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Original Article

Job Satisfaction and Teachers' Performance in Secondary Schools in Gulu District

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Education outcomes depend on the quality and effectiveness of their workers. Teachers who are satisfied with their jobs perform their duties effectively and efficiently. This study aimed to investigate the relationship between job satisfaction and teachers' performance in secondary schools in Gulu district. A total of 174 secondary school teachers in Gulu district were selected as respondents of the study and a descriptive correlation design was used in order to see the relationship of the variables in eight sample secondary schools in the district. Data was analysed using person's correlation with the help of SPSS software to obtain the values. The findings indicate that there is high correlation between job satisfaction and teachers' performance, which show that high job satisfaction contributes to high teachers' performance. The study concludes that there is a significant relationship between job satisfaction and teachers' performance. Based on the findings and conclusions the research recommends that; the government should strengthen and harmonise teachers' pay in order for them to gain higher satisfaction on the job. Secondly, teachers be housed within the school to boost their job satisfaction and lastly, the teachers be treated equally without bias. Thirdly, the Ministry of Education and Sports should make policies, programs and projects for secondary school teachers to enhance job satisfaction and performance towards quality education.

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INTRODUCTION

Noble as it is considered, the teaching profession may have a number of challenges that affect the performance of teachers yet teachers are expected to train and mould learners. Job Satisfaction in teaching is key in ensuring productivity and high-quality performance of teachers in schools, (World Report, 2018). The amount of effort and enthusiasm that teachers display in the implementation of this noble teaching job requires self-satisfaction into their job. Worldwide, several researches have been carried out on teachers' job satisfaction and different findings have come out. Whereas some previous studies conclude that teachers were satisfied with their work, others argued against it, saying that teachers are actually dissatisfied with their work. Noordin & Jusoff (2009), state that most schools need satisfied and motivated teachers who can work effectively and efficiently for the attainment of school goals and productivity.

Monyatsi (2012), carried out a survey in Botswana and the result showed that teachers were generally satisfied with their jobs, implying that there is high level of teachers' job satisfaction.

A similar research done in Taiwan by Abdulla et al. (2009) reveals that there existed high level of teachers' job satisfaction in secondary schools; however in Gulu district the status is not known. Studies in Zambia by Saeki et al. (2015) indicate that teacher attrition rate has gone high to around 11%, due to job dissatisfaction yet there have been two major increases in their pay, and the reason for this attrition remains unknown according to the government. On a similar trend, 40.4% of teachers in Jilin, China would wish to leave the teaching profession (Liu and Onwueguzie, 2012).

According to Babitta & Gurmit (2014), teachers who are not satisfied with their jobs might be less committed and are likely to perform below their capabilities, and that the teaching profession is facing problems related to teachers' job satisfaction. Abdalla, Parasuraman & Uli (2009), agree that the general perception is that teachers in the government schools are dissatisfied with

their profession. Neuman (1997), found that employees develop and perform better if managers control and motivate them with participative forms of rewards. Most scales of job satisfaction (Hackman & Oldham, 1975, Herzberg, 1987, Smith, Kendall & Hulin, 1969; Spector, 1997) include such facets as the nature of work, promotion opportunities, pay, working conditions, and social relations.

The job performance of teachers is very key to the quality of any education system (Namuddu, 2010; Khan & Mansoor, 2013; Awan & Asghar, 2014). Whether in educational or corporate settings, production processes are supported by a well streamlined system, with purpose-driven employees who are willing and determined to exert themselves to the maximum to surmount whatever challenges they encounter since the performance of organizations is dependent on employee performance (Emojong, 2004; Khan & Mansoor, 2013; Veeraselvam, 2014). Every organization should therefore put in place strategies of improving the performance of their employees using various means such as staff development, incentives, praise, recognition and support supervision.

Ogochi (2014), carried out his study in Transmara, Kenya and found out that lack of job satisfaction has led to low performance of learners in national examinations.

Teachers in Uganda also reported low-job satisfaction (Ministry of Education and Sports, 2013). Ugandan teachers are dissatisfied with their jobs and pay. Most of them would wish to look for greener pastures elsewhere to better their standards of living. In conclusion, according to Anurag & Kumar (2012), job satisfaction favours risk taking which will encourage employees to test and exchange unusual knowledge and ideas for the prosperity of the organization hence boosting performance. It is therefore imperative that this study be carried out in Gulu district to ascertain the relationship between job satisfaction and performance among teachers of secondary schools.

There are a number of theories advanced that relates to job satisfaction and teachers' performance in secondary schools but this study was guided by Herzberg's Two Factor theory due to its motivational and hygiene aspects that contributes to the study of employee satisfaction and performance. It helped in the investigation of the relationship between job satisfaction and teachers' Performance in Secondary Schools in Gulu district.

In the late 1950s, Frederick Herzberg interviewed 200 accountants and engineers in his research and examined motivation in the light of job content and context. According to Herzberg (2017), motivators or satisfiers are those that increase motivation, but whose absence does not necessarily result in dissatisfaction. They include a sense of achievement, recognition, advancement and growth in the job responsibility and meaningful work. Dissatisfaction occurs when the maintenance or hygiene factors are absent in the job. Examples of such dissatisfiers are: working conditions, company policy and administration, salary, status, job security, peer relations, and quality of supervision. These factors will not produce motivation, but their absence can create employee dissatisfaction. This theory is heavily based on need fulfilment and is interested on how to satisfy workers. It looks at things that cause workers to be satisfied and dissatisfied. According to the Two Factor Theory, things that lead to satisfaction are different from things that lead to dissatisfaction when present or absent, (Herzberg, 1987).

Job satisfaction depends on motivational factors or satisfiers whereas job dissatisfaction depends on hygiene factors. Satisfiers include things such as: Performance, recognition, job security, responsibility, and Hygiene factors include things such as salary, working conditions, relationship with colleagues, relationship with supervisors and the physical work place.

Herzberg's Two Factor Theory suggests that for employees to be satisfied with their work and to be productive, eliminate things that make them dissatisfied and lead to complaints. This can be

done by: Being supportive, creating a conducive work environment, offering job security, giving reasonable pay, valuing employees' worth. After eliminating the dissatisfiers, then create conditions for satisfaction, create good working conditions for performance, appreciate employees' contributions, and offer opportunity for growth, training and development opportunities. Basing on this, the researcher assumes that secondary school teachers in Gulu district may be satisfied or dissatisfied with their job hence impacting on their performance.

Many studies have defined job satisfaction and teachers' performance differently; Sutrisno (2012), considers job satisfaction as an emotional reaction of the complex and gives rise to a form of feelings of pleasure, feelings of satisfaction and dissatisfaction. According to Zembylas & Papanastasiou (2000), job satisfaction is a function of the perceived relation between what one wants from teaching and what one perceives teaching is offering to a teacher. Hongying (2008), adds that job satisfaction refers to the overall attitude and views of teachers towards their working conditions and profession. De Nobile (2003) defines job satisfaction as the extent to which members have favourable positive feelings about work or the work environment. Armstrong (2006) describes job satisfaction as the attitude and feelings people have about their jobs.

This particular study, the definition of job satisfaction was borrowed from Robbins and Sanghi (2006), who describe job satisfaction as collection of feelings that an individual holds toward his or her job. This definition of job satisfaction sums up all the other definitions. What one wants from work, attitude towards work, and a sense of excitement felt are all a collection of feelings, qualifying Robbins and Sanghi's definition for this study.

Chandra (2019) defines job performance as an accomplishment of the assigned tasks for achieving the organization's goals. A kind of report indicating how well an employee is executing the expected related work. Borman, & Motowidlo (1993), look at job performance as the

overall expected value from employees' behaviours carried out over the course of a set period. They state that performance is an element of behaviour, which has expected value to the organization. They divided performance into task performance and contextual performance.

For purpose of this study, teachers' performance will be defined as the duties performed by a teacher at a particular period in the school system in achieving organizational goals. This definition was borrowed from Obilade (1999). This particular definition has been considered because it looks at the duties of a teacher at a given time within the school setting. Low job satisfaction has been cited as possible cause of the current teaching crisis in Uganda, teachers are burdened with heavy work load-up to 28 periods a week, no job security especially in private schools, low salary as compared to other professions, less opportunity for promotion, no societal recognition, lack of confidence and low social status, making teaching to be regarded as a very stressful job in the country, (UNESCO, 2013).

Sirisha (2015), argues that organizations succeed or fail, based on the quality and effectiveness of their workers. Therefore, education outcomes depend on the quality and effectiveness of the teachers. Teachers who are satisfied with their job perform their duties effectively and efficiently. Uganda's Progress Report (2012) on the achievement of the Millennium Development Goals reveal that school enrolment in Sub-Saharan Africa has been rising but the school system has remained wasteful in terms of repetition, which reflects poor teaching and learning.

Today, employee performance has become a common phrase among management scholars, consultants, and reformers, not only for public organizations but also for the private sector (Hilgers, 2010; Prasad, 2010). To ensure that teachers perform their duties as educators, the Ministry of Education in Uganda has put in place quality assurance measures, which include the Directorate of Education Standards, District Education Officers, District Inspector of Schools,

School Management Committees and annual teacher appraisal forms.

In Gulu the role of job satisfaction on teachers' performance has not been accorded much attention that is due to it. Only a few studies in Gulu have come up to address teachers' performance in relation to their job satisfaction and majorly in primary schools and not in secondary. For example, Ayugi (2018), carried out a study on appraisal and teacher performance in Public primary schools in Gulu district. This study looked the impact of appraisal on the performance of teachers in primary schools. Another study by Adimola, Karyeija and Barifajo in 2014, looked at Head teachers' leadership styles and learners' performance in primary schools in Gulu district. The focus of this study was how the leadership styles of head teachers affects learners' performance and not teachers' job satisfaction.

It is therefore evident that the attempts to study the relationship between job satisfaction and teachers' performance in secondary schools in Gulu district is still wanting. Having looked at the afore background, the current study aims at investigating the relationship between job satisfaction and teachers' performance in secondary schools in Gulu district with a view to narrow the existing gap in literature in the area of satisfaction and performance among teachers of secondary schools.

Statement of the Problem

Over the past years, the teachers' performance has been declining across the world. Teachers are always judged basing on outcome of the students' results (Barnbe and Burns, 1994). The situation is even worrying in Gulu district. In 2013, the District local Council 5 chairperson Gulu, summoned head teachers of secondary schools in the district to explain the cause of poor performance in their respective schools. This was after the number of students getting division one had dropped from 205 in 2010 to 199 in 2011. Students' performance over time has gone down implying that teachers are not performing as expected. Teachers' working conditions matter

and directly affect the effectiveness of teaching (Berry, Smylie & Fuller, 2008, Laad, 2011).

Teachers have the ability to make a difference in students' performance. Quality teachers deliver quality output (UNESCO, 2013), however high absenteeism, late coming, insufficient mastery of the curricular, inadequate preparation, poor methodology, and poor academic performance characterize the teaching profession which is contributing to the crisis under study (Bold, et al. (2017). One wonders if this is also the case in Gulu district, is it due to job dissatisfaction that teachers are not performing. This study was intended to find out what could be the problem in Gulu district.

Purpose of the Study

The purpose of the study was to investigate the relationship between job satisfaction and teachers' performance in secondary schools in Gulu district with a view to enhance performance.

Objectives of the Study

The objectives of this study was

- To establish the relationship between job satisfaction and teachers' performance in secondary schools in Gulu district.

Research Questions

The study was guided by the question

- What is the relationship between job satisfaction and teachers' performance in secondary schools in Gulu district?

Scope of the Study

This study was to investigate the relationship between job satisfaction and teachers' performance of teachers in secondary schools in Gulu district.

Geographically, the study was conducted in Gulu district located in the Northern region of Uganda. Gulu district is bordered by Lamwo district to the north, Pader to the east, Oyam to the south, Nwoya to the southwest, and Amuru district to the west. The district headquarters in the town of Gulu

are approximately 340 kilometres (210 miles), by road, north of Uganda's capital city, Kampala. The coordinates of the district are 02 45N, 32 00E. The district is composed of Aswa county and Gulu municipal council (Statoids, 2015). This study focused on the last nine years; from 2009 to 2018. This period is wide enough to give the required data. This study took eight months, from March to October, 2019 to be accomplished.

Significance of the Study

The topic of job satisfaction and teachers' performance is worth studying, because satisfaction and dissatisfaction have impact on the performance of teachers, students and on the whole education itself. This study covered for the first time Job satisfaction and job performance of teachers of secondary schools in Gulu district, many studies in the district are on primary schools. The study may be helpful to head teachers, secondary school teachers, and policy makers in the Ministry of Education and all other stakeholders in Education to establish those factors that produce low job satisfaction which affect teachers' performance. The study findings may also help create awareness among school administrators on the need to provide the needed platforms to help staff deal with their job dissatisfaction in order to perform effectively and efficiently. To academicians, the study findings may be used as a reference for carrying out further research.

CONCEPTUAL FRAMEWORK

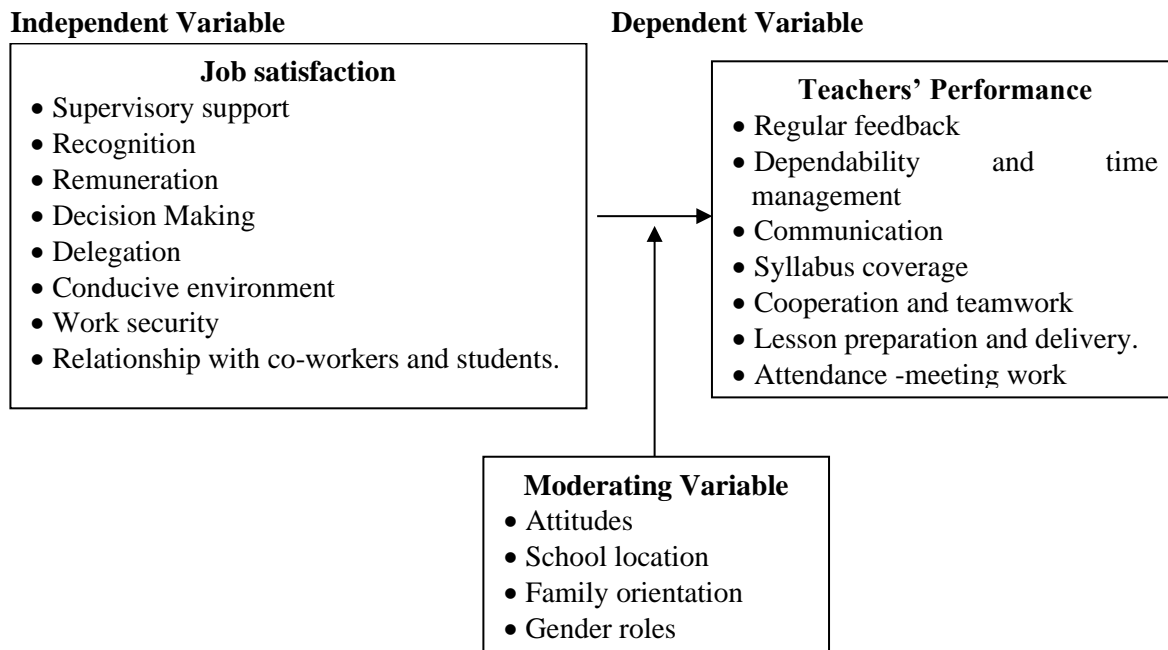
The conceptual framework presents relationship between the independent and dependent variables as presented in *Figure 1* below:

The conceptual framework shows how job satisfaction directly affects the level of teachers' performance. In detail, employee's job satisfaction directly influences job performance levels whether task or contextual performance (Borman & Motowidlo, 1993). Teachers need enough support from their supervisors to enhance their performance in schools. Their recognition has a direct influence on the level of their performance. This can result into cooperation and teamwork.

They also need a conducive work environment, a good salary package and above all, job security. However, there are other factors such as attitude, school location, family orientation and gender roles that can easily influence both job satisfaction

and teachers' performance if not controlled. The factors are over the variables under study and therefore they were not made mention of during the study.

Figure 1: A Conceptual Framework Showing the Relationship between Job Satisfaction and Teachers' Performance



Source: Primary Data (2019)

LITERATURE REVIEW

Theoretical Review

A number of theories have been advanced that relates job satisfaction and teachers' performance in secondary schools. In the late 1950s, Frederick Herzberg interviewed 200 accountants and engineers in his research and examined motivation in the light of job content and context. According to Herzberg, motivators or satisfiers are those that increase motivation, but whose absence does not necessarily result in dissatisfaction. They include achievement, recognition, advancement and growth in the job. Dissatisfaction occurs when the maintenance or hygiene factors are absent in the job. Examples of such dissatisfiers are: working conditions, company policy and administration, salary, status, job security, peer relations, and quality of supervision. These factors will not produce motivation, but their absence can create employee

dissatisfaction. This theory is heavily based on need fulfilment.

It is interested on how to satisfy workers. It looks at things that cause workers to be satisfied and dissatisfied. Things that lead to satisfaction are different from things that lead to dissatisfaction when present or absent. It is interested in people's motivation and job satisfaction. Job satisfaction depends on motivational factors or satisfiers. Job dissatisfaction depends on hygiene factors. Satisfiers include things such as: Performance, recognition, job security, responsibility, and Hygiene factors include things such as salary, working conditions, relationship with colleagues, relationship with supervisors and the physical work place.

For employees to be satisfied with their work and to be productive, eliminate things that make them dissatisfied and lead to complaints. This can be done by: Being supportive, creating a conducive

work environment, offering job security, giving reasonable pay, valuing employees' worth. After eliminating the disatisfiers, then create conditions for satisfaction, create good working conditions for performance, appreciate employees' contributions, offer opportunity for growth, and offer training and development opportunities. All these will lead to high performance. This study was guided by Herzberg's two-factor theory to establish the relationship between job satisfaction, and teachers' performance in secondary schools in Gulu district.

Relationship between Job Satisfaction and Teachers' Performance

According to Raduan, et al. (2009), job satisfaction and performance are closely related because if employees are satisfied then there will be no tardiness, factors that are associated with job satisfaction are linked to increased productivity and organizational effectiveness that affect work performance of the employees and this is in line with Orhan & Dinner (2012), who in their research said that employees who are satisfied with their jobs can create more effort that will create better job performance. However, their research was not backed by evidence for example the number of respondents who were sampled.

In line with the above, job satisfaction has direct and indirect effects on job performance. Job satisfaction is a strong indicator of performance which means a sense of contentment of the individual with his/her work. Some of the factors that influence job satisfaction include level of pay and benefits, perceived fairness and promotion systems within a company, quality of working conditions, leadership and social relationships, (Markus, et al. 2006).

It can further be defined as favourable, emotional and positive state obtained from job assessment or job experiences. Job satisfaction applies to a sum of positive tendencies or feelings of people with regard to their job. It means that whenever an individual is satisfied with his or her job, they will highly love the job, needs are satisfied through it and as a result he/she will have positive feelings towards the job (Halcous, 2010). Nnuro (2012), in

his research to ascertain the effects of job satisfaction on job performance at Koforidua polytechnic, observed a positive relationship between occupational satisfaction and performance. Those workers, who had high level of job satisfaction, demonstrated high performance levels.

Kazmi, Amjad, and Khan (2008) in the study of job satisfaction and its effects on job performance among workers of Abbottabad district in Pakistan found that there is a negative relationship between job satisfaction and job performance. Officers who are dissatisfied demonstrated low levels of performance. This clearly shows a need to carry out research among teachers of secondary schools in Gulu district on the level of their performance. Chamundeswari (2013), investigated the relationship between job satisfaction and performance of school teachers, he considered several categories of schools that follow different education systems. Chamundeswari sampled board schools, matriculated schools, State schools and central schools. His study found out that there was a significant relationship between job satisfaction and teachers' performance in central schools. This given study focused on both government –aided and private secondary schools in Gulu district.

Rehman and Zaheer (2010), conducted a research on human resource strategies in promotion, pay and training on job satisfaction, they concluded that promotion, pay and training have a positive significance on job satisfaction of employees, which positively influences employee performance. According to Nadeem, et al., (2011), social and economic conditions of teachers have an effect on their performance, low salary, and lack of facilities, status of teachers in society, teachers' mental health and morale, stress of work, relationship with staff and head teachers, and working environment, all have a strong impact on teachers' performance. The level of motivation of teachers reduced, when there is a poor social and economic condition in the place where the school is located. It was concluded that there is a significant relationship between these

factors of motivation and the efficiency of teachers.

Wahu (2017) studied the impact of working conditions of teachers' satisfaction and performance in private primary schools in Yei Town in South Sudan. The study used a survey design with simple random sampling technique to establish the relationship between the two variables. Data was collected from 110 respondents through questionnaires and analyzed using simple regression analysis. Its findings were that inadequate school facilities led to teachers' dissatisfaction with their job which impacts negatively on their performance, thus bringing out the significant relationship between job satisfaction and job performance.

In relation to the above study, Bemana (2013), reported a negative relationship between job satisfaction and teachers' performance. The researcher used convenience-sampling techniques to gather data for the study. The respondents may have completed the questionnaire at a time when work was overwhelming or minimal which he did not specify in the study, therefore time in which the study is carried out should be stated to give other researchers a clear picture. The study was done in a Ghanaian university. However, this particular study will be carried out in secondary schools in Gulu District using random sampling technique in order to verify the findings.

According to Anurag (2012), job satisfaction is a function of perceived relationship between what one wants from one's job and what he/she wants from there. A large number of researchers have mentioned that job satisfaction is positively related to many organizational variables for example job performance. Indhumatti (2011), investigated the job satisfaction and performance of 444 teachers of secondary level who were randomly selected, the study found out that there was a significant relationship between job satisfaction and performance of teachers and different categories of schools differed significantly in both job satisfaction and performance. However, the study does not specify

how the sample size was arrived at, data collection method used and scope of the study.

It is therefore paramount and timely that this study on job satisfaction and teachers' performance of secondary schools in Gulu district be carried out to examine the levels of each variable and investigate the relationship between job satisfaction and teachers' performance to see if there is any direct relationship between the two variables. There are indicators that teaching in Uganda has deteriorated (UNESCO, 2013). It was therefore important to conduct this study to document teachers' perceptions of their job performance and this would guide policy makers and Education stakeholders in developing Ugandan secondary schools.

Workforce is an important and inseparable part of organization, (Singh, 2013). Productivity mostly depends on qualified workers. So boosting employee behaviour means strengthening employee performance and ultimately benefiting the company. To strengthen performance, offering only monetary rewards cannot be a useful tool. Sometimes these rewards can work negatively. For example, when employees see that a drop in productivity results in monetary incentives for a return to normal productivity levels, they may repeatedly reduce their performance. Rewards can be used to boost employee performance, (Aktar, et. al, 2012). At present day employees give less emphasis on monetary rewards and put more value to their professional development. If the company nurtures the growth and development of employees, they will positively work for the company, (Scott, 2014). By creating a sense of affiliation within the organization, management can ensure higher levels of productivity. There is a close relation between job satisfaction and employee performance in any organization. Dissatisfied and frustrated employees have a negative impact on their performance.

METHODOLOGY

Research Orientation

This study used a mixed paradigm. This orientation was chosen because of its appropriateness to handle numerical and descriptive data. (Mugenda & Mugenda, 1999)

Research Design

This study was conducted through a cross-sectional correlation research design. This research design involved the use of correlation coefficient to measure and gauge the nature, magnitude and direction of the relationship between Job Satisfaction and Teachers' Performance in Secondary Schools in Gulu District. This design enables one to observe two or more variables at a point in time and was useful for describing a relationship between two or more variables (Breakwell, Hammond & Fife-Schaw, 1995).

Target Population

The target population consisted of 330 respondents comprising of District Education Officer, District Inspector of Schools, 8 head teachers, and 320 teachers of secondary schools in

Gulu district who would be representative of the overall population in the district.

Sample size and Sampling Techniques

The study examined 174 secondary school teachers, 8 head teachers, 1 District Education Officer, and 1 District Inspector of Schools. This number was arrived at basing on the Krejcie and Morgan (1970) table for determining sample size from a given population. (See Appendix C). The study respondents were selected using simple random, stratified and purposive sampling techniques. There were 111 teachers from government aided secondary schools and 63 teachers from private secondary schools involved in the study.

Simple random sampling was used because this technique gives equal probability and avoids biased selection of respondents in order to ensure generalized study results (Onen & Oso, 2009). Stratified sampling was used to sample male and female teachers to ensure all categories of teachers are proportionately represented (Cohen & Marion, 1991). Then purposive sampling was used for Head teachers, DEO and DIS.

Table 1: A sample frame showing the sample size and distribution

Category of respondents	Target population	Sample size	Sampling procedure
Head teachers	8	8	Purposive
Teachers	320	174	Simple random & stratified
D E O	1	1	Purposive
D.I.S	1	1	Purposive
Total	330	184	

Source: Primary Data (2019)

Data Collection Methods

This study used questionnaire survey, observation, and interview in data collection because these allow an in-depth research and gathers first-hand information within the scheduled time, (Amin, 2005). A questionnaire survey is bias free and data can be collected from a wide area. It also increases the degree of reliability and enhances the chance of getting valid data (Amin, 2005). The questionnaire survey was used to collect data from teachers

specifically. The tool was developed by the researcher.

Interview is a qualitative research technique, which involves 'conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, programme or situation.' (Boyce & Neal, 2006). It was interactive since it involved the researcher interacting with the subjects to be studied. A structured interview was used to get information from the District Education Officer, District Inspector of Schools and the Head-teachers about

job satisfaction: Supervisory support, recognition, remuneration, decision making, delegation, conducive environment, work security and relationship with co-workers and students and Teachers' Performance: Dependability and time management, regular feedback, communication, syllabus coverage, cooperation and teamwork, lesson preparation and delivery and attendance - meeting-work.

Research Instruments

Questionnaire

The study employed self-administered structured questionnaires with close ended questions. This was used to gather data that measured the Levels of Job Satisfaction, Levels of Teachers' Secondary Schools in Gulu District. The questionnaire was developed on a five-point Likert scale (1-Strongly Disagree, 2- Disagree, 3- Undecided, 4- Agree, 5- Strongly agree). It was divided into three sections with Section A: containing background information, Section B: contained the Levels of Job Satisfaction and Section C: contained Levels of Teachers' performance. The questionnaire had 49 items.

Interview Guides

The Interview guide was used to gather qualitative data from Head teachers, District Education Officer and the District Inspector of Schools in order to capture critical areas spelt out in the objectives of the study. The consideration of this instrument was based on its ability to gather in-depth information (Oso & Onen, 2009). The interview guide for both Head teachers and district Education Officers had four sections; with Section A requiring personal information, Section B: Levels of Job Satisfaction, Section B: Levels of Teachers' Performance, and D: The Relationship between Job Satisfaction and Teachers' Performance. The Head teachers' interview guide had 18 items and the one for the DEO and DIS had 17 items.

Administration Procedure

After the approval of the research instruments, the researcher was issued an introductory letter from

Gulu University, which was presented to Head teachers of the selected secondary schools, District Education Officer Gulu and the District Inspector of Schools seeking permission to conduct research in their schools and departments respectively. The researcher thereafter met the respondents from their respective schools, introduced herself and the objectives of the study and assured them of confidentiality of the information in order to ensure reliable data was collected. For purposes of convenience, a face-to-face interview with the DEO, DIS and Head teachers was conducted from their offices. English language was used for the interview. It was held for 35 minutes. The questionnaires were administered to teachers, filled there and then. These questionnaires were collected, checked, and coded for analysis.

Quality Control

Validity of the research instruments was attained by giving the instruments to three experts in Education to qualify it. The content validity index (CVI) was used to compute the opinions of the experts to their judgment on the relevance of the questionnaire.

The scores were rated using the formula;

$$CVI = \frac{\text{No.of items rated relevant}}{\text{Total No.of items}} = \frac{38}{50} = 0.76$$

The tools that were rated low were improved upon and rephrased.

The CVI was greater than 0.7, hence the instrument was assumed valid since Amin (2004) recommends that in a study, the CVI should be 0.7 and above. Reliability is how consistently the instrument measures what it is meant to measure. A pilot study was randomly conducted on 32 teachers which is ten percent of the total number of the target population of teachers in secondary schools in Gulu district to establish the reliability of the instruments using Cronbach's Alpha (Cronbach, 1951). It was tested at 0.72, since the value was greater than 0.70, the tool was considered reliable. Moderating variables were controlled through triangulation and focusing only on the variables under study. The

moderating variables included; attitudes, school location, family orientation and gender roles.

Data Analysis

Content Analysis was utilized to analyze qualitative data elicited from the interviews with Head teachers, District Education Officer and the District Inspector of schools. Nueman (1997) asserts that content analysis enables the researcher to gather and analyze data in the context of text. Content is concerned with themes and content and involves frequencies or looking at quantitative data such as percentages. ANOVA and hierarchical multiple regression was used to analyse the relationship between job satisfaction and teachers' performance in secondary schools in Gulu District. Statistical package for social scientists (SPSS version 21) aided the analysis.

Assumptions of the Study

The study assumed that respondents were able to participate without bias in their opinion. The study assumed that all data given was correct. The study assumed that teachers of secondary schools were very satisfied with their teaching job and consequently their performance was very high in schools.

Ethical Considerations

Informed Consent. The consent of the participants was obtained and their cooperation sought to take part in the study.

Voluntary participation. The participants were informed that participation in the study was voluntary and if they wished to withdraw from the study, they were free to do so. The researcher further told them the objectives of the study and explained to them the purpose of the study as purely for academic reasons.

Access and Acceptability. Permission was sought from the heads of the schools and once it was granted then the researcher accessed the schools for data collection.

Confidentiality. The responses of the respondents were kept confidential and anonymous so that their identity was not discovered.

Freedom from harm. The rights and welfare of the respondents was protected during the study. Only safe procedures were used. The participants filled the questionnaire from a place free from interferences.

Limitations and Delimitations of the Study

Best and Kahn (2000) explain that limitations are conditions beyond the control of the researcher that may affect the conclusions of the study and its applications to other situations. The present study used a mixed method of data collection, which proved complex during the data collection, this was addressed by concurrent application of paradigms. During the interviews, the respondents would respond out of context but the researcher had to redirect them to the question of focus. Where questions seemed not clear to the respondents, the researcher had to clarify in order to get respondents on track.

Data collected could have been out of interest, but this was addressed through triangulation. The head teachers were reluctant to grant permission for the study to be conducted in their schools; this was eliminated by explaining the objectives of the study to the Head teachers as being purely for academic purpose. Retrieval of completed questionnaire was difficult since some respondents required more time and freedom to complete the questionnaire, a central place was identified at all schools where the completed questionnaires could be dropped.

RESULTS

Demographic Characteristics of Respondents

This section provides information on the following demographic aspects: gender, age group, school ownership and duration in service. Most of the participants who accepted to be included in the study responded to items in the questionnaires properly with exception of seven respondents who withdrew. In the survey study, 181 questionnaires were distributed to teachers in eight (08) secondary schools. As a result, the following demographic information were obtained: Out of 174 participants, the result indicated that 67.8% of respondents were male

while 32.2% were female. These results seem to indicate gender inequality in education in the district if not in the country at large.

Table 2 : Demographic information (N=174)

Characteristics		Total valid number (n)	%
Gender	Male	118	67.8
	Female	56	32.2
Age (year)	20 -25years	65	36.9
	26-30	39	22.2
	31 -35	38	21.6
	36 and above	32	18.2
Duration in service	Less 2 years	71	40.8
	2 to less 4	30	17.2
	4 to less 6	28	16.1
	6 and above	45	25.9
School ownership	Government aided	112	64.4
	Private	62	25.6
Type of school	Boarding Mixed	117	67.2
	Boarding single sex	26	15.0
	Day mixed	31	17.8

Source: Primary Data 2019

In addition, descriptive statistics indicate that about quarter (36.9%) of respondents were aged between 20-25 years, 22.2% of the participants were between 26-30 years, 21.6% were between 31 to 35 and 18.2% aged above 36 years. The young work force could be due to the existence of higher institutions of learning involved in training teachers. For instance, Gulu University and National Teachers' College Unyama.

Further, the participants for the study were from two categories of schools, that is, Government and private schools. The data indicated that majority (63.6%) of respondents were from government and 36.4% from private schools. Furthermore, the participants were categorised in three types of schools, where about 65% of respondents were from boarding mixed schools and the remaining 32.7% were from boarding single sex and day mixed schools.

Relationship between Job Satisfaction and Teachers' Performance

Hierarchical multiple regression was performed to determine whether the seven dimensions of job satisfaction (supervisory support, recognition, financial remuneration, decision making, delegation, conducive work environment, work

security and relationship with co-workers and students) predict performance after controlling for gender, duration in service and age.

Preliminary analyses were carried to ensure no violation of the assumptions of normality, linearity, multicollinearity and homoscedasticity. In this study, Variance Indicator factor (VIF) value was used as a measure of multicollinearity and the values were less than 10, suggesting no multicollinearity. The outliers were checked using multivariate Mahalanobis distance, for the eight independent variables, the critical value for evaluating the distance metric is 26.13. Two cases were identified as outliers and all the two were deleted, leaving 172 cases for regression analyses. Normality of the model was verified by looking at residual plot, no symmetric pattern was observed.

To assess the effect of gender, types of school and school ownership, these covariates were entered in step 1 (Model 1), the result indicates that it explains 1.4% of the variation in perceived performance.

In step 2, supervisory support, recognition, financial remuneration, decision making, delegation, conducive work environment, work security and relationship with co-workers and

students were later entered, the total variance explained by the model (Model 2) as a whole was 34.4%, $F(11,155) = 7.479$, $p = 0.000$.

Table 3: Regression Models of the dimensions of performance against domains of job satisfaction in Secondary Schools in Gulu District

	Model Variable	Unstandardized Coefficients		T	Sig.
		B	Std. Error		
1	(Constant)	4.202	.174	24.209	.000
	Gender	.075	.085	.882	.379
	Type of school	-.030	.055	-.544	.587
	School ownership	-.070	.089	-.790	.431
2	(Constant)	2.313	.281	8.238	.000
	Gender	.057	.072	.799	.425
	Type of school	.016	.049	.329	.742
	School ownership	-.012	.077	-.153	.879
	Supervisory Support	.103	.045	2.282	.024**
	Recognition	.053	.052	1.017	.311
	Financial Remuneration	-.028	.044	-.627	.532
	Decision Making	.101	.051	2.041	.043**
	Delegation	.036	.047	.767	.444
	Conducive Work Environment	.016	.042	.375	.708
	Work Security	.001	.037	.023	.982
	Relationship with Co-workers and Students	.173	.050	3.459	.001**

Source: Primary data (2019)

The eight dimensions of job satisfaction explained an additional 33% of the variance in the performance, after controlling for gender, types of school and school ownership, R^2 change = 0.33, F change (8,157) = 9.61, $p = 0.000$.

In summary, in Model 2, only three aspects of job satisfaction were statistically significant, relationship with co-workers and students recording a highest beta value ($\beta = 0.173$, $p = 0.001$) followed by supervisory support ($\beta = 0.103$, $p = 0.024$) and lastly decision-making (beta = 0.101, $p = 0.043$). These seem to be the main predictor of teachers' performance in the study area. It is important to mention that recognition, decision-making, delegation, work environment and work security record positive relationship with teacher performance.

However, there was no statistically significant (p -values greater than 0.05) evident recorded, see Table 7. According to respondents' perception, financial remuneration ($\beta = -.028$, $p = 0.532$) and types of schools ($\beta = -.012$, $p = 0.879$) seem to negatively affect performance, the beta values were less than zero. One might claim that financial

remuneration, as a factor of job satisfaction should be improved. Taking teachers' welfare seriously might improve their morale and school environment as a whole.

Further, analysis was performed to assess, this opinion between age groups using ANOVA, the result indicates no statistically significant ($F = 1.44$, $df = 3$, $p = 0.233$) difference within age group. In fact, teachers across board seem to have the same voice on the level of remuneration. This shows that teaching profession provides lower remuneration, and it is an indication that their ideals of professionalism might not be reached as they carry on their duties.

In the case of delegation, the observation was statistically significant ($t = 2.78$, $df = 174$, $p = 0.006$) difference between teachers' opinion in government ($M = 3.42$, $SD = 0.80$) and private ($M = 3.06$, $SD = 0.90$). Showing that respondents in government schools were in higher agreement with empowerment than their counterparts.

Essentially, factors such as relationship with Co-workers and students ($M = 4.06$, $SD = 0.95$),

recognition ($M = 3.61$, $SD = 0.96$) and supervisory support ($M = 3.53$, $SD = 0.91$) were highly ranked factors of satisfaction in private schools in the district. In addition to that, teachers in private schools seem to be more dissatisfied with conducive working environment ($M = 2.93$, $SD = 1.03$) than their counterparts in government schools ($M = 3.25$, $SD = 1.00$), and the difference was statistically significant ($t = 1987$, $df = 174$, $p = 0.048$). This appears to show that derivation of satisfaction of teachers differ in the two-category of schools.

Qualitative Results

From the interview with head teachers (HTs), they agreed that there is a strong relationship between job's satisfaction and teachers' performance. The following were listed as main indicators: good results, lesson preparation, and assessment, guiding learners, willingness to participate in school activities and staying in harmony with colleagues. They agreed that regular staff meetings, guidance, positive motivation, timely payment of salary and incentives such as marking and duty allowances should enhance teachers' satisfaction. Further, the HTs mentioned the following as some of the support given to their teachers: Food items, certificate for due performance at the end of the year, counselling support, mentoring, career training, incentives (marking and duty allowance, and transport refund) and providing instructional materials.

On the other hand, the District Education Officials highly agreed that job satisfaction and teachers' performance are intertwined and the best indicator is learners' performance. One pointed out that currently the living condition of the teachers are at minimum standard because of what they earn. Nevertheless, teachers in private schools are far better than teachers in government schools that is why they not always on strike.

In summary, the qualitative study has revealed a number of issues that seem to affect secondary school teachers in the District. Particularly, for job satisfaction; inadequate salary, incentives, accommodation and team work. There was clear evidence that teachers are dissatisfied despite

school management effort to bridge the gap by giving them food items and the like. In fact, there is a general feeling among district education officers that the poor performance in national examination in the District is due to disgruntled teachers on the issue of salary and working condition.

DISCUSSIONS OF RESULTS

Relationship between Job Satisfaction and Teachers' Performance in Secondary Schools in Gulu District. The results of the Hierarchical Multiple regression performed to determine whether the seven dimensions of job satisfaction predict performance after controlling for gender, age and duration in service. The study found out that out of the seven dimensions of job satisfaction, only three were statistically significant and these include; relationship with co-workers and students which ranked highest with ($\beta = 0.173$, $p = 0.101$) which indicates that there is a positive and cordial relationship that exist between teachers. They enjoy the support from one another.

Teachers also relate well with the learners that they teach. The existence of good working relationship with colleague and students gave teachers satisfaction and enhanced their performance. The result is in agreement with the findings of Iverson & Maguire, (2000) that teams-based factors could overflow beyond the workplace and influence employee's overall satisfaction with the organisation and increase productivity. Jiang (2010) asserts that teamwork reduces on human error and promotes job satisfaction, which in turn enhances performance. It can also help in providing safe working conditions.

Supervisory support ranked second in this study, it was found that teachers appreciate the support given to them by their supervisors. Supervision with the aim of fault-finding is therefore not good and affects both the levels of satisfaction and performance of teachers in secondary schools. Supervision should aim at professional growth. It is therefore indicative that both the head teachers and district education officials are supportive to

the teachers in secondary schools in Gulu district. Kim (2008) who argues that satisfaction with supervision is one of the most important attitudinal issues in work places that managers face, supports this result. This implies that supervisors should employ good supervisory styles to bring high levels of satisfaction in the teachers in order for them to perform well.

Teachers recorded financial remuneration as negatively affecting their performance. When teachers are not contented with financial remuneration that they receive, their level of performance is automatically impacted on. Hanushek, (2009) who postulated that people join organizations to satisfy their needs supports this result. Teachers in this case join the teaching profession in order to meet their demands financially because they will in turn get salaries, but due to poor financial remuneration, teachers are not satisfied with their job and cannot effectively meet their economic and social needs, which thus affects the level of their performance.

Lastly, was the decision making facet. On average, teachers make collective and independent decisions which empowered them. Making decisions satisfied teachers and enhanced their performance. From the in-depth interview conducted with head teachers and District education officials, it is indicative that there is a strong relationship between job satisfaction and teachers' performance in secondary schools in Gulu district. This is supported by a study carried out by Diane (2010) who argues that academic performance measures like students' national results are the most direct way of measuring the performance of different schools, considering the grades of the students.

The ANOVA analysis suggested that there is no statistically significant difference in the perception of remuneration across different age groups among teachers. This indicated a uniform dissatisfaction with remuneration regardless of age. Low remuneration might imply a lack of recognition and value for the profession, which could affect morale and dedication among teachers.

There is a statistically significant difference in the opinion on delegation between teachers in government and private schools. Teachers in government schools seem to be more in agreement with empowerment compared to their counterparts in private schools. This finding could suggest varying levels of autonomy and decision-making authority afforded to teachers in different types of schools. It may also reflect differences in management styles and organizational structures between government and private educational institutions.

Several factors contribute to teacher satisfaction and the analysis highlighted some differences between government and private schools: Relationship with Co-workers and Students is highly ranked in private schools, suggesting a positive social environment that contributes to job satisfaction. Private school teachers also rate recognition highly, indicating the importance of acknowledgment and appreciation for their work.

Similarly, private school teachers value supervisory support, which can contribute to professional development and job satisfaction. Government school teachers seem to be more satisfied with the working environment compared to their counterparts in private schools. This could suggest differences in infrastructure, resources, or administrative support between the two types of schools.

Overall, the analysis suggested that while there may be similarities in certain aspects of teacher experience across different age groups, significant differences exist between government and private schools in terms of delegation, factors of satisfaction and perceptions of remuneration. These findings can inform policymakers and school administrators in identifying areas for improvement and implementing strategies to enhance teacher satisfaction and well-being.

CONCLUSIONS

The present study aimed at investigating the relationship between job satisfaction and teachers' performance in secondary schools in Gulu district with a view to enhance performance.

Based on the findings of the study, the study concludes that there is a significant relationship between job satisfaction and teachers' performance in secondary schools in Gulu District.

The study concludes that the level of job satisfaction is moderate while the level of performance is high. The finding seem to contradict the normal reasoning that when employees are satisfied then they perform, (Emily, 2012) who says that just because a person is engaged at work, does not mean they are satisfied with what they are doing.

The level of job satisfaction was found to be affected by the low financial remuneration that is given to teachers in secondary schools. Otherwise teachers were satisfied with supervisory support from the head teachers, the relationship with co-workers and students, work security especially in government schools, recognition, delegation and the work environment. However, teachers in private schools were more dependable and managed time well.

The level of teachers' performance portrays that teacher never completed the syllabus and sometimes absented themselves from work, which in turn affected their performance. This could be overcome by providing accommodation for teachers within the school.

The conclusion drawn from ANNOVA is that the teaching profession generally provides lower remuneration, which could potentially hinder the attainment of professional ideals among teachers. Low remuneration might imply a lack of recognition and value for the profession, which could affect morale and dedication among teachers.

Recommendations

Based on the study results, some recommendations can be proposed by the study; the study has established a significant relationship between Job Satisfaction and teachers' performance in secondary schools in Gulu district, the study therefore recommends the following:

Policy Makers

The study recommends that the teachers' salary and remuneration should be harmonized by the government to enhance their performance. The study recommends that the government and the school management should have a strategy of publicly recognizing exemplary teachers for their hard work. The study recommends that the government and private school owners build staff houses in every school to accommodate teachers.

Policy Implementers

The study further recommends that all the teaching staff should be treated as equal and no one should be undermined or no one should undermine the other regardless of gender as this will affect their self-esteem and in turn affect their performance.

Suggestion for further Research

A more comprehensive study should be conducted in other regions of the country to investigate the relationship between Job satisfaction and Teachers' Performance in Secondary Schools.

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