of counselling psychologist in enhancing job satisfaction of teachers in secondary schools in Kitgum Municipality. Researcher used sample sizes 142 respondents from target population 209 through simple random and purposive sampling methods. Research approaches used was qualitative and quantitative research approaches. Researcher used questionnaires for secondary school teachers and informant interview guides for school Administrations, Municipal Education Officer (MEO) and School counsellors to get information for the study. The descriptive design was employed for the study. Findings showed a strong positive significant relationship between job satisfaction and intrinsic motivation of secondary school teachers ($r = .503^{***}$) and no statistically significant ($r = .034$, $P = .684$) relationship between job satisfaction and extrinsic motivation. The correlation analysis revealed that non – significant relationship between intrinsic motivation and extrinsic motivation ($r = .057$, $P = .499$). The study further concluded that the attitudes of teachers towards teaching as their career are both positive and negative attitudes. This is because their attitudes towards teaching as their career depended on the level they are trying to achieve for example there are some teachers who have taught for many years and the length of time they have taken makes them very happy with the teaching and others are frustrated with the work they do. It was also concluded that teachers to be motivated through; recognition, allowances, giving gifts and food baskets every term and taking teachers for outings so as to refresh their minds. Motivation of teachers is faced with a number of challenges like; limited resources in terms of finances, lack of commitment and the need to increase the remuneration for the teachers and conducting counselling sessions for teachers to air out their problems and find solutions to the problems affecting them.

DECLARATION

I, Aciro Lucy Odongkara, I agree that this research work is mine and no any other persons submitted it to the University and with lord Jesus Christ everything is possible (Luke 1: 37).

Signature


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Date

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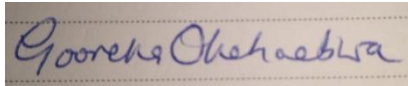
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APPROVAL

This research report submitted in School of Social Sciences in Uganda Christian University with my authorization.

Signature

A rectangular box containing a handwritten signature in blue ink. The signature appears to be "Gooreka Okahaabwa Bagabe".

Date: 24 May 2023

GOOREKA OKAHAABWA BAGABE PsyD

Supervisor

DEDICATION

I dedicated my research to my lovely parents (late Odongkara Gaston Billgraham, Lalango Rose Odongkara.) My sisters (Akongo Eunice, Adong Harriet, Atim Harriet and Akwero Grace, Lamaro Winnifred, Aloyo Agness, my brothers (William, Okello Richard and Odoch Apollo) and children (Gifty, Fortunate, Doris, Kingship, Daniel, Akole, Moses, Dan, Smith, Evis, Gabriel, Among Brenda, Aber Prisca, Aloba Gladys, Okonya Faith, Franka for their tireless patience, support, understanding and encouragement in all aspects during the course of my study. May the Lord's blessing be with you.

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ABBREVIATIONS / ACCRONYMS

EM- Extrinsic Motivation

IM- Intrinsic Motivation

MEO-Municipal Education Officer

SACCO- Savings Group/ Cash box Groups.

SPSS – Statistical Package for Social Science

UCU- Uganda Christian University.

CHAPTER ONE

1.0 Introduction

Motivation was seen as the most vital ideas of psychology and useful for the directors to guide their workers to achieve their goals (Adnan, 2017). Despite the benefit of motivation, most organisations especially in developing countries like Uganda tend to neglect this aspect due to financial implications affect the employers' satisfaction to perform their work properly. This chapter introduces the different aspects including the background of the study, problem statement, purpose of the study, specific objectives, research questions, justification, and significance of the study, the scope of the study, content scope, time scope, Geographical scope, key terms of definition, theoretical and conceptual frameworks.

1.1 Background of the study

Motivation refers to the desire or drive in a person to achieve some goal (Mohammad et al., 2012). There sources of motivation included intrinsic and extrinsic. Extrinsic refers to outside drives that enable teachers to perform their work in order to get salaries, provision of meal in schools for the workers while intrinsic motivation refers to inside drives that enable teachers to perform work with the love of teaching students (Nakundi, 2014). Furthermore, intrinsic motivation is where teachers perform their work without outside rewards. Teachers are motivated to work harder without being forced since they are aware that the results come without the mistake. In teaching profession, intrinsic motivation is the one that make teachers to be satisfied with the work. Intrinsically motivated teacher work performs with satisfaction which affects students' performance positively in schools (Toscana, 2012).

Teachers' motivation refers to external and internal motivations that drive a person to perform the given task with satisfaction. The internal motivation includes the needs, wants and desires that come from inside in order to improve the performance. Therefore, motivated teachers are committed towards their work without any challenges (Hicks, 2011). Additionally, teachers' motivation is very important for the community since motivation of teacher has impact on student motivation (Jesus & Lens, 2005). Whereas, demotivated teachers do not perform their work

satisfactorily without proper teaching materials, absenteeism, reporting late at work place and leaving early from school that affect their performance in school (Analoui, 2000)

The teachers' satisfaction remained low for many years with many teachers going in for another profession since they wanted to get better payment salaries than teaching (MetLife, 2011, 2012). Furthermore 38% of teachers were not dissatisfied with their profession completely (Pallas & Buckley, 2012). Additionally, over 5000 teachers were out of the teaching professional in 2008 as reported by Boyd et al, 2010. Therefore, this showed that workers are not satisfied with teaching as their career. Additionally, many teachers participated in other activities such as supervising preps, being on weekly duty and extra- curricular activity in order to get more money since they are paid low salaries (Wanja, 2012).

The poor motivation makes teachers dissatisfied with their working environment and salary condition. Whereas, teachers are less motivated due to poor payment and working environment, they are disregarded from airing out their utmost problems like having no say in what goes on at the school which caused dissatisfaction to them (Adelabu, 2005). Therefore, the poor motivation made teachers to have less coverage of syllabus, developed negative attitude their teaching as their career and this greatly the academic performance of students in some schools (Ofoegbu, 2004). However, incentives as a mean of motivating teachers to perform their work better are fairly low due to poor incentive. Furthermore, Kadzamira (2006) stated that in Malawi, teachers were not satisfied with teaching as their career due to low motivation such as poor remuneration and working conditions that affected their performance greatly. However, the low motivation of teachers contributed to low performance because of dissatisfaction they get from work. Additionally, there were low teachers' motivation in Kenya due to low payment and allowances, poor working condition, poor accommodation, inadequate learning materials and equipment in some schools to given to teachers than other professions (Gitonga, 2012).

Some teachers are less motivated to compare to other professions in Uganda like lawyers, doctors, engineers and teachers are always in great financial difficulties. Today, the respects given to teachers are no more in the community members and there existed poor teaching/learning environment with few infrastructural facilities or completely absent (Head Teacher's Voice, 2016). Certainly, there existed strike in Uganda among the science teachers as the wanted increase in their salaries as promised by President Yoweri Museveni reported by Umar. Therefore, teachers never went in classroom to teach the students in various schools so that the government solved their

issues (Kiyemba, 2022). This really showed that teachers are demotivated to perform their tasks satisfactorily.

1.2 Problem Statement

Intrinsic and extrinsic motivation is an important issue directors are facing in some organizations as they are trying to ensure job satisfaction among workers (Bakker, 2012). Motivating workers through intrinsic and extrinsic rewards is very important for the purposes of keeping expertise in the organization to avoid the costs of replacing staff (Wakabi, 2016). Despite the many evidences on the significance of motivating employees towards the success of any organization (Meyer et al, 2008). More so, most organisations still face challenges of implementing these as the management does not follow the required series of actions to develop fair motivation procedures and the policies to do so are not in place. Job satisfactions and teachers' motivation is useful for the development of Education system in any country. (Smith, 2019). More so, teachers' motivation is more vital for classroom effectiveness and better learning outcomes for achievement of better results of the learners in schools' world.

However, in Uganda, specifically in Kitgum Municipality a number of teachers have resorted to Boda boda riding and the acting Resident District Commissioner Col Lawrence Asimwe warned teachers to stop Boda boda riding and return to classroom for teaching (Opoka, 2018). This has continued to be an issue of public concern in Northern Uganda particularly in the secondary schools of Kitgum municipality. This is in line with Namara and Kasaija (2015) that 84% of active teachers in the teaching profession do not wish to continue with the teaching, although it is not yet clear whether teachers are leaving because of demotivation. However, no attempt has been made to study the link between intrinsic and extrinsic motivation and job satisfaction among secondary teachers especially in rural areas like Kitgum municipality in Northern Uganda in developing countries like Uganda. This showed the need to conduct a study on this particular topic. Therefore, the study is meant to establish the relationship between job satisfaction and intrinsic and extrinsic motivation of teachers in secondary schools in Kitgum Municipality.

1.3 Study Purpose

This study was to establish the relationship between job satisfaction and intrinsic and extrinsic motivation of teachers in secondary schools in Kitgum Municipality.

1.4 Specific objectives

The specific objectives of this study were;

- 1 To determine the level of intrinsic and extrinsic motivation of teachers in secondary schools in Kitgum Municipality?
- 2 To establish the level of job satisfaction of Secondary schools in Kitgum Municipality?
- 3 To establish the relationship between teachers 'satisfaction and intrinsic and extrinsic motivation of teachers in secondary schools.
- 4 To assess the role of counselling psychologist in enhancing job satisfaction in secondary schools.

1.5 Research questions

- 1 What is the level of intrinsic and extrinsic motivation of teachers in secondary schools in Kitgum Municipality?
- 2 What is the level of job satisfaction of teachers in Secondary schools in Kitgum Municipality?
- 3 What is the nature of the relationship between job satisfaction and intrinsic and extrinsic motivation of teachers in Secondary schools?
- 4 How would counselling psychologist contribute towards job satisfaction in Secondary schools?

1.6 Justification of the study

According to former research carried out by different scholars, there was great need to avail the information on the intrinsic and extrinsic motivation of teachers and job satisfaction secondary school in Kitgum Municipality. This was because some teachers were leaving the teaching as their career to participate on business and other ventures to earn a living which greatly resulted into low achievement of results and ineffectiveness of teachers to provide good quality teaching to learners.

1.7 Significance study

The study would help the school management committees or administration to know how to motivate the teaching staff to have high morale to perform their work effectively. The study would improve on motivational practices for the Ministry of Education and Sports as ways to make teachers satisfied to perform their work better. The data collected would increase on the existing knowledge of motivation and teachers' satisfaction in Secondary Schools.

1.8 Scope of the study

The scope of the study on motivation and job satisfaction of teachers in secondary schools in Kitgum Municipality included the content scope, geographical and time scopes.

1.8.1 Content scope

The researcher concentrated on relationship between intrinsic and extrinsic motivation and satisfaction of teachers in secondary schools in Kitgum Municipality. Intrinsic motivation of teachers was measured by teaching enjoyment, recognition, praise and appreciation, challenge and promotion.

Extrinsic motivation was measured by salary, working environment, allowance, accommodation, interpersonal relationships, and medical care among others. Teachers' satisfaction was measured by early lesson preparation, punctuality, marking and entering report, regular attendance of school program, subject content, co-curricular participation, counselling and guidance, Regular student's assessment among others.

1.8.2 Time Scope

During the study, the researcher involved active teachers [2020 – to date] who are currently teaching learners in those four (4) selected schools in Kitgum Municipality and they were used so as to get information.

1.8.3 Geographical Scope

The study used only four secondary schools in Kitgum Municipality, Kitgum District, Uganda. This area was chosen by the researcher because a number of teachers in Kitgum municipality have resorted to riding Boda boda and the acting Resident District commissioner Col. Lawrence Asimwe warned teachers to stop riding Boda boda and to return to classroom for the teaching (Opoka, (2018).

1.9 Key Terms Definition

Motivation is defined as something that pushes a person to do the work better in order to achieve the set goal. Wanja, (2012) defined motivation as need to perform better work in order to get rewards.

Intrinsic motivation refers to any activity that a person gets involved in for enjoyment without any tangible rewards as motivation. Feldman (1994) intrinsic motivation makes the person to participate in an activity for his or her own enjoyment without any rewards

Extrinsic motivation refers to any external rewards that an individual enjoys after completing the work. Feldman (1994) stated that motivation makes the people to participate in an activity for a tangible reward. According to Wanja, (2012) defined motivation as need to perform better.

Teachers' motivation refers to the way teachers develop attitude towards their work. Therefore, teachers' motivation refers to what attracts teachers in to the teaching profession and what keep them long in to the service (Sinclair (2008)

Job satisfaction refers to the pleasure that the job provides to the person. According to Locke (1976) job satisfaction refers to pleasure that result from the consideration of a person's 'job. Spector, (1997) refers to job satisfaction refers to the situation teachers developed love for their teaching profession.

Secondary school teacher refers to an individual or a teacher who is qualified with diploma or degree which can allow him or her to teach in secondary schools

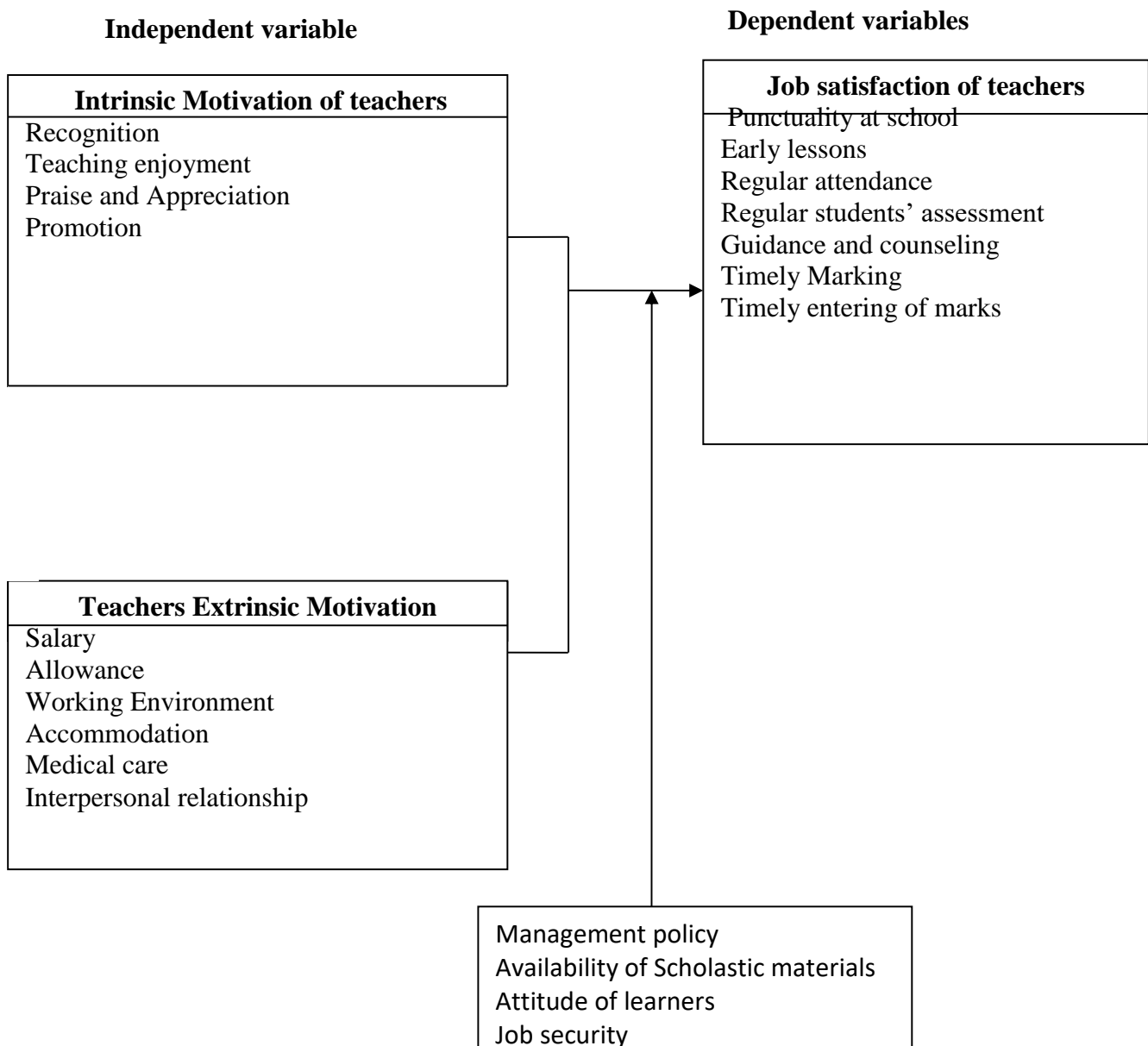
1.9 Theoretical framework

Two – Factor Theory (Herzberg's et al., (1959) explained the best way to satisfy workers in their work environment. Theory also discovers things that made workers satisfied and dissatisfied. The theory explained those working environment that make workers dissatisfied as extrinsic factors and motivator factors (intrinsic factors) as satisfiers. The hygiene factors do not motivate or satisfy rather prevents dissatisfaction. However, the study showed that teachers need recognition and appreciation for the work done. It further discovered that some teachers enjoy teaching and are so dedicated to their work that they need not to be pressured. The respondents also intimated that when a hardworking and long serving teacher is promoted, it makes them happy with their efforts. The study further revealed that extrinsic factors are; salary, allowance, accommodation, medical care and interpersonal relationships. The extrinsic factors could not be regarded as motivators for teachers in various schools because it did not lead to their motivation in their work place. At the same time, if a teacher is well paid according to the theory, it would not have a lasting motivational effect. In this theory, if school administration did not improve on intrinsic motivation in secondary schools, teachers would not perform satisfactorily. However, the school administrations need to put in place the motivational practices that would motivate them at work place.

Herzberg suggests that once the extrinsic factors in the study were met, the school administrators need to recognise the achievement of teachers in schools and to provide opportunities for teachers to learn and grow. Therefore, the motivation theories of Maslow and Herzberg are similar in this regard. Using this theory, teachers should be both intrinsically and extrinsically motivated by the school administrations in various schools in order for them to perform better since there is satisfaction at work place

Conceptual framework

Figure 1



Intervening variable

Teachers' motivation as an independent variable includes; recognition, praise and appreciation, enjoyment of teaching, promotion, career achievement, competitiveness of the teaching profession. Extrinsic motivation includes salary, allowance, medical care, accommodation, working environment and interpersonal relationship.

Teachers' satisfaction of teachers in secondary schools as dependent variable such as teacher's punctuality at school, early preparation lessons, regular attendance of school programs, involvement in guidance and counselling, and timely marking. The intervening variables included management, availability of scholastic materials, and attitude of the learners and job security. These intervening variables are included in the study because when they are available and in place, they help in motivating teachers' satisfaction in school.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

For the enrichment and justification of the topic under study, the researcher reviewed what researchers, educators and authors said on teachers' motivation and job satisfaction.

2.1 Intrinsic Motivation

Intrinsic motivation of teachers in the study included recognition, praise and appreciation, enjoyment of teaching, promotion, career achievement. These make teachers satisfied with the work they do since they are motivated by their supervisors. Therefore, intrinsic motivation is motivation that originates from inside the person or from the activity can affects the performance and wellbeing positively Mbwana (2015) cited Deci and Ryan (2000). Furthermore, intrinsic motivation (IM) refers to individual engagement of any activity for desire and pleasure of doing it. Therefore, intrinsically motivated person committed his or her self to work freely without getting any rewards (Deci& Ryan 1985: Deci et al .1991).

Intrinsic motivation makes workers satisfied with the work they do without getting any rewards. Additionally, intrinsic motivation refers to being eager by the intrinsic pleasures got from performing the work with happiness.

Intrinsic motivation improves on the performing of teachers since teachers are satisfied with their work. This is because their supervisors appreciate them for the good work done. Furthermore, intrinsically motivated person basically enjoys performing any tasks without expecting any rewards instead it energizes the person to work harder which increases the level of motivation.

2.2 Extrinsic motivation

Extrinsic motivation in the study included extrinsically administered rewards such as salary, allowance, medical care, accommodation, working environment and interpersonal relationship. Similarly, Mbwana (2015) cited Sansone and Harackiewicz (2000) that extrinsic motivation resulted from administering rewards like pay, material possession, prestige and positive evaluations from others. Additionally, extrinsic motivation refers to the attainment of external rewards like pay, material possessions, prestige (Mbwana, 2015). More so, extrinsic motivation included tangible rewards like pay, fringe benefit, work environment, working conditions and job security. Extrinsic motivation cannot be satisfied by the work itself but the satisfaction that comes from the work for example money (Bassey, 2002).

Extrinsically motivated teachers work hard because they are satisfied with the external rewards given to them. Therefore, extrinsic motivation pushes teachers to perform the work better so as to receive monetary rewards such as allowances, bonuses and salaries among others to be satisfied at the work place. The absence of extrinsic factors always affects the workers' performance at work place. Extrinsically motivated behavior is normally done in order to get tangible materials such as allowances, salaries and promotion among others.

2.3 Job satisfaction of teachers

In the study, job satisfaction of teachers in secondary schools which included teachers' punctuality at school, early preparation lessons, regular attendance of school programs, guidance and counselling, and timely marking. This showed that teachers are satisfied with their work in schools. Whereas, the different components and factors affecting the employees' job satisfaction included the working environment, pay, promotion and job security (Sharif & Nazir, 2016). As a result, all these factors greatly affect the teachers' performance in school due to low motivation which makes them dissatisfied at work place. More so, the teachers in Sri Lanka are dissatisfied due to lack of autonomy and job security. The studies conducted in Sri Lanka showed that teachers' motivation and job satisfaction are declining (Arachchi & Edirisinghe, 2011).

Teachers 'motivation was seen to be low which contributed to dissatisfaction of teachers in performing their tasks. Furthermore, teachers are not committed to participate in extra-curricular activities, preparation for teaching and marking learners' assignments, tests and exams. World Bank (2004) also reported the misbehaviour of teachers such as being drunk and physically abusive or simply doing nothing.

Teachers 'motivations are seen as the contributing factors for job satisfaction in schools. According to Agwu (2013) teachers are motivated in Nigeria and given respect by the government, since the government consider that anything that affected the teachers and the nations. As a result, if teachers are remunerated such as; good working conditions, free accommodation, teaching materials available among others to improve on the work of teachers. Similarly, Rwanda had improved on the motivational practices such as after three years the promotion was given to teachers and increasing salary of 10%, the best performed teachers get over 3% and 5% of their salaries, one cow given to them, credits through Umwaliwu SACCO. All these motivational practices increase job satisfaction among the teachers since they are highly motivated to perform their tasks effectively (Cited by Esdras&Andala, 2021).

2.4 School counsellors' contributions towards the job satisfaction of teachers

Counselling refers to the process where an individual is able to handle problems in his or her life. It is a techniques or skills that can help the person to become more competent, contented and creative (Wango&Mungal, 2011). Furthermore, counselling refers to the relationship between the counsellors and the clients in order to help the clients to come up with the problem resolution. Additionally, Mutie and Ndambuki (1999) stated that counselling is process that is important to help the client to know more about him or herself. Counselling refers to the problem solving condition that an individual come up with solution to the problems (Stokes, 1986). Basically in school, counselling enables the learners to demonstrate their abilities to develop their full potential. Counselling guides the learners choose career, subjects solving social and emotional problems (Gerardo, 1996).

As related to above, counselling decreases classroom disturbances that enable teachers to provide quality teaching to learners to obtain good academic performance in schools (Kituyi, et al, 2014). This show that in school where students are provided with the counselling services, there is less classroom disturbance which makes the work of the teachers in classroom very easy.

2.5 Relationship between teachers' motivation and job satisfaction.

The relationship between motivation and performance make management and administration to be in the position to know that if individuals are highly motivated, they will work hard to perform better. In turn, better performance may lead to a sense of achievement and high level of motivation. Most people have a feeling that motivation is related with performance. While there is a disagreement among people about the impact of motivation on performance, some people accepted that it is very hard to achieve high levels of performance with low or no motivation to perform the work (Frederick- Recession & Hall, 2003).

Intrinsically motivated teachers are committed to work to produce better results since they are satisfied with the work they do and the little earning got from salary cannot cause dissatisfaction to them. The motivational factors (intrinsic factors) would not essentially lower motivation of workers instead increases their motivation to perform better. Similarly, when workers are motivated by promotion and good salary ; they will be satisfy do their work well at the work place work (Ssekakubo andLwanga et al.2014).Furthermore, the motivated workers put on more pressure to perform their task well because of the satisfaction they get from the work itself but they need to avoid overworking for healthy life. This showed that teachers are intrinsically motivated to perform their work with satisfaction they get from doing the work. Furthermore, Motivation of teachers contributes to job satisfaction. Furthermore, teachers who are highly motivated were more satisfied than demotivated one in performing their work. The motivated workers always feel more satisfied to perform their work well without any dissatisfaction than those who are not motivated by their bosses at work place hence low level of satisfaction among the workers Karsli and Iskender (2009). This showed that most teachers need a work place with good working conditions which make them satisfied with the work they do. According to Braton (2012) showed that employees are highly motivated their performance will increase and also the demonization of workers would have failed to do their work well.

2.6 literature review summary

The above literature showed that both intrinsic and extrinsic motivation affect job satisfaction of teachers which in turn affects the performance of students. Both intrinsic and extrinsic motivation rewards working conditions, incentives such as allowance, medical care, accommodation, and interpersonal relationship, salaries, promotion, recognition, career achievement and teaching enjoyment among others would positively motivate teachers to perform

their work. For this case, this study investigated the relationship between teachers' intrinsic and extrinsic motivation and satisfaction of teachers in secondary school in Kitgum Municipality.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter three therefore, comprises of methodology, research Approach and design, study population, sample population, and sampling techniques, data collection instruments, procedures of data collection, data analysis, data quality control and ethical consideration.

3.1 Research Approach

In the study, the researcher employed quantitative and qualitative approaches to widen the understanding of job satisfaction and teachers' motivation in secondary schools (Creswel, 2009). Qualitative approach was used to analyse the main themes and categories from the key informant interview guides in order to get opinions and feelings of the respondents. The quantitative approach was also used to analyse the numerical data by statistical methods such as SPSS 20 version.

3.2 Research Design methods

Researcher employed descriptive –cross sectional for the study Questionnaires were used for teachers for quantitative and at the same time interview guides were given to the school

administrations, school counsellors and the Municipal Education officer (MEO) to gather information [data] for the study.

3.3 Population study

In the study, researcher used target population of 209 respondents (200 teachers, 4 school administration, 4 school counsellors from four selected government and private secondary schools and 1 Municipal Education officer) in Kitgum Municipality.

3.4 Sample population

The researcher selected four secondary schools through the use of sampling techniques. The samples comprised 142(133 teachers, 4 school administrators, 4 counsellors from four (4) selected secondary schools and 1 Municipal Education officer (MEO) in Kitgum Municipality. The Yamane (1967) provided a simplified formula to calculate the sample size as below:

Sampling Yamane formula

$$n = \frac{N}{1 + Ne^2}$$

Where;

N is the target population

n is the sample size

e is the level of statistical significance (0.05) or level of confidence 95%

“N” (population) = 200 teacher

$$n = \frac{200}{1 + 200(0.05)^2}$$

$$n = \frac{200}{1 + 200(0.0025)}$$

$$n = \frac{200}{1 + (0.5)}$$

$$n = \frac{200}{1.5}$$

n = 133

Table 1: Sample size of respondents

Respondents	Population	Sample Size	Percentage	Techniques
Teachers	200	133	67%	Simple random sampling

School administrators	4	4	100%	Purposive sampling
School counselors	4	4	100%	Purposive sampling
MEO	1	1	100%	Purposive sampling
Total	209	142	367%	

3.4.1 Sampling Techniques

Kothari (2003) stated that sampling technique is a mean of getting a sample from a given population. There are more than fourteen secondary schools within Kitgum Municipality and 4 schools were selected because they have the biggest number of teachers and students. The researcher selected two (2) single sex girls' schools and two (2) mixed secondary schools in Kitgum Municipality.

3.4.2 Probability sampling

Simple random sampling as one form of probability sampling by Yamane formula (1967) was used to come up with 133 out of 200 teachers. This helped to select a sample without bias from the population.

3.4.3 Purposive sampling

Head teachers, Municipal Education Officer (MEO), and counsellors were for purposive sampling in the study.

3.5 Sources of Research Data

The researcher used primary and secondary sources got information for the study.

3.5.1 Source from Primary Data

This source was from teachers, school administrators, counsellors and Municipal Education Officer (MEO) through questionnaires and interview guides.

3.5.2 Secondary Data Source

The secondary data included previous research reports, journals, newspapers, text books and internet and records of teachers' performance in schools.

3.6 Research Tools for Data Collection tools

The researcher used tools that include interview guides for school administration, M.E. O, school counsellors and questionnaires were given to teachers.

3.6.1 Self- Administered Questionnaires

The researcher used questionnaires to gather information data from the respondents were closed and opened ended questions were given to them. Questionnaires were used to collect large amounts of data within a short time and are easier to administer and analyse. The study used questionnaires based on a Likert scale measurement by using scores of strongly-agree, Agree, Undecided, Disagree, strong-disagree, and open -ended questionnaires to get information about the teachers in this study (See Appendix A). Section A represented demographic of teachers such as gender, age, marital status, academic qualification, and working experiences and school categories. Section B represented magnitude of intrinsic and extrinsic motivation of teachers in secondary. Section C represented the magnitude of teachers' satisfaction in secondary schools.

3.6.2 Key informant interview guide

The researcher used key informant interview guide and administered to the MEO (Municipality Education Officer) of Kitgum Municipality, school administrators and counsellors to get more information about motivation on teachers' job satisfaction and to compare with those given by the teachers. Key informant interview guide was attached to Appendix B

3.7 Procedure of data collection

After preparing the research instruments, the researcher first got proposal approval from Uganda Christian University (UCU) Ethics Review Committee and then proceeded to the field for data collection. The researcher then collected letter from University authorities to introduce her to the authorities of Kitgum Municipality. The researcher also got the letter of approval from Municipal Town Clerk directing the Head teachers of the participating schools to allow the researcher meet freely with the respondents to participate in the data collection in the study.

3.8 Data analysis techniques

Researcher employed qualitative data got from interview guides and quantitative methods from the questionnaires to analyse the data collected from the respondents. There was proper editing of the research data before analysing qualitative data. This was very important because it

clarified different information from the respondents. The qualitative data was analysed using content analysis and Descriptive to analyzed quantitative data using SPSS.

Research question 1 what is the magnitude of intrinsic and extrinsic motivation of teachers in secondary schools? In this question, the researcher used closed –ended questionnaires on a 5-point Likert scale measurement on ranging from Strongly agree, Agree, Undecided, strongly disagree, disagree to collect the data and then used the scores where 36-45 represents a high score, 19-35 represents a moderate and 9-18 represented a low score. The responses were then combined under the different variables of intrinsic and extrinsic motivation of teachers.

Research question 2 what is the magnitude of teachers' satisfaction in Secondary schools? In this question, the researcher used closed –ended questionnaires on a 5- point Likert scale measurement ranging from Strongly agree, Agree, Undecided, strongly disagree, Disagree to collect the data and then used the scores where 76-95 represents a high score, 39-75 represents a moderate and 19-38 represented a low score. The responses were then combined under the different variables of teachers' job satisfaction.

Research question 3 what are the nature of the relationship between intrinsic and extrinsic motivation and teachers' satisfaction in secondary schools in Kitgum Municipality? Pearson was conducted between the total scores of intrinsic, extrinsic and job satisfaction. This was because the researcher used the total of each variable (intrinsic, extrinsic and job satisfaction) alone to determined which one contributes most in the study.

Research question 4-How would the counseling psychologist contribute towards job satisfaction among teachers in secondary schools? Qualitative data were collected from the respondents through interview guide questionnaires from the school administrators, school counselors, Municipal Education officer (MEO) that provided information for the study. Researcher read the views of the respondents carefully and came up with the clear themes to analysis the data.

3.9 Quality / Error control (Research Instruments)

Researcher pre-tested the research instruments to increase on the reliability of the data collected.

3.9.1 Validity and Reliability

Instrument validity was determined by discussing the questionnaire with the supervisor and other colleagues for their personal opinion and to give the necessary guidance. The content of the instruments, the questions of the items and their relevance was put in to consideration. The Reliability refers to the consistency of the research instrument and a total of 20 teachers were used for pilot study. The method was done before the actual field study.

3.10 Ethical consideration

The researcher emphasized the voluntary participation in the study and the respondents' freedom to participate or withdraw from the study at any time. The respondents were also asked to sign a consent form before actual data collection to confirm their willingness to participate in the study. They were informed about their rights to confidentiality, the only person to know their information is the researcher. The results are to be presented as a combination of all respondents' results and not as individuals.

CHAPTER FOUR

DISCUSSION OF FINDINGS

4.0 Introduction

This chapter explored teachers' satisfaction, intrinsic and extrinsic motivation in secondary schools in Kitgum Municipality .and it included data analysis and its interpretation as presented below,

4.1 Answer rate

Over 142 questionnaires were given to the respondents and all the questionnaires were brought back as below in Table 2 according to the categories.

Table 2: Answer rate

Answer Rate	Sample Size	
	Frequency	Percentage (%)
Data collection tools brought back	142	100.0%
Data collection tools brought back	00	00.0%
Data collection tools given	142	100.0%

Table 2 show (100%) teachers, school administrators and counsellors from Kitgum Municipality were expected to partake in the survey. The questionnaire constituted 100% the response rate. Percentage was 100% because the researcher had enough time and the willingness of the respondents to participate in the research work.

4.2 Demographic features of respondents

This included, gender, marital status, age, educational qualification, the period spent in teaching service, school category and position held in school.

4.2.1 Respondents by gender

Respondents were asked their gender and the following results were obtained.

Table 3: Gender of the respondents

Gender	Frequency	Percentage
Female	26	18
Male	116	82
	142	100

Findings from above Table 3 above showed a big number of teachers are male represented by 81.7% (116). whereas, female represented by 18.3% (26). The findings imply that there is a definite gender gap when it comes to men and women. In Kitgum Municipality, results show that the teaching sector has more men than the women.

4.2.2 Age

Respondents were asked about their age and the results are as below;

Table 4: Age of the respondents

Age	Frequency	Percentage
20-25 years	23	16.2
26-30 years	49	34.5
30-35 years	40	28.2
36-40 years	17	11.9
40 years and above	13	9.2
	142	100.0

Table 4 above showed 34.5% (49) of teachers are 26-30 years old, 28.2% (40) fall between 30-35 years old, 16.2% (23) fall in the age bracket between 20-25 years, 11.9% (17) fall between 36-40 years, whereas 9.2% (13) were above 40 years old. The findings indicated that a big number of teachers in Kitgum Municipality are dominated by young and energetic teachers.

4.2.3 Marital status

Respondents were asked if they were married, single, separated, or widowed and the results were as follows:

Table 5: Marital status of the respondents

Age	Frequency	Percentage
Single	35	25
Married	97	68
Divorced	8	6
Separated	2	1
	142	100

Table 5 indicated 68.3% (97) were married, 24.6% (35) were single, 5.6% (8) divorced, whereas 1.4% (2) separated. The findings therefore mean that most teachers in Kitgum Municipality are married. The findings also imply that the secondary schools do not discriminate according to the marital status of teachers when offering them employment opportunities.

4.2.4 Respondents Educational Qualifications

Respondents were asked about their level of education and the findings are as below.

Table 6: Educational qualifications of the respondents

Age	Frequency	Percentage
Certificate	00	00
Diploma	61	44.4
Degree	78	54.9
Masters	1	0.7
	142	100

Table 6 showed a majority of the respondents 54.9% (78) hold degrees, 43.0% (61) hold diplomas, and none hold a certificate as qualification for teaching whereas 0.7% (1) holds master's degrees. The findings therefore mean that most of the participants in Kitgum Municipality possess the required qualifications for teaching.

4.2.5 Respondents by period worked as a teacher in secondary school

Respondents were asked how long they have spent teaching in secondary school and the findings are as below;

Table 7: The period respondents have spent working as teachers in secondary school

Age	Frequency	Percentage
1-5 years	57	40
6-10 years	51	36
10-15 years	26	18
16-20 years	8	6
	142	100

Findings indicated 40% (57) of teachers have been teaching for a period between 1-5years, 36% (51) been in teaching for a period between 6-10 years, 18% (26) have been in teaching for a period between 10-15 years, whereas 6% (8) have been teaching for a period of 16-20 years. This means that a lot of the teachers have enough experience since they have spent relatively a long period of time teaching in their respective secondary schools

4.2.6 Respondents by school category

Respondents were asked about the type of school they teach in and findings are as below;

Table 8: School category of the respondents

Gender	Frequency	Percentage
Private	108	76
Public	34	24
	142	100

Findings indicated that are many teachers represented by 76% (108) teaching in private schools, whereas 24% (34) teach in public schools. Findings imply that more of the respondents were private school teachers than public school teachers.

4.2.7 Respondents by position held in school

Respondents were asked about the position they hold in school and the findings are as below;

Table 9: Position held in the school by the respondents

Gender	Frequency	Percentage
Teacher	108	76.1
Head of department	34	23.9
Total	142	100.0

The findings showed that a big number represented by 76.1% (108) are teachers in the respective schools, whereas 23.9% (34) are heads of departments.

4.3 Level of intrinsic motivation of teachers in secondary schools in Kitgum Municipality

The levels of intrinsic motivation teachers were indicated as follow: scores 36-45 represented high level, moderate level was represented with the scores of 19-35; whereas the low level was represented with the scores of 9-1.

Table 10: Level of intrinsic motivation teachers in secondary schools in Kitgum Municipality

Level of intrinsic motivation of teachers	Scores	Frequency	Percentage
High	36-45	58	40.9%
Moderate	19-35	74	52.1%
Low	9-18	10	7.0%
		142	100%

Table 10 showed a moderate intrinsic motivation of teachers represented by 52.1% of sample since some of these teachers were undecided on whether the challenging nature of teaching has kept them in the profession and whether teaching is a competitive profession in their respective schools. Additionally, 40.9% of the sample agreed that the magnitude of intrinsic motivation of teachers is high since they agreed that they are intrinsically motivated since teaching makes them happy to perform their work well. And given that they enjoy teaching as a profession. Finally, 7.0 % of the sample noted that the magnitude of teachers’ intrinsic motivation is low as a few of these teachers disagreed that the community gives them the respect and credit they deserve. This therefore means that to a great extent, the magnitude of intrinsic motivation of teachers is moderate meaning that although the schools have tried to put in place intrinsic motivators to motivate the teachers, there is still a lot that needs to be done.

4:3.1: Level of extrinsic motivation of teachers in secondary school

The level of extrinsic motivation of teachers in secondary school was indicated as follows: high level was represented with the scores of 36-45; moderate level was represented with the scores of 19-35; whereas the low level was represented with the scores of 9-18.

Table11: Level of extrinsic motivation of teachers in secondary school teachers.

Level of extrinsic motivation of teachers	Scores	Frequency	Percentage
High	36-45	4	2.9%
Moderate	19-35	128	90.1%
Low	9-18	10	7.0%
		142	100%

Table 11 showed a moderate extrinsic motivation of teachers in Secondary School in Kitgum Municipality was represented by 90.1% of sample who were undecided on whether allowances paid to teachers by school help them to do the work effectively. Additionally, 7% of sample indicated low teachers' extrinsic motivation since some teachers disagreed that their needs outweigh the salary paid to them by the schools and also disagreed that they get advance payment from the school in case of financial problem. Finally, 2.9% of the sample indicated high teachers' extrinsic motivation since few teachers agreed that they are given free meals and also have free accommodation provided by the school. This therefore means that to a great extent, the magnitude of intrinsic motivation of teachers is moderate meaning that the selected schools have not done enough to extrinsically motivate their teachers

4.3.2: Level of job satisfaction of teachers in secondary schools in Kitgum Municipality

The level of teachers' satisfaction in secondary schools was indicated as follows: high level was represented with the scores of 76-95; moderate level was represented with the scores of 39-75; whereas low job satisfaction was represented with the scores of 19-38

Table12: Level of job satisfaction of teachers in secondary schools in Kitgum Municipality.

Level of job satisfaction of teachers	Scores	Frequency	Percentage
High	76-95	9	6.3%
Moderate	39-75	132	93%
Low	19-38	1	0.7%
		142	100%

Table 12 showed moderate job satisfaction of teachers in Secondary Schools is represented by 93% of the sample who were undecided on whether people give them much respect when they know that they are teachers or whether the teaching profession is one among the few noble professions. Additionally, 6.3% of the sample indicated high job satisfaction since few teachers agreed that the school authorities in their respective schools are fair and impartial and given that they are satisfied with their chances of promotion. Finally, 0.7% of the sample indicated low job satisfaction since some teachers said that their salary for teaching is not keeping up with their abilities and qualification and that the economic condition of teachers makes them dislike the profession. This therefore means that to a great extent, the magnitude of teachers' job satisfaction is moderate meaning that the selected schools have not done enough to satisfy their teachers on their jobs which could further lead to poor performance.

4.4 Correlation analysis on job satisfaction and intrinsic and extrinsic motivation in secondary

This study was set to investigate the relationship between job satisfaction and teachers' motivation and teachers' satisfaction in secondary schools. This was done by running a correlation analysis using Pearson Product Moment Correlation coefficient between the composite score of job satisfaction and intrinsic and extrinsic motivation in secondary schools as in Table 13 below:

Table 13: Correlation results

		Correlations		
		Scores for Job Satisfaction (DV)	Scores Intrinsic motivation (IV1)	Scores for Extrinsic motivation (IV2)
Scores for Job Satisfaction (DV)	Pearson Correlation	1	.503**	.034
	Sig. (2-tailed)		.000	.684
	N	142	142	142
Scores Intrinsic motivation (IV1)	Pearson Correlation	.503**	1	.057
	Sig. (2-tailed)	.000		.499
	N	142	142	142
Scores for Extrinsic motivation (IV2)	Pearson Correlation	.034	.057	1
	Sig. (2-tailed)	.684	.499	
	N	142	142	142

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

The correlation analysis reveals valuable insights into the relationships between Job Satisfaction (DV), Intrinsic Motivation (IV1), and Extrinsic Motivation (IV2).

Table 13 above showed a statistically significant positive correlation ($r = .503^{**}$) between Job Satisfaction and Intrinsic Motivation. This suggests that as individuals experience higher levels of intrinsic motivation—such as personal fulfillment and enjoyment derived from the work itself—they tend to report greater levels of job satisfaction and vice versa. In the study most of the teachers agreed that they have received recognition and respect from the community and they get praise and appreciation for doing a good job from their supervisors in their respective secondary schools hence enhancing their job satisfaction level.

However, the results in table 13 above revealed that the correlation between Job Satisfaction and Extrinsic Motivation is not statistically significant ($r = .034$, $p = .684$). This implies that there is no meaningful relationship between job satisfaction and external factors such as salary, benefits, or rewards. In other words, employees' satisfaction with their job does not appear to be influenced significantly by extrinsic motivators. While extrinsic rewards may attract individuals to a job initially, the results suggest that they do not necessarily contribute significantly to overall job satisfaction in the long term. In the study most of the teachers disagreed with the statements that they always get weekly duty allowance for the work done and that they get advance payment in case of financial problem from their respective secondary schools.

The correlation analysis also reveals a non-significant relationship between Intrinsic Motivation and Extrinsic Motivation ($r = .057, p = .499$). This suggests that the presence of intrinsic motivation does not necessarily detract from or enhance individuals' reliance on extrinsic rewards. In other words, individuals can experience both intrinsic and extrinsic motivation simultaneously without one diminishing the other. This finding underscores the complexity of motivational factors in the workplace and suggests that organizations should consider both intrinsic and extrinsic factors when designing strategies to motivate and engage employees.

Regression Results

Table : 14 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.503 ^a	.253	.243	7.178

a. Predictors: (Constant), Scores for Extrinsic motivation (IV2), Scores Intrinsic motivation (IV1)

Table 15 ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2430.036	2	1215.018	23.584	.000 ^b
	Residual	7161.182	139	51.519		
	Total	9591.218	141			

a. Dependent Variable: Scores for Job Satisfaction (DV)

b. Predictors: (Constant), Scores for Extrinsic motivation (IV2), Scores Intrinsic motivation (IV1)

Table 16 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	43.219	4.121		10.488	.000
	Scores Intrinsic motivation (IV1)	.588	.086	.503	6.852	.000
	Scores for Extrinsic motivation (IV2)	.009	.115	.006	.077	.939

a. Dependent Variable: Scores for Job Satisfaction (DV)

The regression analysis provided insights into the relationship between Job Satisfaction (DV) and its predictors: Intrinsic Motivation (IV1) and Extrinsic Motivation (IV2).

Table 14 showed the Model Summary which indicated that the regression model accounts for a significant portion of the variance in Job Satisfaction, as evidenced by the adjusted R-squared value of .243. This suggested that approximately 24.3% of the variability in job satisfaction scores can be explained by the predictors included in the model such as Intrinsic and Extrinsic Motivation.

Table 15 showed the ANOVA results which indicated that the regression model is statistically significant ($F = 23.584$, $p < .001$). This suggested that the overall regression model, which included both Intrinsic and Extrinsic Motivation as predictors, significantly predicts Job Satisfaction

Table 16 examined the coefficients which revealed that both Intrinsic Motivation (IV1) and Extrinsic Motivation (IV2) have coefficients associated with them. Intrinsic Motivation had a positive standardized coefficient (Beta = .503, $p < .001$), indicated that it is a significant predictor of Job Satisfaction. This suggests that as Intrinsic Motivation increases, Job Satisfaction also tends to increase. On the other hand, Extrinsic Motivation does not have a significant effect on Job Satisfaction, as indicated by its non-significant standardized coefficient (Beta = .006, $p = .939$).

In summary, the regression analysis highlights the importance of intrinsic factors in predicting Job Satisfaction. While Intrinsic Motivation significantly predicts Job Satisfaction, Extrinsic Motivation does not. This underscores the importance of fostering environments that promote intrinsic motivation to enhance overall job satisfaction among employees.

4.6.0 Teachers' attitudes towards teaching as their career

From the interviews conducted with the key informants who were counsellors, the Municipality Education Officer and the school administrators of the selected secondary schools in Kitgum Municipality and their responses about teachers' attitudes towards their career as below.

They noted that attitudes of teachers towards teaching as their career is mixed (both positive and negative attitudes). The reason for this was because it depends on the level the teacher is trying to achieve. For example, it was noted that there are some teachers who have taught for a long period of time and that the length of time they have taken makes them very happy with the teaching and others are frustrated with the work they do.

It was therefore, noted that the happiness among these teachers comes because of satisfaction in terms of achievements they are making and some of these achievements are not directly being generated by them but the achievements are observed in the learners and the feedback received from the learners which provide the teachers with a lot of satisfaction. The key informants also pointed out that the attitudes of teachers towards teaching as their career is positive because most of them have the self-drive to continue growing in their career in terms of educational elevation which makes these teachers to gain satisfaction.

However, it was noted that the dissatisfaction of these teachers came from the social environment. For example, it was noted that one of the biggest challenges in the social environment that makes teachers dissatisfied is the mind-set people have on teachers. For example, some people think that the teaching profession is suicidal since they think that when one becomes a teacher, it means that he or she has inherited poverty.

Furthermore, the key informants also argued that the attitude of teachers towards teaching as their career is negative because the community expectations on teachers are so high more than the support these teachers get from the community and stakeholders. Therefore, if teachers do not meet their expectations, they are blamed for the failure which greatly affected them.

The key informants also argued that the attitude of teachers towards teaching as a career is negative because there is no enabling policy to support teachers to go for in-service development like providing scholarships for them to learn and even if teachers fund their own capacity building from the employment point of view, there is no increase in their salary or even no promotion in their profession for many years. One of the selected secondary school administrators had this to say;

“.... according to me, and from my observations, I think that the attitudes of teachers towards teaching as their career are mixed up (both positive and negative attitudes) because it all depends on the level the teacher is trying to achieve. For example, there are some teachers who have taught for a long period of time and the length of time they have taken makes them very happy with the teaching whereas others are frustrated with the work they do....”

4.6.1 How teachers were motivated in Kitgum municipality secondary schools

From the interviews conducted with counsellors, the Municipality Education Officer and the school administrators of the selected secondary schools in Kitgum Municipality below are the responses,

They noted that the ways to motivate teachers are through recognition where the best performing teachers are given certificates of recognition with some little money. This certificate of recognition of good performance clearly spells out the level of lessons conducted in terms of percentage from 97% to 100% and this is mainly given to the best five performing teachers.

The key informants revealed that teachers in their secondary schools are given allowances. These allowances are given to the teachers for the extra work done in the school. For example, the

teachers are given allowances for being class teachers; others are given allowances for examination supervision and extra lessons taught, whereas others are given allowances for evening and morning preps supervision.

The key informants noted that in their schools, they usually offer gifts to their teachers especially at the end of the year for example, designing corporate wears and giving them Bibles among others. In line with this, the key informants noted that teachers are given food baskets every term and these include; 25Kgs of posho, 10Kgs of beans, 5Kgs of sugar, 2 bars of soap and 2 litres of cooking oil. All these tangible benefits are offered to teachers for motivating them.

Furthermore, some of the key informants revealed that they delegate some of the core activities of the school to the teachers to perform. This is done because when teachers are delegated to perform certain duties that are core to the school, it tends to make them feel happy and motivated since they feel valued by the school.

Finally, the key informants noted that they motivate their teachers by taking teachers for outings so as to refresh their minds, taking teachers to conferences and workshops by rotating them all the time. In line with this, it was noted that when teachers perform well, they are taken for tours like in game parks or their areas of interest for about three days in order to refresh their minds. One of the secondary school administrators had this to say;

“what we do as a school to motivate our teachers is by motivating them to go back to school without compromising or losing their jobs but going back to school is usually on an individual basis because money is not enough to pay them although sometimes we pay for such teachers half payment on their tuition.”

4.6.2 Reasons why teachers are not satisfied with the job they do at school

From the interviews with the key informants who are counsellors, the Municipality Education Officer and school administrators of the selected secondary schools in Kitgum Municipality, they were asked that in cases where the teachers are not satisfied. The reasons that are given for not being satisfied with the job they do at school and the responses are follows;

The respondents said that the teachers are dissatisfied with their work and this is because of the external forces or discouraging forces which make teachers dissatisfied. For example, the community tends to expect a lot from these teachers socially and economically but when they do not meet the community’s expectations, the community starts to discourage them which greatly dissatisfy the teachers.

Some teachers are not satisfied with the job they do at school because of low remuneration or low pay which cannot help the teachers to cater for their welfare such as feeding, clothes, medical care and accommodation among others. This becomes really impossible for a teacher who cannot afford to take his or her children to school or good schools yet offers his or her at most strength to teach children of other people.

Some teachers are not satisfied with the job they do at school because some of them spend a lot of their money without proper planning which forces them to get advance payment/ money and also go for salary loans which make them dissatisfied with the work they do at school since they cannot afford to pay back the loans or even get little money at the end of the money since they had already gotten advance payment.

Some teachers are not satisfied with the job they do at school because most of them are not given employment benefits for example most of these schools lack accommodation facilities for their teachers. This means that teachers have to pay their own rental costs and the transport costs from their homes to their respective secondary school which is a dissatisfying factor.

Some teachers are not satisfied with the job they do at school because some of them have a tendency of comparing their profession with other professions like medicine, law and banking among others as they believe they earn low salary than others which dissatisfies them greatly and reduces their ability to perform better at work.

There is dissatisfaction among some teachers because most of them are over worked at school and yet they are paid less which greatly demotivated them. More to that, some teachers have their own personal problems or domestic problems which they transfer to their work places and end up not being productive at work. The Municipality Education Officer (MEO) of Kitgum Municipality had this to say;

“... Some of the teachers have a tendency of comparing their profession with other professions like doctors, lawyers and bankers among others as they say they earn a low salary to others which dissatisfies them greatly and reduces their productivity rate at work....”

4.6.3 Challenges faced in motivating teachers

The findings from the school counsellors, Municipal Education Officers and School administration mentioned some of the challenges they face in motivating teachers as below,

Limited resources in terms of finances especially in private schools are a challenge faced by the school administrators in motivating teachers. For example, during the time of COVID-19,

and school closures; the resources to motivate teachers drastically reduced since the schools depended on school fees collection to operate school activities.

Some challenges faced in motivating teachers is that some teacher lack commitment in the work they do and school instead focus more on their side businesses which makes it difficult to work better and meaning that their chances of being motivated are limited.

Some teachers are always absent from school whereas others do not attend staff meetings or briefing since school administrators give words of appreciation during that time of meetings. More to this, some teachers do not appreciate the little gifts given to them which greatly discourage the school administrators.

Finally, the key informants revealed that some teachers expect that the school administrators should take them for tours every year yet taking them for a tour depends on their performances at school. More to this, the teachers usually demand the food basket given to them by the schools even when the schools are doing badly. For example, some teachers expect that if they were given 5kgs last year by the school, then the school has to add more kilograms the next year. One of the counsellors from the schools had this to say;

“... Limited resources in terms of finances especially in private schools are a challenge faced by the school administrators in motivating teachers. For example, during this time of COVID-19, the resources to motivate teachers have drastically reduced since the schools depend on school fees collection to operate school activities and yet the number of students in these schools has reduced....”

4.6.4 Ways of improving teachers’ satisfaction in secondary schools.

The information got from the key informants such as; counsellors, the Municipality Education Officer and the school administrators of the selected secondary schools in Kitgum Municipality, on how to improve teachers’ job satisfaction as follows,

They noted that the desire to increase remuneration for teachers’ welfare to be improved. The study also showed that educator’s salaries delay in increment yet they get little money. Therefore, to ensure that there is job satisfaction for these teachers, there is great need to increase on their remuneration.

The teachers in these secondary schools should be adoptive to the changing trends of the new curriculum and this should be willing to embrace the new curriculum.

School administration needs to set aside a budget meant for teachers' benefits and motivation. For example, the schools need to come up with enough resources that can be used to help teachers go back to school for further studies. More to this, resources that can be given to teachers for extra work done; needs to be set aside so that they are encouraged to be more productive. School administration should also follow the school budget allocation and how it should be used as agreed by the board of governor.

There should be capacity building for teachers for refreshment of minds for example going out for workshops, conferences and seminars among others that would help for relaxation of minds can help them to perform better in the field of the profession.

The contract period given to teachers to teach in private secondary schools should cover at least four years for proper evaluation of the teachers in those schools rather than only one year. This can motivate them to perform their work effectively. School administration should learn to accept criticism from the teaching staff so as to improve on where there are weaknesses on their side and this create a peaceful working environment.

Teachers need to be encouraged to form cash box groups or savings groups (SACCOs) in order for them to be able to borrow money when in need of it to solve their personal financial problems. More so, the key informants argued that for teachers to be effectively satisfied with their job, the school administration needs to involve these teachers in the process of planning in order to create awareness among them and also to motivate them to work harder as a team for the betterment of the school's performance. The key informants also pointed out that schools need to organize counselling sessions and encourage the teachers to attend these sessions so that they can air out their problems and get solutions to these problems in the end which will further help to boost their morale in performing their day to day duties in their respective schools. There is need to sensitized and encouraged the community to respect the teachers all the time without threatening them and also encouraging the community about upholding the image of the teachers in order to stop the negative attitudes towards them. More to this, teachers deserve to be respected in society. One of the counsellors from the schools had this to say;“... *personally, I believe that school administration should actively consult the teachers on the administration issues like disciplining of the students. More so, teachers should be paid promptly*”

CHAPTER FIVE

DISCUSSION OF FINDING

5.0 Introduction

This chapter demonstrates the findings according to the research questions as stated below.

5.1 The level of intrinsic and extrinsic motivation of teachers in secondary schools.

Findings from the study showed that intrinsically 52% of the teachers were undecided on whether the challenges faced in the nature of teaching have kept them in the profession. Most of these teachers wondered whether teaching was a competitive profession in their areas of work. The findings correspond with the previous studies by Kumah and Kasi, (2017) who stated that intrinsically motivated person to be serious with their work for enjoyable or challenge demanded rather than external pressure or rewards. Similarly, a teacher motivated intrinsically performs better because he or she is committed to the work. Whereas, the findings indicated that magnitude of extrinsic motivation of teachers concluded that a big number were represented by 90.1% were undecided on whether they always get weekly duty allowances for the work done. According to Bassey (2002), teachers motivated extrinsically can be satisfied with salary for the work.

5.1.2 The level of job satisfaction of teacher in secondary schools.

The findings from the study about the magnitude of teachers' satisfaction showed that a big number of teachers represented by 93% are undecided on whether people give them much respect or whether the teaching profession is among the few noble profession. The findings of the study by Ho&Au, (2006), states that teachers need juxtapose with what they actually get from their work. The study findings from the respondents revealed that there is need to sensitize and encouraged the community to respect the teachers all the time without threatening them plus encouraging the community about upholding the image of the teachers in order to stop the negative attitudes towards them. More to this, teachers desire respect and dignity in society.

5.1.3 Relationship between job satisfaction and intrinsic motivation of teachers in secondary schools in Kitgum Municipality.

The study findings showed positive significant relationship between Job satisfaction and intrinsic motivation of secondary school teachers affirmed by ($r = .503^{***}$). This suggests that as individuals experience higher levels of intrinsic motivation—such as personal fulfillment and

enjoyment derived from the work itself—they tend to report greater levels of job satisfaction and vice versa. These findings imply that intrinsically motivated workers tend to work hard to produce better work because of satisfaction they get from the work itself. Further, Deci and Ryan (2008a) findings showed that there is positive relation between intrinsic motivation and performance at work place.

According to Yadin&Abdukadir et al. (2016), it revealed positive significant relationship between job satisfaction and intrinsic motivation. The study findings showed that the school administration motivated their teachers through recognition, where the best performing teachers are given certificates of recognition with some little money. This certificate of recognition of good performance clearly spells out the level of lessons conducted in terms of percentage from 97% to 100% and this is mainly given to the best five performing teachers. These findings imply that teachers in secondary schools feel satisfied when supervisors recognised their hard work and they are being appreciated for the good work done hence level of satisfaction to improve on their job performance.

Study showed that 76% of the teachers accepted that they get praise and appreciation for doing a good job from their supervisors. These findings imply that the managers or school administration need to appreciate their employees for the work they render at work place. These greatly motivate them to improve on their job performance.

A study conducted by Deci&Ryan (2008) shows that intrinsically motivated teachers committed themselves to work due to intrinsic rewards got from work.

5.1.4 Relationship between job satisfaction and extrinsic motivation of teachers in secondary schools

The findings showed that the relationship between job satisfaction and extrinsic motivation of secondary teachers affirmed by ($r = .034$, $p = .684$). The study reveals that there is no meaningful relationship between and extrinsic motivation such as salary , benefits or rewards. In other words, employees satisfaction with their work does not appear to be influenced significantly by extrinsic motivators .The findings deviate from the literature by Mumanyire (2005) showed that the most important motivator for teachers are money, working environment, interpersonal relationship and accommodation, medical care among others are important for motivation of teachers. However, other factors like teaching conditions such as environment, job security and level of commitment among others are important for the motivation of teachers. These findings

imply that extrinsic motivation is a situation where a person works hard to perform a given task to receive the monetary rewards such as allowances, bonuses and salaries among others to satisfy them at the work place. The absence of extrinsic factors always affects the workers' performance at work place which the administrators or managers need to take seriously to increase the level of motivation. The findings from interviewees accepted that teachers in the secondary schools are given allowances such as class teachers, examination supervision and extra lessons taught to help them complete the syllabus, whereas others are given allowances for evening and morning preps supervision. These findings imply that motivated teachers improve job performance which in turn increases students' academic performance in schools within Kitgum Municipality, in Kitgum District. These are in line with Sansone and Harackiewicz (2000) who asserted that extrinsic motivation rewards included payment, material possession, and prestige among others that are given to motivate the teachers in schools.

Furthermore, the findings relate with the literature by Bassey (2002), teachers motivated extrinsically can be satisfied with salary for the work. Additionally, Jones et al (2002) found out that incentives and benefits impact positively on teachers' motivation in schools. The findings showed that 81% of teachers always get money in case of financial problem. These findings imply that obtaining money help teachers to solve their problems and they work hard to improve their job performance which in turn promotes students' academic performance in secondary schools.

The findings do not concur with literature by scholars like (Cho, 2013; Wong, 2013; Olowoselu et al., 2016) showed that extrinsic motivation makes the person to perform his or her work so as to receive rewards. Further, Amabile (1993) supported that extrinsically motivated teachers are driven by intangible things from the work.

5.2 The role of school counsellors in enhancing job satisfaction among teachers

The findings revealed that counsellors have a duty of engaging in capacity building for teachers in order to refresh their minds so that they can be motivated enough to perform their duties. The study findings further revealed that school counsellors are engaged in community sensitization so as to encourage the community to respect the teachers all the time without threatening them and also encouraging the community about upholding the image of the teachers in order to stop the negative attitudes towards them. Additionally, Wango and Mungal (2011) Counselling refers to the process where an individual is able to handle problems in his or

her life. It is a techniques or skills that can help the person to become more competent to solve their own problems.

Finally, the study findings correspond with the literature by counselling refers to the relationship between the counsellors and the clients in order to help the clients to come up with the problem resolution. Additionally, Mutie and Ndambuki (1999) stated that counselling is a process that is important to help the client to know more about him or herself. The secondary counsellor shares appropriate individual student data with teachers with due regard for confidentiality and assists the teachers and the students as well as their needs in the classroom.

Counselling refers to the problem-solving condition that an individual come up with solution to the problems (Stokes, 1986). Basically, in school, counselling enables the learners to demonstrate their abilities to develop their full potential. Counselling guides the learners choose career, subjects solving social and emotional problems (Gerardo, 1996).

As related to above, counselling decreases classroom disturbances that enable teachers to provide quality teaching to learners to obtain good academic performance in schools (Kituyi, et al, 2014). This show that in school where students are provided with the counselling services, there is less classroom disturbance which makes the work of the teachers in classroom very easy.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

This chapter reviews findings from the data questions and comes up with conclusions, recommendation plus areas for more to be done.

6.1 Conclusions

The study resolved a statistically significant positive relationship between job satisfaction and intrinsic motivation in secondary schools ($r = .503^{***}$). This suggests that as individuals experience higher levels of intrinsic motivation—such as personal fulfillment and enjoyment derived from the work itself—they tend to report greater levels of job satisfaction and vice versa. These findings imply that intrinsically motivated workers tend to work hard to produce better work because of satisfaction they get from the work itself. For example, it was revealed that teachers received recognition and respect from the community and that they get praise and appreciation for doing a good job from their supervisors in their respective secondary school hence enhancing their job satisfaction levels. Therefore, if intrinsic motivators are effectively implemented, there will be great improvement of teacher' performance in the secondary schools. Furthermore, The findings showed that the relationship between job satisfaction and extrinsic motivation of secondary teachers affirmed by ($r = .034, p = .684$). The study reveals that there is no meaningful relationship between and extrinsic motivation such as salary, benefits or rewards. In other words, employee's satisfaction with their work does not appear to be influenced significantly by extrinsic motivators.

The also concluded that there is non-significant relationship between intrinsic motivation and extrinsic motivation ($r = .057, P = .499$). This suggests that organisations should consider both intrinsic and extrinsic factors when designing strategies to motivate and engage employees.

In conclusion, the regression analysis highlights the importance of intrinsic factors in predicting Job Satisfaction. While Intrinsic Motivation significantly predicts Job Satisfaction, Extrinsic Motivation does not. This underscores the importance of fostering environments that promote intrinsic motivation to enhance overall job satisfaction among employees

The study concluded that the respondents had both positive and negative attitudes towards teaching as their career. Teachers who have taught for many years have positive attitude for the

teaching profession while others are frustrated and dissatisfied with teaching profession as their career. It was noted that some teachers are happy because of the satisfaction they get from teaching learners and the feedback they get from these learners. Some of them are positive towards their career in terms of educational elevation which makes them to gain satisfaction. However, it was noted that teachers are not happy with their career because of the mind –set people have on them. For instance, some people believe that teaching profession as a career is suicidal since they believe that when a person became a teacher automatically, he or she has inherited poverty.

More so there is need to motivate teachers through recognition for example the best performing teachers get certificate of recognition and some appreciation money. The respondents also said that allowances are given for extra work done in school. For instance, allowances are given to class teachers, supervising examination, extra lessons taught, morning and evening prep supervision among others. The respondents said some school also offered gifts to their teachers such as food baskets every term, corporate shirts and Bibles among others to motivate them to perform their work well. However, some teachers are performing poorly because of the discouraging forces from the community, disrespect and low remuneration from the school which makes these teachers lack the very incentive they need like free accommodation and the perception teachers have in mind that other professions like doctors, lawyer among others are paid much better than them.

The study concluded that there are many challenges faced by many schools in motivating teachers such as limited resources where many private schools do not have the enough money needed to motivate these teachers and some teachers lack commitment in their work in school instead they focused more on side business make it hard to work better in schools.

The remedies for teachers' job satisfaction are to increase teachers' remuneration in order to improve their welfare. There is need for teachers to be open and adoptive to the new curriculum and the great need for the school administrations to set aside a budget for teacher's benefits and motivation. Therefore, it was noted that there was need to conduct counselling sessions to solve the problems teachers are facing in school.

6.2 Recommendations

The study recommends the following as below.

The findings showed a no significant relationship between job satisfaction and extrinsic motivation of teachers since most teachers disagreed that they always get weekly duty allowance

for work done and they get money in case of financial problem from their schools. Therefore, the recommendation is that the management of secondary schools need to focus more on providing intrinsic motivators like providing promotions and recognition to teachers who perform better in their roles in the schools. The study findings recommend for increase remuneration for teachers for improving their welfare. Since there is delay for salary increment for teachers and yet they get little money. Therefore, to ensure that there is job satisfaction for these teachers, there is great need to increase on their remuneration.

School administrations should come up with supplementary budget for the benefits of teachers like going back to school for further studies, extra work done, and among others to motivate the teachers in schools. Since it was noted that remuneration is one of the major extrinsic motivators for the teachers, the study therefore recommends the need for the secondary schools to encourage their teachers to form cash box groups or savings groups (SACCOs) in order for them to be able to borrow money when in need of it to solve their personal financial problems.

The study also recommends the need for secondary schools to organize counselling sessions and encourage the teachers to attend these sessions so that they can air out their problems and get solutions to these problems in the end which will further help to boost their morale in performing their day to day duties in their respective schools. The study also recommends the need for the major stakeholders to conduct community sensitization and encourage the communities where these teachers stay to respect the teachers all the time without threatening them and also encouraging the community about upholding the image of the teachers in order to stop the negative attitudes towards them. More to this, teachers deserve to be respected in the society as human beings.

6.3 Areas for more research

Since the study established the relationship between intrinsic and extrinsic motivation and job satisfaction teachers in secondary schools in Kitgum Municipality, the researcher recommends the need to do further the research on relationship between intrinsic and extrinsic motivation and job satisfaction of teachers in higher institutions of learning like universities. Finally, the researcher recommends that a similar study should be carried out on the relationship between intrinsic and extrinsic motivation and teachers' job satisfaction in secondary school located in cities like Kampala since this study was conducted in an urban area (Kitgum Municipality).

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Appendices Appendix A: Informed Consent

Explanation of the procedures

I understand that I will be asked to participate in a research study that investigates the relationship between intrinsic and extrinsic motivation and teachers' job satisfaction in secondary schools.

I understand that I will be asked some questions that I may find disturbing. I will be encouraged to bring out any concerns or questions I have throughout the research work.

Confidentiality

I understand that the information gathered during this study will be kept strictly confidential. I agree that the results may be used for education purposes, provided my identity is not revealed and cannot be restored.

Legal Right

I understand that I can end my participation at any time without giving a reason and without any negative effects. I am not giving up any of my legal rights by giving my consent for participation in this research work. I understand that there are no financial benefits whatsoever to be gained from participating in this study

Signature participant.....

Signature of interviewer.....

Appendix B: Questionnaire for the Teachers

Dear respondents, I am a student of Uganda Christian University pursuing a Master of Arts in Counselling Psychology. I am undertaking a research on Job Satisfaction, Intrinsic and Extrinsic Motivation among Secondary School Teachers in Kitgum Municipality. Your responses will be highly confidential and only for academic purposes. It will be grateful for your cooperation and sincerity.

Section A: Demographic features of the Respondents

Please tick the circle

- 1) What is your gender? (Female) (Male)
- 2) How old are you? (20- 25 years) (26-30 years) (30-35 years) (36-40 years) (40 and above)
- 3) What is your marital status? (Single) (Married) (Divorced) (Separated) (Widowed)
- 4) What is your Educational qualification as a teacher in secondary school? (Certificate) (Diploma) (Degree) (Master)
- 5) How long you worked as a teacher in secondary school? (1-5) (6-10) (10- 15) (20- 25) (26 and above)
- 6) What category of school you are teaching in as a teacher? (Private) (Public)
- 7) Which position do you hold in school? (Teacher) (Head of department)
Others (specify).....

Section B: Intrinsic and Extrinsic Motivation among secondary school teachers in schools

For each of the following statements, kindly indicate the level of agreement or disagreement with the respect to the statement on the following scale (Strongly agree, Agree, Undecided, Disagree and strongly disagree)

No	Questions					
	INTRINSIC MOTIVATION	SA	A	UND	D	SD
1.	Teaching gives me a great deal of job satisfaction and morale to perform my work					
2.	I enjoy teaching as a profession					
3.	The challenging nature of teaching has kept me in the profession					
4.	Teaching is a competitive profession in this school					
5	I have received recognition and respect from the community					
6.	The responsibilities I perform in the school give a sense of control over others					
7	I get praise and appreciation for doing a good job from my supervisors					
8	I have job security for my job					
9	I have prospects for career development in the teaching profession					
	EXTRINSIC MOTIVATION					
10	I get free meals at school					
11	Always I gets weekly duty allowance for work done					
12	I always receive food basket monthly					
13	I get advance payment from the school in case of financial problem					
14.	My salary is paid promptly					
15	I am paid a salary that is enough to cater for my basic needs					

16	I have free accommodation provided by the school					
17	I get free medical care in case of ill health.					
18	Extra teaching allowances paid by the school help me to complete the syllabus					

Section B: Job Satisfaction of teachers in secondary schools using job satisfaction scale

For each of the following statements, kindly indicate the level of agreement or disagreement with the respect to the statement on the following scale (Strongly agree, Agree, Undecided, Disagree and strongly disagree)

No	Questions					
	Job Satisfaction of teachers	SA	A	UND	D	SD
1.	As a teacher, I lead vocationally unsatisfied life					
2.	people give me much respect when they know am a teacher					
3.	I would be better off if I had joined some other professions					
4.	My salary for teaching is not in keeping with my abilities and qualification					
5	Given me fresh opportunity for choosing a career, I would choose teaching again					
6.	No profession is as good as teaching					
7	I find teaching boring because of repetition of similar work					
8	I find my work as a teacher interesting because of the variety of activities					
9	Society appreciates teachers' work					
10	The teaching profession is one among the few noble profession					
11	Teaching provides opportunities for satisfaction of my abilities and capacities					
12	The economic condition of a teacher makes me dislike this profession					
13	I find controlling students in school difficult					

14	I like to attend seminars within and outside the school					
15	The school authorities in my school are fair and impartial					
16	My fellow colleagues are good and cooperative					
17	I always keep track of my progress					
18	I sometimes feel my job is meaningless					
19	I am satisfied with my chances of promotion					

Appendix C: Key Informant Interview Guide for School Counsellors

Dear respondents, I am a student of Uganda Christian University pursuing a Master of Art in Counselling Psychology. I am undertaking a research on Job Satisfaction, Intrinsic and Extrinsic Motivation among Secondary School Teachers in Kitgum Municipality. Your responses will be highly confidential and only for academic purposes. It will be grateful for your cooperation and sincerity.

Section A: School Counsellors contributions towards job satisfaction of secondary school teachers

- 1) Do you think teachers are satisfied with the work they do? If Yes or No give your views about it.
- 2) What challenges are you facing as the school counsellors in working with dissatisfied teachers at schools?
- 3) What strategies are you using to enhance job satisfaction among teachers at school?
- 4) What do you think school administrators should do to enhance teachers' job satisfaction?

Appendix D: Key Informant Interview Guide for Municipality Education Officer and School Administrators

Dear respondents, I am a student of Uganda Christian University pursuing a Master in Counselling Psychology undertaking a research on Job Satisfaction, Intrinsic and Extrinsic Motivation among Secondary School Teachers in Kitgum Municipality. Your responses will be highly confidential and only for academic purposes. It will be grateful for your cooperation and sincerity.

- 1) What have you found are the teachers' attitude towards teaching as their career?
- 2) What do you do to motivate teachers in your schools / areas?
- 3) In cases where the teachers are not satisfied what are reasons, they are not satisfied with the job they do at schools?
- 4) What challenges do you face in motivating teachers?
- 5) What do you think can be done to improve teachers' job satisfaction in the area?