Teacher Motivation and Job Satisfaction in Private Primary Schools of Kampala District, Uganda

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Abstract— A teacher is a key resource in a school and their job satisfaction depends on their level of motivation among other factors. A study was conducted to explore the relationship between teacher motivation and job satisfaction in private primary schools in Kawempe Division, Kampala District in Uganda. The study assessed relationships between (i) extrinsic motivation and teachers’ job satisfaction; (ii) intrinsic motivation and teachers’ job satisfaction; and (iii) personal factors and teachers’ jobs. A cross-sectional survey design was employed to collect data from 88 teachers of 6 private primary schools in Kampala district. SPSS software was used to analyse the data. The study findings showed a strong positive correlation between extrinsic motivation and teacher’s job satisfaction \( r = 0.572** \), \( p < 0.01 \); and intrinsic motivation and teacher’s job satisfaction \( r = 0.694** \), \( p < 0.01 \). Personal factors and teachers’ job satisfaction however had a weak positive correlation \( r = 0.244** \), \( p < 0.05 \). It is therefore concluded that teacher motivation has a statistically significant relationship with job satisfaction. The school administrators are therefore urged to regularly motivate teachers through the provision of teacher houses, classroom expansion, continuous appraisals, regular training, certificate awards at school assemblies and inculcation of religious values to teachers.

Keywords— extrinsic motivation, Intrinsic motivation, Job Satisfaction, School, Teacher Motivation

I. INTRODUCTION

Globally, the concept of job satisfaction began in the early 1930s and was heavily influenced by the economic and employment crises of the Great Depression and by the new developments in attitude measurement [1]. The drastic changes in the economic conditions at that time created the need for scholars to research employee morale and later job satisfaction.

One of the biggest breakthroughs in job satisfaction research was the Hawthorne studies [2]. These studies were conducted in the period 1924–1933 by Elton Mayo who was affiliated with the Harvard Business School. He investigated the effects of different factors including illumination on the productivity of employees. The studies revealed that significant improvements in work conditions improve the productivity of employees. This was referred to as the Hawthorne effect. The same studies later revealed that the changes in the productivity of employees were not due to the changes in work conditions but rather the effect of employees being observed. This finding confirmed that employees are motivated to work because of other factors apart from pay. This encouraged other scholars to investigate factors that cause job satisfaction. On the other hand, the history of motivation can be traced from the ancient 3 Greeks, Socrates, Plato and Aristotle between 322 and 470 BC [3]. The ancient Greeks argued that personal motivation has 3 components in a hierarchical arrangement; Body desires, Pleasures; and pains.
This study was guided by the “two-factor theory” which was propounded by Fredrick Hertzberg in 1959 [4]. The theory identifies two sets of factors (extrinsic/hygiene factors or intrinsic/motivation factors) that determine an employee’s level of satisfaction or dissatisfaction at their job. The 2-factor theory assumes that the presence of extrinsic factors like salary, work conditions, and lunch will not cause satisfaction but their absence will cause dissatisfaction and, the presence of intrinsic factors like recognition, work responsibility, advancement, sense of achievement, future opportunities will cause satisfaction but their absence will not cause dissatisfaction. This theory has widely been accepted as relevant in motivating employees to give their best in organizations [5]. It ably explains the causes of job satisfaction and dissatisfaction among teachers in schools. However, it has been criticized for having some weaknesses. For example, [6] claims that the two-factor theory overlooks situational variables.

Low levels of teacher motivation and job dissatisfaction have become a major concern in the Ugandan education system [7]. Data shows that teacher salaries have fallen compared to other occupations with similar educational requirements, leading the profession to suffer a drop in prestige. Additional factors contributing to lowered job satisfaction include lack of support from leadership, poor accountability, inadequate living conditions, or violence in schools [8]. In Uganda, most private school proprietors make a lot of profits [9]. Because they are mainly business-minded, they prefer to use the money to improve school infrastructure and open up other school branches while paying little attention to teacher motivation and this brings job dissatisfaction.

Problem Statement
Teachers' satisfaction is a matter of national importance given teachers’ role in imparting knowledge to learners [10]. Besides, satisfied teachers are more likely to facilitate better learner outcomes than those who are not. As such, the Ministry of Education and Sports (MoES) has put in place various initiatives to increase teacher satisfaction in private primary schools in Uganda [11]. For instance, through the private schools and institutions department, the MoES enforces payment of private primary teachers’ salaries both during the school terms and the holidays. It also supervises the working conditions of teachers in primary schools as part of its routine supervision of private schools.

Despite this, many cases of low job satisfaction were reported among teachers of private primary schools in Kawempe Division [12]. For instance, in 2017, several primary school teachers in private schools in Kawempe Division left the teaching profession for more lucrative jobs [9]. In addition, many teachers of private primary schools were not committed to their jobs as evidenced by the dodging of lessons, continuous late coming and unwillingness to supervise co-curricular activities [11].

If the situation remained the same, there was a big likelihood that low job satisfaction among teachers in private primary schools in Kawempe Division would increase the teacher attrition rates. This would in turn lower the learning outcomes of the pupils in the private primary schools hence reducing the country’s productive workforce in the following years. It was, therefore, necessary for the researcher to determine the relationship between teacher motivation and job satisfaction in private primary schools of Kawempe Division, Kampala District in Uganda.

Purpose of the Study
The purpose of this study was to examine the relationship between teacher motivation and job satisfaction in private primary schools in Kawempe Division, Kampala District in Uganda.

Specific Objectives
The study sought to achieve the following objectives:

i. To determine the relationship between extrinsic motivation and teachers’ job satisfaction in private primary schools of Kawempe Division.

ii. To establish the relationship between intrinsic motivation and teachers’ job satisfaction in private primary schools of Kawempe Division.

iii. To establish the relationship between personal factors and teachers’ job satisfaction in private primary schools of Kawempe Division.
Research Questions
The study answered the following research questions:

i. What is the relationship between extrinsic motivation and teachers’ job satisfaction in private primary schools of Kawempe Division?

ii. What is the relationship between intrinsic motivation and teachers’ job satisfaction in private primary schools of Kawempe Division?

iii. What is the relationship between personal factors and teachers’ job satisfaction in private primary schools of Kawempe Division?

Hypothesis of the Study
This study tested the following research hypotheses:

i. There is no statistically significant relationship between extrinsic motivation and teachers’ job satisfaction in private primary schools in Kawempe Division.

ii. There is no statistically significant relationship between intrinsic motivation and teachers’ job satisfaction in private primary schools in Kawempe Division.

iii. There is no statistically significant relationship between personal factors and teachers’ job satisfaction in private primary schools of Kawempe Division.

Conceptual Framework
From the conceptual framework, it can be deduced that there is a relationship between teacher motivation and job satisfaction (Figure 1). This implies that adequate provision of extrinsic and intrinsic motivation, as well as favourable personal factors, increases job satisfaction among teachers of primary schools. For instance, the timely and adequate provision of instructional materials increases teachers’ work commitment. In addition, regular promotions increase the morale of teachers in executing their duties. Also, older teachers are more dedicated to accomplishing their goals. On the other hand, the inadequate provision of extrinsic and intrinsic motivation and the influence of unfavourable personal factors lower job satisfaction among teachers of primary schools. For instance, the late and inadequate provision of instructional materials makes it difficult for teachers to effectively execute their tasks which reduces their commitment. In addition, the absence of promotions discourages teachers from putting in extra effort. It is also worth noting that younger teachers are often less dedicated to accomplishing their goals compared to older teachers.

Source: Adopted from Hertzberg’s two-factor theory by Herzberg, Mausner & Snyderman (1959).

Figure 1: Conceptual Framework
II. METHODOLOGY

Research Design
The study adopted a cross-sectional survey design by employing a quantitative data collection approach. This research design enabled the researcher to collect all the required information at a single point in time hence eliminating repeat visits [13].

Study Population
The term population refers to the people a researcher is expected to study [14]. Kawempe Division has many private primary schools. The study population comprised 145 teachers of 6 private primary schools in Kawempe Division, Kampala District. They included: Kampala Quality Primary School, Kawempe Decorous Primary School, St. Claver Primary School, Sacred Heart Jinja Karoli Primary School, St. Kizito Bwaise Primary School and Kawempe Junior Primary School. This population was considered because they were well conversant with teacher motivation and job satisfaction in private primary schools in Kawempe Division to inform the study.

Sample Size Determination
A sample of 104 respondents out of the 145 teachers from the 6 private primary schools in Kawempe Division were selected for the study. The sample was based on the sample size estimates provided by the 1970 Krejcie and Morgan sample determination Table [15].

Sampling Techniques and Procedures
A simple random sampling technique was used to select 104 out of 145 teachers from 6 selected private primary schools in the Kawempe Division. This sampling technique provided an equal chance for every member of the population to be included in the study [16].

A compiled list of teachers employed in the selected private primary schools was obtained from the school headteachers to serve as the sampling frame. Using the Microsoft Excel computer Application, random numbers were generated and only respondents who were within the predetermined sampling interval were selected for the study.

Data Collection Method and Instrument
The researcher used the questionnaire survey method to collect data from the teachers of private primary schools in Kawempe division. Questionnaires were used for the study because they were time-saving in interviewing many people and hence a high response rate [14].

Data Analysis
The Statistical Package for Social Sciences (SPSS) version 26 was used in data analysis. Univariate analysis was conducted to describe respondent’s demographic characteristics and the study variables using frequency, percentages, mean and standard deviation. The study findings were presented using frequency distribution tables, bar graphs and pie charts. In addition, a bivariate analysis was conducted using the Pearson correlation coefficient test to establish the relationship between teacher motivation and job satisfaction. At multivariate analysis, a multiple linear regression model was computed to establish the predictive effect of extrinsic motivation, intrinsic motivation and personal factors on teacher job satisfaction in 6 private primary schools of Kawempe division. The correlation and regression coefficients were interpreted as: values of 0.0 to 0.29 represent a small or weak relationship, 0.3 to 0.49 is a medium or moderate relationship and 0.5 to 1.0 is a large or strong relationship [17].

III. RESULTS AND DISCUSSION

Response rate
The study achieved a high response rate of 77.9 per cent as a result of a strong mobilisation of teachers by the researcher. However, due to non-responses, the researcher was able to obtain responses from 88 out of 113. Some teachers (23) were unable to respond to the study because they were preparing for lessons and others had gone out of school for official duties. Other teachers were preparing pupils for sports day and music dance and drama activities.
Background characteristics of the respondents
The study obtained nearly equal views of both male and female teachers (Figure 2). On average, most teachers were in the youthful age groups of 18-40 years (Table 1). On education status, the majority of teachers had a minimum level of education with the requisite experience to share their views on motivation and teacher job satisfaction (Figure 3).

![Gender of Respondents](image)

**Figure 1: Respondents by Gender**
Source: primary data.

<table>
<thead>
<tr>
<th>Respondents by Age group</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-30</td>
<td>27</td>
<td>30.7</td>
</tr>
<tr>
<td>31-40</td>
<td>35</td>
<td>39.8</td>
</tr>
<tr>
<td>41-50</td>
<td>24</td>
<td>27.3</td>
</tr>
<tr>
<td>51-60</td>
<td>2</td>
<td>2.3</td>
</tr>
<tr>
<td>Total</td>
<td>88</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: primary data.

![Respondents by Age Group](image)

**Table 1: Respondents by Age Group**

![Respondents by Level of Education](image)

**Figure 2: Respondents by Education Level**
Source: primary data.
Correlations between Teacher Motivation and Job Performance

The results of the Pearson Correlation Coefficient (r) analysis to establish the relationships between teacher motivation and job performance in private primary schools are shown below (Table 2).

Table 2: Correlations between Teacher Motivation and Job Performance

<table>
<thead>
<tr>
<th>Correlations</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Extrinsic Motivation [1]</td>
<td>r</td>
<td>1.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>p-value</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intrinsic Motivation [2]</td>
<td>r</td>
<td>0.548**</td>
<td>1.000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>p-value</td>
<td>0.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>88</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td>Personal Factors [3]</td>
<td>r</td>
<td>0.171</td>
<td>0.171</td>
<td>1.000</td>
</tr>
<tr>
<td></td>
<td>p-value</td>
<td>0.111</td>
<td>0.112</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>88</td>
<td>88</td>
<td>88</td>
</tr>
<tr>
<td>Teacher's Job Satisfaction [4]</td>
<td>r</td>
<td>0.572**</td>
<td>0.694**</td>
<td>0.244*</td>
</tr>
<tr>
<td></td>
<td>p-value</td>
<td>0.000</td>
<td>0.000</td>
<td>0.022</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>88</td>
<td>88</td>
<td>88</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed). * Correlation is significant at the 0.05 level (2-tailed).

Source: primary data.

There is a strong positive correlation between extrinsic motivation and teachers’ job satisfaction in Kawempe Division, Kampala city (r=.572**, p<0.01). The strong positive correlation indicates that an increase in extrinsic motivation to teachers will bring about an increase in teacher job satisfaction in private primary schools within Kawempe Division, Kampala City. The coefficient of determination (r2=.327) was computed and the study findings show that a 32.7 per cent change in teacher’s job satisfaction is attributed to extrinsic motivation in private primary schools within Kawempe Division, Kampala City. The test of significance (p) shows a statistically significant relationship between extrinsic motivation and teachers’ job satisfaction in Kawempe Division, Kampala city (p=0.000**<p=0.01) at a 99% confidence interval. Because of this, the null hypothesis “there is no significant relationship between extrinsic motivation and teachers’ job satisfaction in private primary schools in Kawempe Division” was rejected and the alternative hypothesis which stated “there is a statistically significant relationship between extrinsic motivation and teachers’ job satisfaction in private primary schools in Kawempe Division” was accepted.

Further, there is a strong positive correlation between intrinsic motivation and teacher’s job satisfaction in Kawempe Division, Kampala city (r=.694**, p<0.01). The strong positive correlation indicates that an increase in intrinsic motivation to teachers will bring about an increase in teacher job satisfaction in private primary schools within Kawempe Division, Kampala City. The coefficient of determination (r2=.482) shows that a 48.2 per cent change in teachers’ job satisfaction is attributed to intrinsic motivation in private primary schools within Kawempe Division, Kampala City. The test of significance (p) shows a statistically significant relationship between intrinsic motivation and teachers’ job satisfaction in Kawempe Division, Kampala City (p=0.000**<p=0.01) at a 99% confidence interval. Because of this, the null hypothesis “there is no significant relationship between intrinsic motivation and teachers’ job satisfaction in private primary schools in Kawempe Division” was rejected and the alternative hypothesis which stated “there is a statistically significant relationship between intrinsic motivation and teachers’ job satisfaction in private primary schools in Kawempe Division” was accepted.

Lastly, there was a weak positive correlation between personal factors and teachers’ job satisfaction in Kawempe Division, Kampala city (r=.244*, p<0.05). The weak positive correlation indicates that an improvement in the personal factors of teachers will bring about a meagre increase in teachers’ job satisfaction.
in private primary schools within Kawempe Division, Kampala city. The coefficient of determination ($r^2 = 0.059$) shows that a 5.9 per cent change in teachers’ job satisfaction is attributed to personal factors in private primary schools within Kawempe Division, Kampala city. The test of significance ($p$) shows a statistically significant relationship between personal factors and teachers’ job satisfaction in Kawempe Division, Kampala city ($p = 0.0222 < p = 0.05$) at a 95% confidence interval. In light of the above, the null hypothesis “there is no significant relationship between personal factors and teachers’ job satisfaction in private primary schools in Kawempe Division” was rejected and the alternative hypothesis which stated “there is a statistically significant relationship between personal factors and teachers’ job satisfaction in private primary schools in Kawempe Division” was accepted.

**Regression Analysis on Teacher Motivation and Job Performance**

Multiple linear regression results show the relationship between Teacher Motivation and Job Satisfaction in private primary schools within Kawempe Division, Kampala city (Table 3).

<table>
<thead>
<tr>
<th>Multiple Linear Regression Model</th>
<th>Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extrinsic Motivation</td>
<td>0.224</td>
<td>2.974</td>
<td>0.004*</td>
</tr>
<tr>
<td>Intrinsic Motivation</td>
<td>0.512</td>
<td>6.03</td>
<td>0.000*</td>
</tr>
<tr>
<td>Personal Factors</td>
<td>0.167</td>
<td>1.441</td>
<td>0.153</td>
</tr>
</tbody>
</table>

**Table 3: Regression Analysis on Teacher Motivation and Job Performance**

The results show that teacher motivation has a linear relationship with Job Satisfaction in private primary schools within Kawempe Division, Kampala city ($p = 0.000$). Based on the RSquare=0.546, it can be deduced that teacher motivation accounts for 54.6 per cent change in their job satisfaction at private primary schools within Kawempe division, Kampala city. Like the Pearson Correlation coefficient, the size of the coefficient for the independent variable gives the size of the relationship with the dependent variable. In addition, the sign on the coefficient (positive or negative) gives a direction of the relationship.

Further, there was a weak positive statistically non-significant relationship between personal factors and teachers’ Job Satisfaction in private primary schools within Kawempe Division, Kampala city ($B = 0.167$). This implies that a 100% improvement in personal factors will bring about a 16.7 per cent improvement in teacher job satisfaction. In conclusion, intrinsic motivation ($B = 0.512$, $p = 0.000 < 0.05$) affected most teacher job satisfaction.
satisfaction in private primary schools within Kawempe Division, Kampala city. This is followed by extrinsic motivation (B=0.224*, p=0.04<0.05) and lastly personal factors (B=0.167, p=0.153>0.05).

IV. DISCUSSION OF THE RESULTS

The Relationship between Extrinsic Motivation and Teacher’s Job Satisfaction

The study findings show a strong positive correlation between extrinsic motivation and teacher’s job satisfaction in Kawempe Division, Kampala city (r=.572**, p<0.01). This implies that an increase in extrinsic motivation to teachers will bring about an increase in teacher job satisfaction in private primary schools within Kawempe Division, Kampala City.

Consistent with the above findings, a study by the World Bank confirms that poor working conditions affect teacher job satisfaction [8]. Data indicates for example, that shortages of equipment such as desks, books, computers, and other instructional materials can frustrate teachers and cause drops in motivation leading to job dissatisfaction. However, [17] opined that there should be a safe and congenial environment at the workplace including physical conditions like heating, number of students, pleasant working conditions, and the amount of work required among others. Similarly, a Ugandan study showed a strong positive statistically significant relationship (r=0.864) between the basic salary and job satisfaction of teachers in public schools in the Gulu District [18]. This same study found that teachers were forced to get other jobs to increase their income which reduced the time spent teaching pupils. When asked whether they were satisfied with their salary, 26.0% of the teachers strongly disagreed, 31.0% disagreed, 4.0% were not sure, 30.0% agreed and 9.0% strongly agreed.

A recent study in Ghana by [17] also confirms a relationship between extrinsic motivation and teacher job satisfaction. This study was conducted in the LedzokukuKrowor municipal District of Ghana on the effect of working conditions on job satisfaction. The study findings showed a significant and positive relationship between working conditions and job satisfaction of basic school teachers in the LedzokukuKrowor municipal District of Ghana (r=.434**, p-value=0.01). In line with this, [19] notes that the provision of teaching materials makes it possible for teachers to adequately teach their students. They do not feel inconvenienced when delivering their lessons and thus are not easily pressured to leave the school.

In agreement with the study findings above, [20] note that the level of job satisfaction of teachers greatly depends on the amount of remuneration received. They go ahead to point out that teachers are discouraged from putting in extra effort when there is no expectation of good monetary benefits. This is because they are in no position to take better care of their families. In agreement, [21] affirms that teachers working in low-cost private schools register high cases of teacher absenteeism and low teacher productivity. He explains that due to their low salaries, they are forced to look for other additional sources of income elsewhere. Others are forced to leave the teaching profession with time to look for more lucrative jobs that can drastically change their standards of living.

In addition, [22] opines that teachers who are provided housing allowances are more committed to their jobs and are high-performing. The other factors key to improving the working conditions of teachers are relationships with co-workers, administrative support and availability of instructional materials. To [21], good working conditions make teachers do all it takes to ensure that their students excel. They are also able to build good relationships with other teachers, students and parents. This subsequently enables them to perform well.

The study findings are consistent with the study in Nepal which shows the provision of spacious classrooms increased the satisfaction of teachers [23]. The descriptive study findings showed that more than half of the teachers (52.9%) affirmed that they were happy when they delivered their lessons in classrooms that were not congested. In addition, the study findings showed that teachers who delivered lessons in spacious classrooms registered better student outcomes.

In a study by [24] in Sweden, it was found that each of the aspects of working conditions that is; teacher cooperation (r = .35), school resources (r = .34), student discipline (r =.32) and teacher workload (r=.23) all at (p-value .05) were significantly related to teacher job satisfaction. However, it should be noted that working condition differs from one school to another and from private schools to government schools [25]. This study’s
aim therefore will be to establish whether working conditions are significantly related to teachers’ job satisfaction in private primary schools. [26] opine that the absence of adequate classrooms, desks and test books makes it difficult for teachers to deliver their lessons. As a result, the teachers may feel that their work has no significant impact on the lives of the pupils they teach. Due to this, [27] advocates that all efforts geared towards increasing the working conditions of teachers should be aimed at improving their level of professionalism and job contentment.

On the contrary, some researchers found an absence of or no significant relationship between salary and teachers’ job satisfaction [6]. Although the study findings reveal that salaries are positively significantly correlated to job satisfaction, the relatively small sample, difference in geographical locations use of only lecturers limits its generalization to this study. In agreement with the two-factor theory [4], the study findings indicate that extrinsic factors such as staff accommodation, salary, class sizes and working conditions had a statistically significant relationship with teacher job satisfaction in private primary schools of Kawempe Division in Kampala District.

The Relationship Between Intrinsic Motivation and Teacher’s Job Satisfaction

The study findings show a strong positive correlation between intrinsic motivation and teacher job satisfaction in 6 private primary schools of Kawempe Division, Kampala city (r=.694**, p<0.01). The study findings imply that an increase in intrinsic motivation for teachers will bring about an increase in teacher job satisfaction in private primary schools within Kawempe Division, Kampala City. In agreement with the study findings, [28] observes that long working hours of teachers increase stress hence making their job less enjoyable. He adds that teachers who are subjected to long working hours are more willing to leave their jobs when presented with a new teaching job offer or join new professions. Relatedly, [23] highlighted workload as one of the highest predictors of job satisfaction. They noted that a big workload increases the turnover rates among teachers. Yet, it is two times more expensive to replace a teacher who has quit.

Further still, [22] agrees with the study findings and notes that the work done by teachers needs to be appreciated so that they develop more interest in their jobs. He goes ahead to say that school administrators have the responsibility of ensuring that teachers feel that they are doing a good job and making an impact on the overall performance of the school. They also have to give the teachers job autonomy to decide how they execute their tasks. Otherwise, teachers will put up strikes more frequently which will put school activities to a halt. The study findings are in agreement with [19] who argue that recognition makes teachers feel that their work is valued and this propels them to work hard. While financial awards are important, recognition builds teachers’ confidence that they are competent enough to execute their tasks. To [20], financial rewards are not effective in motivating teachers if they are not coupled with recognition. It is important to praise teachers for the good job done, inform administrators of the extra effort they put in, offer feedback and publicly give them awards.

The study findings are consistent with the study conducted by [29] in the Nandi District of Kenya among 5470 teachers of primary schools. They observed that the number of assignments given to teachers affected the job satisfaction of teachers. The study found that the job satisfaction of teachers increased with more tasks assigned. In support of this, [24] argues that increased workloads increase the satisfaction of teachers. However, the school administrators ought to clearly explain the tasks to the teachers and assign tasks based on skills and competencies. Otherwise, the teachers get frustrated when they are unable to deliver on their assignments and may quit.

[30] opines that the availability of promotions in schools increases the job satisfaction of teachers. They went ahead to say that promotions translate into an increase in responsibilities, more job autonomy, salaries and social status. However, the absence of promotions demoralizes teachers and reduces their commitment to their jobs because they do not feel valued. To [26], promotion policies can only increase the satisfaction of teachers if the promotions are adequate and give all teachers an equal chance of being promoted. If this is not the case, teachers lose confidence in the promotions which frustrates the intended objectives.

The study findings are consistent with [31] who assessed the relationship between professional development and teacher satisfaction using secondary data from a teaching and learning survey. The study findings showed
that there was a moderate positive correlation (r=0.419*) between professional development and job satisfaction. The same study showed that teachers who were sponsored to take on other educational courses were able to easily execute their tasks which increased their satisfaction. It is also important to note that teachers who had upgraded their skills were 0.9 times less likely to leave the teaching profession. As per the “two-factor theory” advanced by Fredrick Hertzberg in 1959 [4], the study results are in agreement that intrinsic motivation such as teacher recognition and responsibility have a significant relationship with teacher job satisfaction in private primary schools of Kawempe Division, Kampala city.

The Relationship between Personal Factors and Teacher’s Job Satisfaction

The study findings found a weak positive correlation between personal factors and teachers’ job satisfaction in Kawempe Division, Kampala city (r=.244**, p<0.05). The weak positive correlation indicates that an improvement in the personal factors of teachers will bring about a meagre increase in teachers’ job satisfaction in private primary schools within Kawempe Division, Kampala city.

The above study findings concur with a Ghanaian study that found a statistically significant difference in job satisfaction among teachers of age groups 20-30 years, 31-40 years, 41-50 years and above 50 years [32]. Of all the age groups, teachers aged 20-30 years had the highest level of job satisfaction. This was attributed to the fact that most of the teachers within this age group had just been recently retained or newly hired in schools.

In the same vein, [29] confirms that the level of job satisfaction among teachers of different gender groups often varies. He explained that female teachers are more motivated by intrinsic motivation like the impact of their duties on the lives of the pupils. Whereas, male teachers were more motivated by the provision of extrinsic rewards like salaries and allowances. This was highly evident in developing countries where societies were largely patriarchal and thus expected men to be the main breadwinners while women were expected to be nurturers. On the contrary, [21] found no relationship between gender and job satisfaction of teachers.

Consistent with the study findings, [33] opines that the level of job satisfaction of teachers decreases with more teaching experience obtained. He adds that at the beginning of a teacher’s career, the level of job satisfaction enjoyed is high but it decreases in the middle of their career. If no attractive motivation strategies are employed, it also dwindles at the end of their career. Put differently, [27] argue that teachers who have just joined the teaching profession are more enthusiastic about their jobs because they want to establish themselves as outstanding teachers in the field of education while teachers who have served for many years in the teaching profession are more interested in improving their standards of living.

The study findings showed that higher education qualifications of teachers are often associated with increased levels of job satisfaction. This is consistent with [18] who found that teachers with a master’s degree are more satisfied with their jobs than those with lower levels of qualification. The higher levels of satisfaction are attributed to more levels of competence in executing tasks. Contrary to the study findings, [19] assert that the level of education has a negative significant relationship with the job satisfaction of teachers. This is because the increased levels of education increase the alternative sources of employment and thus teachers more easily leave their jobs when they feel discontented.

A study in Malaysia shows that a teacher’s Islamic religiosity has a significant and positive relationship with job satisfaction (p=0.784; p=0.000 <0.05). It was observed that teachers who put God first in every aspect of their lives had a successful performance of their duties and were more satisfied with their job than their counterparts [34]. Elsewhere, a study in America shows that religion is a key motivating element for teachers in US Catholic basic and secondary schools [35]. It was revealed that the selection of teaching jobs in catholic schools was informed by religious convictions and therefore the majority of the staff who worked in these schools reported high levels of job satisfaction.

In Saudi Arabia, Islamic teachings form a cornerstone of teacher motivation and consequently job satisfaction [36]. Islam encourages Muslims to be high achievers given that work is taken as a form of worship and obedience to God. As a result, teachers, therefore, strive to achieve God’s indulgences during and after life by attending to their work effectively. Given that Islam is the official religion of Saudi Arabia, Islamic teachings
are embedded in the legislation that guides the operation of teachers. Faithfulness is part of the Islamic moral teachings and constitutional obligation for teachers. It is essential for Muslims seeking to earn a legitimate income to perform to the best of their abilities. For teachers who qualify for legitimate income, job satisfaction is attained as a consequence. On the other hand, [37] reveals that there is no statistically significant effect between the administrators, faculty, religious and job satisfaction. The study findings are obtained from an examination of job satisfaction, organizational commitment and religious commitment among a group of faculty and administrators in a Christian university.

V. CONCLUSION AND RECOMMENDATIONS

In light of the study findings, it can be concluded that there is a statistically significant relationship between extrinsic motivation and teacher’s job satisfaction. To increase job performance, teacher motivation must be enhanced through the establishment of extrinsic motivation, intrinsic motivation and even personal factors such as religious values. Based on the study's conclusion, the following recommendations are proposed:

The Relationship between Extrinsic Motivation and Teacher’s Job Satisfaction

The School administration should make upward adjustments in the wages and salaries of all teachers to enable them to meet their day-to-day expenses. Teachers like the rest of other employees work for a decent salary. Its improvement therefore will give them ample time to concentrate on their duties, and thereby bring about increased job satisfaction.

The government of Uganda through the Parliament of Uganda, the Ministry of Education and Sports as well as the Uganda Revenue Authority should reduce the taxes paid by private schools. This will enable the schools to save some money and channel it to the provision of adequate salaries for the teachers in a bid to increase their job satisfaction.

There is a need for schools to construct accommodation facilities for teachers to enable them to be near their workplace and concentrate on their duties. School accommodation will reduce the burden of long distances, bad weather and poor roads for teachers to access the schools during the dry and wet seasons. In the interim, adequate housing should be availed to teachers to enable them to rent nearer to the school.

The school administrators especially headteachers in Kawempe Division should identify and provide tailored forms of extrinsic motivation drives for each teacher to enhance their job satisfaction. It was discovered that teachers may prefer different forms of fringe benefits such as medical care, housing, airtime and extra lesson allowances. Other teachers preferred clean and organized classroom blocks or even the availability of instructional materials.

The schools should invest in modern classroom infrastructure to increase both the satisfaction of the teachers and the learner outcomes of the pupils. This is because the study findings showed that most schools had poor, dilapidated or congested classrooms and this consequently reduced teacher’s job satisfaction.

The Relationship Between Intrinsic Motivation and Teacher’s Job Satisfaction

The teachers should be continuously appraised through both formal and informal feedback channels on their satisfaction level and what must be done to enhance their satisfaction. Appraisal techniques such as 360-degree feedback can be employed to understand how schools can enhance teacher motivation and consequently increase job satisfaction.

Schools should organize regular training and seminars for all teachers to improve their skills, loyalty and competence among others. Through these seminars, teachers will be willing to work for the success of their schools thereby increasing their job satisfaction.

The schools should make it a habit to recognise teachers for the outstanding work done every month during assemblies. Awards in the form of certificates should be given to outstanding teachers as part of their recognition. This is anticipated to bring about high esteem of a teacher and this will thereby increase teacher job satisfaction.
The Relationship between Personal Factors and Teacher’s Job Satisfaction

The school administrators should design an effective reward system that caters for the needs of both male and female teachers. This means that the school teaching environment will be suitable for both male and female teachers for instance, transport and housing allowances should be computed based on the distance and the cost of travel from the place of residence for each teacher.

There is a need for schools to instil religious values for teachers to appreciate the work they do in schools. This will enable teachers to be content with the school environment and the available resources necessary for them to conduct their teaching jobs effectively. This will consequently bring about increased teacher job satisfaction.

The school administration should initiate leadership programmes that encourage all teachers to participate in mentorship, decision-making, teamwork and communication skills development. This will enable the senior teachers to transfer knowledge and skills to junior teachers and consequently uplift their confidence and methods of delivery. This will create a team of satisfied teachers in the long run.

There is a need for teachers to arouse the interest and the joy in each lesson they teach. They could do this through the use of humour in the classroom, paying individual attention to the pupils using different approaches to teaching and positive reinforcements. This is because motivated classes tend to increase teacher morale and hence their job satisfaction.

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