

**EXAMINING THE EFFECT OF MOTIVATION STRATEGIES ON
TEACHERS' JOB SATISFACTION IN SECONDARY SCHOOLS IN
KASHARI NORTH COUNTY, MBARARA DISTRICT, UGANDA**

BY

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RESEARCH**

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DECLARATION

Declaration by the Candidate

This thesis is my original work and has not been presented for a degree in any other University. No part of this thesis may be reproduced without the prior written permission of the author and/or Moi University.

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DEDICATION

I dedicate this work to my lovely mum Twijukye Peace for her prayers, incredible love and encouragement even when you didn't know exactly what I was studying. To my dear wife Tumukunde Ritah for moral support, encouragement in the eleventh hour and perseverance during my absence at home. To my little lovely daughters Asasira Alison and Asasira Audrey, I cheated on your time in order to compile this report but I hope and pray that you find this piece of work an inspiration in pursuit for knowledge that can transform lives in society. To my siblings Ruth, Justus, Isaiah, Sayuni and Sarah, for your support, encouragement and words of counsel. Lastly, I dedicate this report to all my friends and well-wishers whose constant support, prayers and encouragement enabled me to complete this thesis.

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ABSTRACT

Globally, teachers form the backbone of any country's education system and their job satisfaction directly affects the quality of education provided. The study aimed at exploring the effect of motivation strategies on teachers' job satisfaction in secondary schools in Kashari North County, Mbarara District, Uganda. The study's objectives were to; establish the relationship between demographic factors and teachers' job satisfaction; determine if there were significant differences in the levels of job satisfaction; examine the relationship between intrinsic motivation strategies and teachers' job satisfaction; examine the relationship between extrinsic motivation strategies and job satisfaction. The Herzberg's two factor theory guided the study. From a total population of 245 teachers in ten secondary schools, a sample of 150 teachers was selected with the aid of the statistic kingdom at confidence level of 95% and margin of error of 5%. Sampling respondents sequentially followed stratified, proportionate and simple random sampling techniques. A positivism paradigm was adopted using a cross-sectional research design. Data was obtained using structured questionnaires. Data analysis was conducted utilizing frequencies, means, percentages, standard deviation, linear regression, and one-way ANOVA. The study findings showed that there was a statistically significant relationship between both years of teaching experience and monthly income range on teachers' job satisfaction $F(2, 141) = 4.256$, $P < 0.05$, where years of teaching and monthly income range had a negative effect ($B = -0.158$, $\beta = -0.265$, $t = -3.002$, $p < 0.05$) and positive effect ($B = 0.177$, $\beta = 0.290$, $t = 3.288$, $p < 0.05$), on teachers' job satisfaction respectively. There were significant levels of job satisfaction among different teacher marital status categories $F(3, 140) = 2.691$, $p < 0.05$) with the divorced showing lower levels of job satisfaction. There was a statistically significant relationship between intrinsic motivation strategies and teacher' job satisfaction $F(2, 141) = 27.209$, $P < 0.05$ with professional agency having a positive effect $B = 0.475$, $\beta = 0.498$, $t = 6.265$, $p < 0.05$). Similarly extrinsic motivation strategies had a statistically significant relationship with job satisfaction $F(1, 142) = 72.493$, $P < 0.05$. The study concluded that while increase in years of teaching experience decreases job satisfaction, higher monthly income lead to increased teacher job satisfaction and age has no significant role it plays on job satisfaction, divorced teachers exhibit significantly low levels of job satisfaction compared to their married and single counterparts. Intrinsic motivation strategies involving professional agency have a significant positive effect on teacher job satisfaction and those that involve personal fulfilment had no significant effect on teacher job satisfaction. Extrinsic motivation strategies significantly and positively influence teachers' job satisfaction. The study recommended that amendments be made by policymakers in the current educational policy framework on teacher's emolument to account for the years of experience of teachers rather than base on subjects taught, setting up income generating projects by schools to supplement on teachers' salaries, introducing psychological support and counseling programs by schools to demotivated teachers. School administrators' adoption of sustainable and regular use of both monetary incentives and non-monetary rewards.

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ABBREVIATION/ACRONYMS

ANOVA	Analysis of Variance
BSU	Bishop Stuart University
CERM-ESA	East and South African-German Centre of Excellence for Educational Research Methodologies and Management.
COVID	Corona Virus Disease
CVI	Content Validity Index
CWB	Counterproductive Work Behavior
DEO	District Education Officer
EMS	Extrinsic motivational strategies
HRD	Human Resource Development
IMS	Intrinsic Motivation Strategies
LGA	Local Government Area
MoES	Ministry of Education and Sports
NUTP	National Union of the Teaching Profession
REC	Research Ethics Committee
SDG	Sustainable Development Goals
SPSS	Statistical Package for Social Scientists
SST	Secondary School Teacher
TJS	Teacher Job Satisfaction
VIF	Variance inflation factor

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

The study's context focused on both motivation strategies and teachers' job satisfaction in Secondary Schools in Kashari North County, Mbarara District, Uganda. This chapter begins with the background of the study, followed by the statement of the problem, purpose of the study, objectives of the study, research hypotheses that the study sought to confirm or nullify, scope of the study, preceded by justification of the study, significance of the study, assumptions of the study, limitation of the study, theoretical and conceptual frameworks, as well as operational definition of terms.

1.1 Background of the study

Work is a primary daily activity that nearly everyone engages in, whether through organizational roles, household tasks, or studying, which can also be viewed as work. Thus, work or a job can be defined as an activity where we invest effort, time, and energy to attain desired or expected results. The main focus here is on educational institutional jobs and employee job satisfaction within the institutional/organizational work environment. Human beings are considered the most critical asset of an organization because, without employees, it is almost impossible to run any organization or company (Okon, 2018). Therefore, to achieve goals or targeted outcomes, employees must be motivated, committed, and satisfied. According to Morgan (2020), Motivation strategies are techniques and approaches used to inspire and encourage individuals to perform to their best and remain committed to their tasks. These strategies can be applied in various settings, including workplaces, schools, and personal goals. Teacher motivation is crucial for enhancing the quality of teaching and learning.

Bennell and Akyeampong (2007) argue that motivation stems from both personal attributes and environmental influences. Robbins and Judge (2018) describe it as “the processes that account for an individual’s intensity, direction, and persistence of effort toward attaining a goal.” In the same way, Greenburg and Baron (1995) define motivation as a series of mechanisms that stimulate, guide, and sustain human behavior toward achieving an objective. Motivation according to Diefendorff and Chandler (2011) is described as an unobservable force that directs, energizes, and sustains behavior over time and across changing circumstances. Similarly, Matheka, (2005) explains motivation as the process of stimulating employees’ latent willingness and capabilities while Harmer, (2001) defines the concept as an internal push that compels individuals to take action towards accomplishing goals. Motivated educators have a greater tendency to inspire learners to engage in learning, thereby contributing to the success of systemic changes in education and achieving job satisfaction. Job satisfaction and motivation are crucial and key for a sustainable growth and progress of education systems worldwide. A motivational system is a construct of procedures, rules, and standards aimed at allocating benefits and compensations to employees (Renbarger & Davis, 2020).

Globally, reward systems are fundamental tools that employees correspond to positively creating loyalty, motivation and affinity to work (Egalite & Kisida, 2022). Nguyen & Rivskin (2019) assert that ignoring reward systems in education leads to poor performance at teachers’ level, which eventually translates into poor performance at students’ level. There is an increase in variance in teaching jobs in China and compensation varies based on the subjects taught and the workload (Rigby & Tredway, 2021). This makes teachers especially in poor rural neighborhoods to seek better compensating jobs in other sectors citing dissatisfaction in the modes of their rewarding systems (Conley & You, 2021).

Buchanan et al. (2020) assert that; the notion of job satisfaction for teachers in institutions of learning translating into the advancement of being well at schools of their work is important since a subject of academic inquiry, has garnered substantial attention within the domains of management, social psychology, and practical application in contemporary times as noticed in Canada (Calik et al., 2021). Job satisfaction is usually discussed as the behavior of employees concerning to their job and it can be defined as people's reaction to their job; their feelings and emotions from their experience over a period of time, in comparison to their actual outcome and desired outcome (Mosadeghrad, 2013; Mosadeghrad & yarmohammadian, 2006).

Job satisfaction is fundamentally a compiled perception toward a specific facet of the actual job and its surroundings (Steven & Mary, 2000). Calvo-Salguero et al. (2010) describes job satisfaction as the individual's extent to like or dislike their current job. Zhou (2009), defined job satisfaction as how workers think about the work and the working environment both psychologically and physically and how they react to their working situations. According to Wright and Davis (2003) employee's job satisfaction is described as the gladness and pleasure one extract from their job. Moreover, Job satisfaction is considered as the main reason for the employees to start thinking to resign from their current job (Moore, 2002). In truth, investigations into this phenomenon boast an extensive chronicle within the variegated academic realm (Donaldson, 2022). A plethora of definitions pertaining to this construct abound within the vibrant and fiercely competitive academic arenas (Roth et al., 2019). Job satisfaction is observed at an angle of a positive emotional state (Tran & Smith, 2020).

The concept of job satisfaction as per the situation in Venezuela is the term given to the feeling of well-being that an individual experiences regarding the work they are engaged in. It is the pleasure derived from one's work (Ryan & Deci, 2020). According

to Eren (2023), job satisfaction stems from the happiness derived from material gain and the creation of a work, product, or service through one's efforts (Tamir & Schenke, 2020). The evolutionary trajectory of job satisfaction's delineation traverses from a solitary perspective towards a proliferation of multiple perspectives (Liu & Huang, 2020). These are the single perspectives (affections) and multiple perspectives (affection and cognition) (Sorensen, et al., 2020).

According to Madero et al. (2021), irrespective of the vintage points researchers adopt in their investigation of the job satisfaction concept, their delineations of job satisfaction tend to revolve around personal sentiments especially in Nigeria education systems. If employees experience affirmative and gratifying emotions in their professional milieu, their dispositions towards their work are classified as indicative of job satisfaction (Symeonidis, 2021). Conversely, when employees harbour adverse and disagreeable emotions within their occupational context, their orientations towards their work are characterized as dissatisfied (Yuncu & Yildirim, 2021).

According to Schueler et al. (2022), the unequivocal explication of job satisfaction has proven elusive from its definitional construct. However, in a brief definition, job satisfaction can be described as the expression of employees' emotional and contentment states toward their jobs (Bouwer et al., 2021). Job satisfaction holds considerable importance in the normal course of life for individuals working within organizations (Raza & Sikander, 2022). Expressing lives solely through the emotions gives feelings outside of work which would not be accurate (Egalite & Kisida, 2022). On the contrary, the emotional states within the workplace, where here is dedication for a significant portion of lives to generating income and experiencing spiritual satisfaction, play a noteworthy role (Prather-Jones, 2021).

In Rwandan education institutions individuals who find satisfaction in their work tend to lead healthier, happier lives and become successful members of their social circles (Guajardo, 2021). If individuals do not derive satisfaction from their jobs, they gradually begin to alienate themselves, first from themselves, then from the organization they work for, and eventually from society at large (Nguyen, et al., 2022). Hence, an increase in individual job satisfaction would lead to an enhancement in both their intrinsic happiness and, foremost, contribute to an increase in overall societal contentment (Heller et al.,2021).

Motivation strategies harness the reward systems made of compensation, incentives and any form of benefits provided by employing system and environment to the employees as a token of appreciation for their service as regards the Democratic Republic of Congo (Muijs & Rummyantseva, 2021). As a result, employees view unfair reward packages as a source of poor and unfair treatment in the system making them become dissatisfied in their work hence less commitment (Karabenick & Conley, 2021). Teachers in different institutional settings are impacted differently by compensation packages especially when they are administered equally by the employer because the nature of the job and stress incurred is not equal (Mansfield & Beltman, 2020).

Zimbabwe's aspects such as time spent in academic work alongside other mandatory school responsibilities, class sizes, and the positions that individual teachers hold in schools are potential sources of satisfaction or dissatisfaction (Tamir & Schenke, 2020). For example, decrease in job satisfaction among teachers in the United States was attributed to increase in class sizes (Riley, 2021). In addition, in a society, a high level of job satisfaction among employees is a crucial factor that generally contributes to the overall health and happiness of that society (Buchanan et al., 2020). The correlation between elevated job satisfaction, heightened employee loyalty, and the progressive

trajectory of a company is undeniable (Tran & Smith, 2020).

In the Eastern wing of South Sudan, organizations center their efforts on employee well-being, a factor with the potential to significantly influence employee satisfaction and loyalty, ultimately impacting their performance (Calik et al., 2021). Such dedicated attention to employee welfare ensures optimal engagement and contributions from employees, thus augmenting the overall advancement of the company (Sorensen & Lad, 2020). Similarly, the correlation between motivational strategies and job satisfaction translating into learners' academic performance, substantiating through the literature that contented employees exhibit enhanced performance and substantively contribute to organizational prosperity, while dissatisfied individuals impede progress (Grissom & Bartanen, 2022). Organizations proficient in fostering job satisfaction within their workforce are poised to cultivate a more efficient and productive cadre, prompting contemporary enterprises to proactively endeavor to meet employees' expectations, thereby exerting an influence on their performance that subsequently reverberates in the success of the organization (Goldhaber et al., 2020).

In Uganda, the perception of job satisfaction can be influenced by numerous factors, categorized primarily under three main dimensions: demographic, psychological, and environmental (Heinz, 2020). Demographic factors include gender, age; psychological factors encompass attitudes, emotions, behaviors, and personality; and environmental factors can be delineated as the nature of the job, work environment, and organizational stakeholders (Nabirye et al., 2011). The incongruity arising from disparities between an individual's anticipations, requisites, or principles pertaining to their occupation and the actual outcomes thereof is explicated through the construct of job satisfaction (Nguyen et al., 2022).

According to Riley, (2021) the vocation of education, bears the solemn duty of fostering forthcoming cohorts, stands as an altruistic and labor-intensive pursuit. Van Droogenbroeck and Spruyt (2021) assert that within academic establishments, a constructive organizational ambiance significantly bolsters institutional progress. Conversely, Liu et al. (2020) mention that undertaking the task of cultivating this affirmative milieu within the organization, educational leaders and administrators assume an imperative role (Roth et al., 2019).

Wronowski and Urick (2022) opine that individuals who experience job satisfaction are inclined to manifest loyalty towards their employing organization, alongside exhibiting substantial engagement in their work. This predisposition further facilitates their ongoing commitment to enhancing their overall job performance (Lazarides et al., 2018). From this perspective, it can be argued that the more teachers engage in their work with satisfaction and the higher their job satisfaction, the more productive educational processes and outcomes can be expected to emerge (Aelterman et al., 2019). When examining the factors that determine teachers' job satisfaction, it is evident that leadership attitudes and behaviors, working conditions, and the school environment are the most influential factors on job satisfaction (Klaeijnsen et al., 2018).

Kashari North County, Mbarara District in western Uganda, regards teachers' job satisfaction too and has identified that factors such as a lack of professional autonomy, diminishing resources, insufficient salaries, and constant media criticism are reasons for low levels of job satisfaction among teachers that affect it as well (Haerens et al., 2019). Based on the findings of numerous research studies, it has been observed that individual characteristics such as gender, age, marital status, parenthood, and experience also influence job satisfaction (Hein et al., 2021). Factors that contribute to a decrease in teacher job satisfaction include; heavy workloads, administrative tasks,

low pay, administrative personnel and routines, student behavior and discipline-related issues, peer environment, inadequate professional development opportunities, and diminishing respect for the teaching profession (Bao et al., 2020).

It is against this background that the study explored the possible motivation strategies in order to realize teachers' job satisfaction in Secondary Schools in Kashari North County, Mbarara District, Uganda.

1.2 Statement of the Problem

Despite the essential role that teachers play in shaping the educational landscape, issues surrounding their motivation and job satisfaction persist, impacting the quality of education in secondary schools within Kashari County, Mbarara District, Uganda. According to a recent survey conducted by the Ministry of Education and sports, it was found that 35% of teachers in secondary schools in Uganda expressed dissatisfaction with their current job roles, and with low morale (MoES, & de Dakar, 2021). Additionally, turnover rates among secondary school teachers in the country have risen by 20% over the past five years, indicating a concerning trend of teacher attrition (Arinaitwe & Gilbert, 2021; Tumwebaze & MacLauchlan, 2012). This issue not only affects the well-being of educators but also hampers their ability to effectively impart knowledge and skills to students (D'Sa, et al., 2023), ultimately compromising educational outcomes as well as the overall stability of the teaching workforce in the county and the district at large. This in turn, directly hinders Uganda's achievement of Sustainable Development Goal 4 (SDG 4), which emphasizes on equitable access to quality education

Whereas general principles of motivation may apply universally, the socio-cultural and economic factors unique to Kashari County necessitate a localized approach to

addressing teacher motivation and job satisfaction since the existing studies lack specificity regarding teachers' motivation strategies. Thus, there is a critical need for empirical data to bridge this gap and provide insights into effective motivation strategies tailored to the context of secondary schools in Kashari North County, Mbarara District, Uganda. Therefore, this study aims to contribute to understanding of the relationship between Motivation Strategies and Teachers' Job Satisfaction in Secondary Schools in Kashari North County, Mbarara District.

1.3 Purpose of the Study

The purpose of the study was to explore the effect of motivation strategies on job satisfaction among secondary school teachers in Kashari North County, Mbarara District. This study aims to provide insights into how demographic variables, intrinsic motivation strategies and extrinsic motivation strategies affect teachers' job satisfaction.

1.4 Objectives of the Study

The objectives of the study were to:

1. Establish the relationship between demographic factors and teachers' job satisfaction in secondary schools in Kashari North County Mbarara District.
2. Determine if there is a significant difference in the levels of job satisfaction among teachers in secondary schools in Kashari North County, Mbarara District.
3. Examine the relationship between intrinsic motivation strategies and job satisfaction among teachers in secondary schools in Kashari North County, Mbarara District.
4. Examine the relationship between extrinsic motivation strategies and job satisfaction among teachers in secondary schools in Kashari North County,

Mbarara District.

1.5 Research Hypothesis

The study was guided by the following hypotheses:

1. There is no statistically significant relationship between demographic factors and teachers' job satisfaction in secondary schools in Kashari North County Mbarara district.
2. There is no statistically significant difference in the levels of job satisfaction among teachers in secondary schools in Kashari North County, Mbarara District
3. There is no statistically significant relationship between intrinsic motivation strategies and job satisfaction among teachers in secondary schools in Kashari North County, Mbarara district.
4. There is no statistically significant relationship between extrinsic motivation strategies and job satisfaction among teachers in secondary schools in Kashari North County, Mbarara district.

1.6 Scope of the Study

The study covered the geographical, content and time scope in showcasing the study variables of motivation strategies and teachers' job satisfaction in Kashari North County, Mbarara District.

1.6.1 Geographical Scope

The study was conducted in Kashari North County, Mbarara District. The county is bordered by Ibanda District in the north, Kashari South County in the south, Buhweju District in the west Kiruhura District in the north east. Rubindi town council, its main town and administrative Centre, is located approximately 53 kilometres (33 mi), by road, north of Mbarara, the largest city in Ankole sub-region. Therefore the study

encompassed all the secondary schools in the area to tackle the motivation strategies for the enhancement of teachers' job satisfaction.

1.6.2 Content Scope

The study on the motivation strategies and teachers' job satisfaction was based on the effect of demographic factors, the level of job satisfaction among teachers and the relationship between intrinsic and extrinsic motivation strategies among teachers in secondary schools in Kashari North County, Mbarara District.

1.6.3 Time Scope

The study was conducted in a period of seven months right from December, 2024 to June, 2025. This period was enough in regards to consulting the relevant respondents for the information provision regarding to the topic in context.

1.7 Justification of the Study

Teachers are the backbone of any country's education system, and their job satisfaction directly impacts the quality of education provided. Satisfied teachers are most of the times motivated, committed, and effective in teaching, which can lead to improved student outcomes. Specifically, motivation strategies such as recognition programs, professional development opportunities, and supportive leadership can be paramount in boosting teachers' job satisfaction. Furthermore, teachers' motivation is a critical factor that influences job performance, retention, and overall school success.

In rural areas like Kashari North County, where education is a critical tool for development, understanding the effect of different motivation strategies on teachers' job satisfaction can help improve the overall educational experience. Additionally, there is a need to fill the existing gaps in the literature regarding how these motivation strategies specifically impact teachers' job satisfaction in this region. The findings from

this study could have significant implications for educational policy and practice, that can guide local authorities and school administrators in implementing effective interventions that support teachers, ultimately enhancing the quality of education in Kashari North County

1.8 Significance of the Study

The study findings and recommendations once accessed would be helpful to the Ministry of Education and Sports to plan accordingly for all the secondary schools to mitigate the illusions prevailing in the education sector to harness the good spirit of teachers for their job execution.

It is hoped that the findings of the study will help secondary school administrators to understand how to include the motivation component in planning for their school aiming at taping teachers' satisfaction. An Awareness of the value of motivation in schools benefits both administrators and the whole school community Once administrators master the motivational strategies, they can be able to positively inspire employees by leveraging the right motivational techniques for peak, consistent and enduring productivity.

The study findings will provide evidence-based recommendations that can inform the development of policies and practices by policy makers aimed at enhancing teacher motivation and job satisfaction, leading to improvements in the educational system at the local and potentially national level.

Understanding the effect of motivation strategies on teachers' job satisfaction will lead to the development of interventions by policy makers aimed at improving the overall well-being of teachers not only in Kashari North County but the country at large. This is crucial for maintaining a positive and productive teaching workforce that will

potentially enhance the overall quality of education in secondary schools in the district since teacher job satisfaction has a close linked to educational quality.

The findings of the study will contribute to teacher retention in schools and make the profession more attractive, thereby addressing issues related to teacher turnover and frequent recruitment in the district and improving teacher job satisfaction in secondary schools in turn can have positive ripple effects on the surrounding community.

The study findings will contribute to the existing knowledge on motivation strategies and teacher job satisfaction, especially within the specific context of Kashari County, Mbarara District, Uganda, providing valuable insights for future research and educational interventions

1.9 Assumptions of the study

The study assumed that the participants (secondary school teachers) shared their experiences honestly and accurately in their responses and they provide a true picture of what they experience in their schools with regards to motivation strategies and their job satisfaction

Data from teachers, as the key informants on motivation strategies and job satisfaction was accurate.

1.10 Limitation of the study

This was a cross-sectional study and therefore time taken to carry out the research was limited hence hard to investigate thoroughly the issue of motivational strategies and teachers' job satisfaction in secondary schools in Kashari North County Mbarara district and thus limited generalizability. However, this limitation was mitigated by ensuring random sampling and an adequate sample size drawn from the target population

The study used self-report questionnaires as research instruments to collect data from respondents and thus this method might have led to inaccuracies, as some participants might provide false information about themselves. However, this shortfall was minimized by ensuring anonymity and confidentiality while constructing the tool, and pilot testing to re-word, and ensure clarity of the items therein.

1.11 Theoretical Framework

This study adopted the Herzberg's Two-Factor theory as its guiding framework. This theory distinguishes between motivators (intrinsic factors) and hygiene factors (extrinsic factors). This dual structure allows a comprehensive examination of what specifically influences teachers' job satisfaction and motivation in the educational context of Kashari North County in Mbarara district. The theory's relevance lies in the fact that teaching is often driven by intrinsic motivators, making it relevant for understanding what drives secondary school teachers. In addition, hygiene Factors in Herzberg's theory helps to identify how these extrinsic factors can prevent dissatisfaction, thus providing a holistic view of job satisfaction in secondary schools in Kashari North County Mbarara district.

According to Cooper and Locke (2000), Herzberg's Two-Factor Theory posits that the factors leading to job satisfaction are distinct from those causing dissatisfaction. Satisfaction stems from intrinsic elements like the nature of the work, assigned duties, acknowledgement, appreciation, career advancement, and personal accomplishments. In contrast, extrinsic motivators like organizational policies, work environment, supervisory practices, relationships, and pay result into dissatisfaction. These dissatisfaction sources are termed hygiene factors, while intrinsic factors are considered motivators. Fincham and Rhodes (2005), assert that work place motivators foster long term motivation, though their absence does not necessarily lead to dissatisfaction.

Conversely, the absence of hygiene factors leads to job dissatisfaction, but their presence alone does not guarantee employee higher motivation, though it can lessen discontent.

According to Chien, (2013) Herzberg noted that satisfying hygiene factors tends to eliminate dissatisfaction but does not increase satisfaction, while motivator factors can lead to job satisfaction, though their absence does not cause dissatisfaction. Consequently, Herzberg concluded that job satisfaction and dissatisfaction arise from two distinct sets of factors: motivators that lead to satisfaction and hygiene factors that cause dissatisfaction (Pardee, 1990).

Table 1: Hygiene and Motivator Factors

Motivators (Satisfiers)	Hygiene factors (Dissatisfiers)
Achievement	Company policies
Recognition	Supervision
promotion	Working environment
Responsibility	Interpersonal relations
Advancement	Salary
Growth	Status
Meaningfulness of work itself	Peer rapport
Job security	

Source: *Adopted from Fincham & Rhodes, (2005). Principles of Organizational Behaviour. Oxford University Press.*

Cummings and Scott (1969) explain that intrinsic motivators are interconnected and, whenever used effectively, can lead to greater satisfaction. These “motivators” are considered more impactful in achieving greater performance levels. This thus implies that the presence of motivators enhances job satisfaction and motivation. Herzberg’s theory suggests that organizations should mitigate dissatisfaction by managing hygiene factors and focus more on satisfiers, as they are more impactful in fostering high motivation levels (Kressler, 2003). Hygiene factors are usually determined by the conditions prevailing in the work environment, like employer’s supervisory practices,

pay, conditions at work, company rules, and colleague relationships. The Two-Factor Theory also outlines employees' needs and provides insights on ways jobs can be redesigned to enhance workforce motivation (Fincham & Rhodes, 2005).

Herzberg's Two-Factor Theory significantly impacts the work design field. According to Howell and Dipboye (1986), managers are encouraged to motivate employees through job-related factors by creating and enhancing conditions such as making work more interesting and less routine, recognizing excellent performance, giving employees independence in their work, as well as supporting high-performing employees.

Employers should restructure work to make it more fulfilling, engaging, and inherently motivating (Howell & Dipboye, 1986). According to Herzberg's theory, poorly structured work conditions, including organizational structure, can lead to dissatisfaction (Kessler, 2003). These negative conditions can stem from rules, managerial policies, interactions with supervisors and workmates, as well as ineffective internal communication in the organization. Cooper and Locke (2000) however point out that although the Two-Factor Theory seems logical, it has been criticized by some studies that have shown that both intrinsic and extrinsic factors can influence both satisfaction and dissatisfaction.

1.12 Conceptual Framework

Kivunja (2018), describes a conceptual framework as the systematic structured organization of all elements in a research study. It includes the researcher's reflections on selecting the research topic, the problem under investigation, as well as the methods, tools, and approaches for data collection and analysis (Ravitch & Riggan, 2017). It is a visual representation showing the connections and relationships among the variables being studied.

The conceptual framework below depicts an independent variable (IV) motivation strategies and its interrelationship with teachers' job satisfaction as the dependent variable (DV). Motivation strategies are conceptualised into intrinsic motivation, extrinsic motivation, while teachers' job satisfaction conceptualised into teachers' job satisfaction indicators that include dedicated and hardworking, vibrant and zealous, proficient and orderly, team-oriented and compliant to administrative policies as shown in the illustration hereunder.

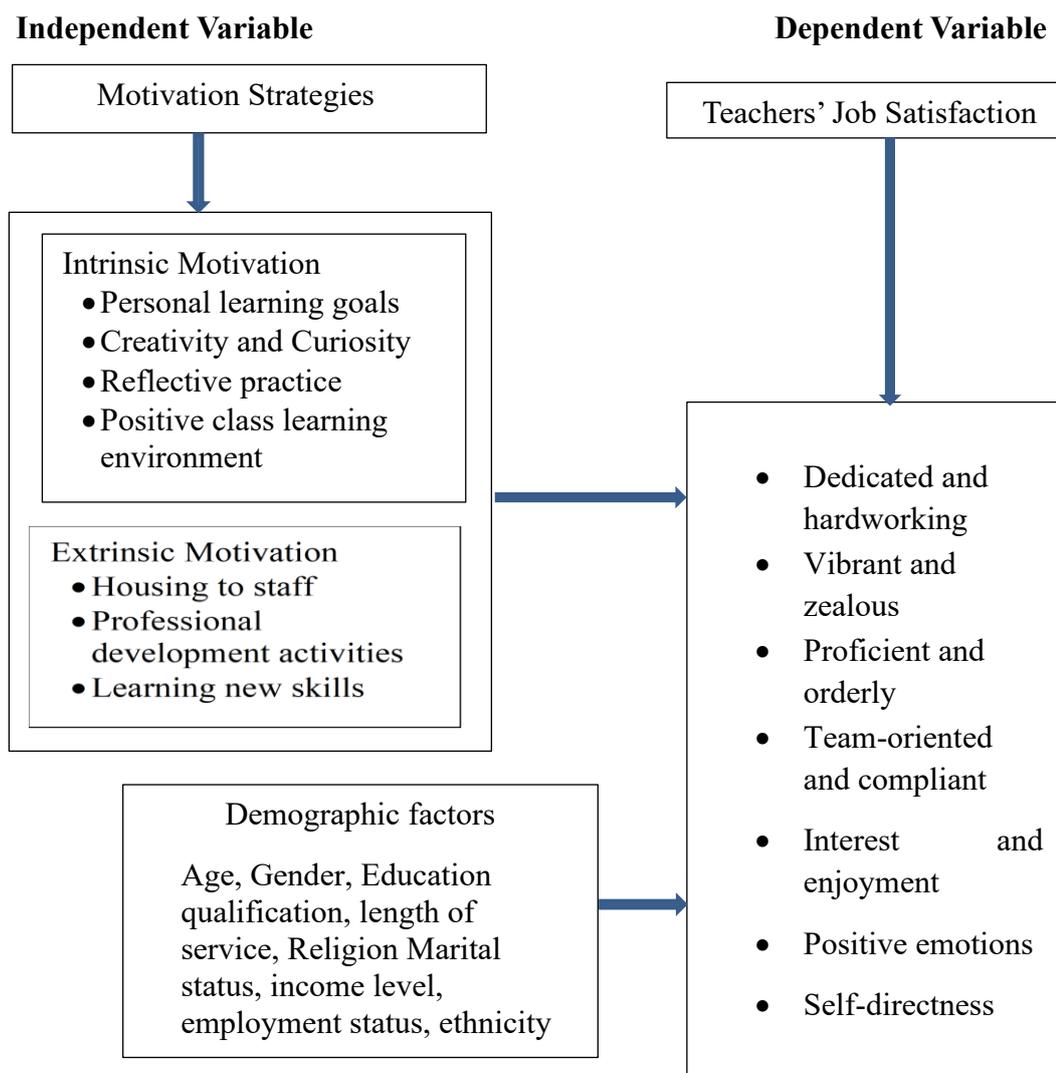


Figure 1: Conceptual Framework Showing the Relationship Between Motivational Strategies and Teachers' Job Satisfaction Kashari county, Mbarara District

Source: Researcher (2025)

The information depicted above illustrates the relationship that exists between the various variables. Motivational strategies are hypothesized to describe intrinsic motivation indicated by personal learning goals, creativity, curiosity, reflective practice, and positive class learning environment. Extrinsic motivation is indicated by housing to staff, professional development activities, learning new skills and working environment, income indicated by salary adjustments, allowances, remuneration and bonuses and demographic factors such as age, gender, education qualification, length of service, religion marital status, income level, employment status, ethnicity while teachers' job satisfaction is hypothesized to being; dedicated and hardworking, vibrant and zealous, proficient and orderly, team-oriented and compliant to administrative policies, having positive emotions, self-directness, interest and enjoyment.

1.13 Operational Definition of Terms

Demographic factors: These are characteristics used to describe teacher populations and segments within a teacher population. These factors include age, gender, religion, education qualification, position held, marital status, income level, employment status, type of school and other variables that help to categorize and understand different groups of people.

Extrinsic Motivation: This refers to the drive to perform teaching duties or behavior due to external rewards, pressures or avoiding punishments rather than internal desires or interests. These rewards can include money, grades, praise, recognition, or avoiding punishment. In a school setting, extrinsic motivation might involve earning a salary, receiving bonuses, or gaining promotions.

Income: Here in the study, income refers to the monetary compensation that teachers receive in exchange for their labour, services, or investments. It is the money that a

teacher earns from various sources such as employment, investments, or business activities around school. Income in the context of this study typically included wages, salaries, bonuses, and other financial benefits that teachers earn from their job.

Intrinsic Motivation: is the drive to engage in a teaching for its own sake, due to the inherent enjoyment or satisfaction derived from the teaching itself. This type of motivation is driven by intrinsic rewards like self-improvement, a sense of accomplishment, curiosity, interest, and passion for the work.

Job: Is a position or role that an individual teacher holds within a school, typically involving specific responsibilities, tasks, and duties. Jobs are created to fulfill the needs of an organization, and they vary widely in terms of their nature, scope, and requirements.

Job Satisfaction: This is the extent to which teachers are contented with their jobs and feel fulfilled in their work environment. It is a measure of how satisfied or dissatisfied teachers are with their jobs, encompassing various aspects such as job demands, rewards, relationships, and overall work environment.

Motivation: This is the batch of internal or external factors that stimulate and guide an individual teacher's behavior driving them to achieve specific goals or engage in certain activities. It is the process that initiates, guides, and maintains a teacher's behavior, influencing the intensity and duration of their efforts.

Strategy: This is an overall plan of action that a teacher, school, or entity adopts in order to attain his/ it's set targets. It involves determining the best course of action to accomplish desired outcomes, considering factors such as available resources, potential obstacles, and the competitive environment.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, a look at the review of literature related to the study “Examining the Effect of motivation strategies on teachers’ job satisfaction in secondary schools in Kashari North County, Mbarara district-Uganda” was showcased. The chapter covered the literature on each of the objectives of the study that is; determining the relationship of demographic factors on teachers’ job satisfaction in Secondary Schools; assessing the level of job satisfaction among teachers in secondary schools; examining the relationship between intrinsic motivation strategies and teachers’ job satisfaction in Secondary Schools; examining the relationship between extrinsic motivation strategies teachers’ job satisfaction in Secondary Schools.

2.1 Demographic Factors and Teachers’ Job Satisfaction in Secondary Schools

According to Wronowski & Urick (2022) in an era characterized by continuous business growth, companies are intensifying their efforts to compete in acquiring top-notch talent. Not surprisingly; many employees leave the previous company for other companies that promise more benefits for these human resources (Ado, 2021). An intention to leave is a critical current problem for organizations (Negoro & Wibowo, 2021). When an employee leaves, the resources spent on training, development, and education for that employee are lost (Ertas, 2015). The high labour mobility in the business world has raised the awareness of many companies on the need to pay attention to how to retain employees considering mature people who not betrayed by age to reason rightly (Agbator & Olori, 2020). The success of a company’s business in the face of rapid change also largely depends on the retention of competent employees who

are mature in age to understand the dynamics of the work to be done (Johari et al., 2012).

Job satisfaction is a factor that impacts the intention to leave (Balabanova et al., 2016; Effendi et al., 2021). It is essential in organizational behavior and human resource management practices (Amarasena et al., 2015). Maintaining employee performance relies heavily on job satisfaction, positively impacting organizational performance (Tabatabaei et al., 2013). Over the past decade, there has been a notable decrease in job satisfaction among women, while men's job satisfaction has exhibited comparatively consistent levels (Sousa-Poza & Sousa-Poza, 2003).

Contradicting the findings of Eleswed and Mohammad (2013), women exhibit greater satisfaction and commitment to their work than men. Thus, leaders need to know what factors can affect employees' high and low job satisfaction to stabilize their performance (Van & Spruyt, 2021). Demographic factors also affect the intention to leave (Agbator & Olori, 2020; Qowi et al., 2019). Agyeman and Ponniah (2014) mentioned that age, length of service, income level, educational qualifications, and gender are widely acknowledged as primary factors influencing the intention to remain in a given context. At the same time, Akpa and Asikhia (2016) illustrate that gender does not influence employees' intention to leave an organization. Additionally, age, length of service, and marital status do not impact the intentions to leave, whether high or low (Qowi et al., 2019).

Previous research examining the correlation between demographic factors and job satisfaction has produced inconclusive findings (Bogler & Nir, 2020). According to some researchers, there is a link between demographic variables such as age, gender, and work experience, as well as the ups and downs of job satisfaction (Eleswed &

Mohammad, 2013). Similarly, Mirembe and Mwesigwa (2024), found out that demographic factors – age and years of service affect job satisfaction where for example teachers who had been in the classroom for a longer period were less proud and unhappy with their profession compared to those who had just joined the teaching profession. While on the other hand, Ashraf (2020), claims that demographic factors do not affect job satisfaction. Paul and Phua (2011) reveal that academic qualifications, gender, marital status, and length of employment did not significantly impact overall job satisfaction. Managers today value employee job satisfaction more than ever because happier employees are more committed to the organization and this reduces employee intention to leave (Eleswed & Mohammad, 2013).

Job satisfaction pertains to employees' emotions and convictions concerning their occupation (Canrinus et al., 2021). The spectrum of job satisfaction can span from being highly contented to extremely dissatisfied (Tran & Smith, 2020). Another job satisfaction notion is in positive feelings about one's job due to evaluation (Sorensen & Ladd, 2020). Employee intent to leave is consistently associated with turnover behavior (Akpa & Asikhia, 2016). Employees' exit intention is their tendency to quit a job (Darling-Hammond et al., 2020). Employees' intention to leave describes their commitment to their current job, their likelihood of finding work elsewhere soon, and their likelihood of leaving and pursuing other opportunities (Riley, 2021).

Employee job satisfaction correlates with various demographic factors, including gender, age, and education (Tabatabaei et al., 2013). Demographic factors contribute significantly to the high perception of job satisfaction (Neelamegam, 2010). These variables were also discovered to have significant positive and negative effects on several aspects of job satisfaction (Mohammed et al., 2017). To meet productivity goals, organizational management must ensure employees are happy with their jobs.

Demographics also correlate with intentions to leave. Studies indicate that job satisfaction and demographic factors usually use teacher personal characteristics such as age and gender, teacher professional characteristics such as years of teaching experience, degree level and type (Kraft et al., 2020). Generally, research on teacher gender and job satisfaction is characterised by a large degree of inconsistency (Grissom & Bartanen, 2022). Teachers' age being correlated with job satisfaction, while gender had no effect give light about the state of the professionals in the workforce to train learners from different backgrounds (Egalite & Kisida, 2022). Similarly, Akhtar et al. (2022) also found a significant relationship between age and job satisfaction with the ages being more satisfied than the young among teachers of Bahawalnagar district in Pakistan. In most cases, women are believed to be more satisfied with the teaching job than men (Ngunyen et al., 2020).

In practice, happier employees add more value to the organization (Baran & Arabelen, 2018). Job satisfaction is looked at as satisfaction with one's qualifications and responsibilities, satisfaction with one's boss, satisfaction with one's coworkers, and satisfaction with one's work (Haim & Amdur, 2021). It is perceived differently from one employee to another, depending on the expectations, needs, and values of a job (Madero et al., 2021). In addition, Johnson et al. (2020) contend that someone experiencing high job satisfaction harbours positive sentiments regarding his work, while an individual with low job satisfaction holds negative feelings (Robbins & Judge, 2019).

Research evidence indicates that a demographic factor income is positively associated with job satisfaction among teachers in secondary schools (Schiemann, et al., 2022; Kume, E. (2020); Beng et al., 2020). In addition, Ingersoll and Bartanen, (2022) examined data from Texas and found that higher salaries increase the retention of high-

quality teachers. They concluded that salary levels among teachers appear to be an important component of any strategy to improve teacher quality. Conversely, Dolton and Marcenaro-Gutierrez (2011) reviewed studies from 19 countries and found that pay rise among teachers positively and significantly influence student academic achievement. They suggested that improving teacher pay is likely to have a positive effect on the quality of the teacher workforce.

Income is a significant factor in determining job satisfaction for teachers in secondary schools (Kraft, et al., 2020). Additionally, a meta-analysis by Nguyen et al. (2019) synthesized 40 studies and found out that “teacher salary is positively related to job satisfaction”. The authors concluded that salary is an important factor in teacher job satisfaction and retention. Research consistently indicates that higher teacher salaries are associated with greater job satisfaction among secondary school teachers (Ladd, 2020; Diagne, 2023). Improving teacher pay appears to be an important strategy for boosting the quality and retention of educators (Riley, 2021).

The relationship between income and teachers’ job satisfaction in secondary schools is a topic of ongoing research (Nguyen et al., 2020). Some studies indicate that higher income levels can hikinly influence teachers’ job satisfaction, while others have found no significant relationship between the two (Papay et al., 2020). Bhandari, (2021), Ingersoll and Smith (2003) found that teachers who earned higher salaries were more likely to report higher levels of job satisfaction. This suggests that financial compensation can play a role in improving teachers’ overall satisfaction with their jobs (Madero, et al., 2021). However, other researchers have found that income alone may not be the primary determinant of teachers’ job satisfaction (Ali et al., 2011). For example, a study by Murnane and Willett (2005) found that teachers’ job satisfaction was more closely related to factors such as the school environment, student

demographics, and administrative support than to their income level (Chirchir, 2016). Similarly, Shyim and Korb (2016), reported there being no significant correlation between monthly income range and job or life satisfaction in a correlational study conducted among secondary school teaching staff in in Jos North LGA.

Additionally, some studies have found that the relationship between income and job satisfaction may vary depending on individual teacher characteristics, such as experience, education level, and teaching assignment (Nguyen et al., 2019). Higher-income earning teachers are more likely to report higher levels of job satisfaction, but this relationship is not observed among lower-income teachers (Cansoy & Parlar, 2020). Income generated as in the reward systems that bring about achievement within the education sector are aligned to appropriate managerial approaches; appreciate contemporary functions of employee motivation and improvement of learners' performance (Christiana et al., 2020). Teachers' reward systems inspire teaching within the lifeblood of secondary education and one of the major reasons of rewarding teachers is to improve on their job satisfaction which translates to better status and quality of teaching (Geiger & Pirovarova, 2021).

High job satisfaction is valuable for employees as it impacts various workplace factors, including absenteeism and productivity, improving company value (Lussier et al., 2019), and other organizational citizenship behavior (Luthans, 2011). It has been established that delighted employees have better physical and mental well-being (Ladd, 2020). This makes many researchers argue about what causes high job satisfaction (Ingersoll et al., 2011). On the other hand, employee dissatisfaction will have a negative effect, producing stress and tension, which usually cause various physiological disorders (Neelamegam, 2010). Disgruntled employees are likelier to break the rules

(Lussier et al., 2019) and show counterproductive work behavior (CWB), turnover, and absenteeism (Robbins & Judge, 2019).

2.2 The Level of Job Satisfaction among Secondary Schools Teachers.

Job satisfaction refers to the positive or negative evaluations individuals have regarding their jobs (Weiss, 2002). Overall, teacher job satisfaction levels in secondary schools appear to be moderate to low. Several studies have found that a sizable proportion of secondary teachers report dissatisfaction with their jobs (Canrinus et al., 2021). For example, a national survey by Kraft et al. (2020) found that only 54% of secondary teachers were very or somewhat satisfied with their jobs during the COVID-19 pandemic. However, factors among secondary educators associated with lower job satisfaction were identified as; heavy workloads and long working hours (Van Droogenbroeck & Spruyt, 2021). In addition, poor school leadership and working conditions (Cansoy & Parlar, 2020; Pogodzinski et al., 2022) as well as lack of autonomy and decision-making power (Wronowski & Urick, 2022) put it higher so that higher levels of stress and burnout are observed (Riley, 2021; Weiner & Higgins, 2021).

According to Bennell, (2004) very low salaries compel many teachers to seek secondary income through private teaching and other non-professional activities, while ineffective workforce administration discourages them the more. Teacher governance and administration at both national and local levels is described as disorganised, with practices like bribery for employment and desired postings undermining job commitment and motivation which lead to lack of accountability to school management, parents, and the wider community. Nkengne et al. (2021), asserts that all schools in Sub-Saharan Africa whether religious founded or not, are currently experiencing learning crisis where 90% school children are unable to read and comprehend a simple text at the age 10. According Nkengne et al. (2021), this crisis

can be overcome by improving the working environment and job satisfaction among teachers who would offer most of their time in return.

Employee expectations of any kind when are not fulfilled, it decreases their satisfaction (Irving & Montes, 2009). They however noted that met expectations did not necessarily bring about higher levels of job satisfaction while exceeded expectations had a negative association with job satisfaction. Some teachers with unrealistic expectations usually suffer disappointments and exhibit low levels of satisfaction after some time working with organizations as the situation in there may seem different from what they initially perceived (Murray, 2008; Ferrari, 2010). However, deLeon, and Taher, (1996) posits that employees may have higher job satisfaction levels even when some of their expectations not met.

Demographic factors like years of experience and school location also influence secondary teachers' job satisfaction levels to be high, moderate or lowest (Johnson et al., 2020). For instance, Ingersoll et al. (2021) found that newer teachers and those in high-poverty schools tended to report lower satisfaction. Additionally, Kume, (2020), Kemunto et al. (2018), Saner & Eyüpoğlu, (2013) found a statistically significant difference in job satisfaction based on an individual's marital status. On the other hand, some studies show a contradiction with marital status of teachers not affecting both job and life satisfaction (Demirel, 2014; Dey et al., 2016). Conversely, Cansoy et al. (2020) assert that some studies have identified factors that can boost secondary teachers' job satisfaction, such as competitive salaries and benefits (Schiemann et al. 2022; Tran & Smith, 2020); effective school leadership and positive school climate (Yue et al. 2021; Grissom & Bartanen, 2022); and opportunities for professional development and growth (Madero et al., 2021; Viano et al., 2021).

According to Cheng & Zamarro (2021), teachers play a very crucial role in achieving the objectives of Malaysia's vision 2040. Disgruntled teachers who are not satisfied with their job could not be committed and productive (Darling-Hammond, et al., 2022). They would not be performing at the best of their capabilities if they are not truly satisfied (Geiger & Pirovarova, 2021). According to Ministry of Education and Sports report (2023), human resource development (HRD) through policies, system and better educational opportunities is the strongest assurance to achieve the nation's vision in becoming an industrialized nation with unique characteristics and values in the year 2020.

In order for the teachers to play a key role in the educational process, they need to be satisfied with their teaching job; otherwise, the government policy and effort will fail (Harfitt & Tsui, 2020). Teachers, who receive great satisfaction from their job, largely contribute towards effective program of education and finally helping the country to achieve more (Wronowski & Urlick, 2022). In other words, the teachers truly need to be satisfied with their work in order for them to function efficiently and also effectively (Kraft et al., 2020). By doing so, the schools can achieve their goals and missions and can contribute to the nation success (Van Droogenbroeck & Spruyt, 2020).

Many high school leavers and university graduates, especially male shy away from the teaching professions (Ladd, 2020). This has created a serious problem of teachers' shortage throughout the country (Madero, et al., 2021). According to Viano et al. (2021), as at July 1998, there was an acute shortage of secondary school teachers about 3,000 especially for English, Mathematics and Science subjects. Pogodzinski et al. (2022) opine that as an effort to attract more school - leavers to take-up teaching as a career, government upgrading pay for teachers with degree certificates to enable teaching programs effectiveness. When a comparison is made between the present

teachers of the government and the private teaching institutions, it is very obvious that the teachers in government schools are receiving lower income than teachers working in the private sector (Riley, 2021).

The general perception is that teachers in the country are dissatisfied with their profession and their morale is low (Schiemann et al., 2022). Additionally, Azhar et al. (2011) assert that the report made by the NUTP claims that the teachers' morale was low and teachers are frustrated not just over poor salary schemes but also poor working conditions especially in rural areas. They too are over - burdened by heavy and unnecessary workloads which eventually force some that cant withstand it to leave and find other jobs (Sultan et al., 2023). It is believed that, people generally have high morale, and commitment toward achieving organizational goals when their personal resources and talents are being fully used (Ali et al., 2011). By increasing the level of morale and satisfaction, motivation and also commitment of members, organization's performance can be improved (Bezati & Faktoret, 2020).

Job satisfaction is observed as one of individual's needs fulfillment; overall job satisfaction varies directly with the extent to which those needs of an individual which can be satisfied in a job are actually satisfied; the stronger the need, the more closely is job satisfaction (Chirchir, 2016). Singh (2012) also supports the personal needs' fulfillment interpretation, and draws attention to the evident link between Herzberg's (1959), motivation - hygiene theory and Maslow's (1943), theory of human motivation, based upon a hierarchy of human needs.

Ong et al. (2020) and Donaldson, (2022) opine that focuses on expectations, rather than needs is enormous; overall job satisfaction is determined by the difference between all those things a person feels he should receive from his job and all those

things he actually does receive. Eren, (2023), however, dismisses both needs and expectations in favor of values. He defines job satisfaction as: ‘the pleasurable emotional state resulting from the appraisal of one’s job as achieving or facilitating the achievement of one’s values’. While Heinz (2020) interprets job satisfaction as a summary of the total rewards experienced in teaching, On the other hand, Buchanan et al. (2020) identifies both ‘job rewards’ and ‘job values’ as the determinants of job satisfaction, which he defines as the overall effective orientation on the part of individuals toward work roles which they are presently occupying.

2.3 The Relationship between Intrinsic Motivation Strategies and teachers’ job satisfaction among in Secondary Schools

According to Hein et al. (2021), intrinsic motivation is defined as participating in an activity due to the inherent enjoyment it provides, as opposed to performing a task to receive external rewards or avoid punishment. This type of motivation plays a vital role in the teaching profession, encouraging teachers to engage in activities they find personally rewarding, such as seeing students learn and grow (Tamir & Schenke, 2020). Teachers who are intrinsically motivated tend to have a deeper commitment to their profession, as they derive satisfaction from the process of teaching itself rather than from external rewards and studies have shown that intrinsic motivation can significantly influence educators’ satisfaction in their roles. (Hein et al., 2021). Tirana et al. (2023) stated that intrinsic motivation involves engaging in activities that feel meaningful, appealing, or stimulating, which can enhance personal satisfaction. As a result, people often choose work they find enjoyable, even if it does not offer the highest financial rewards or fully align with organizational expectations.

According to Geiger and Pirovarova, (2021), intrinsic motivation is the drive to participate in an activity solely for the sake of involvement in it and its completion. This

motivation is connected to higher levels of job satisfaction because it aligns with teachers' personal goals and values. Deci et al. (2017) also emphasize that intrinsic motivation is crucial for maintaining teachers' professional satisfaction, particularly when external rewards are insufficient or absent. Ryan and Deci (2021) highlight the significance of intrinsic motivation in education systems globally, noting that it is essential for engaging teachers and ensuring their satisfaction with their work. Intrinsic motivation not only enhances teachers' job satisfaction but also positively affects their performance. For example, Riley (2021) discovered that learner involvement and academic success in primary schools in Turkey were strongly predicted by teachers' intrinsic motivation, suggesting that teachers who are intrinsically motivated are more effective and satisfied in their roles. Kenneth and Ssesanga, (2024), found that intrinsic motivation was found to be strongly positively correlated to teacher job satisfaction ($r=.694$, $p<0.01$). Furthermore, Demirta (2010) revealed a highly significant positive relationship between intrinsic teacher motivation and teachers' performance, which is linked to job satisfaction through student academic performance. These findings indicate that intrinsic motivation not only fosters a more satisfying work environment for teachers but also leads to better outcomes for students. Therefore, fostering intrinsic motivation in teachers is crucial for improving both their job satisfaction and overall performance in the educational field. Feelings of accomplishment and being recognized for the work well or fairly done significantly influence employee job satisfaction (Hasanah & Supardi, 2020; Hochschild, 2003).

Moreover, Aljumah, (2023), indicates the existence of a significant and positive correlation between intrinsic motivation and job satisfaction among employees in firms in Saudi Arabia. Aljumah, (2023), states that there is a reciprocal nature of the two-phenomenon intrinsic motivation and employee job satisfaction. Relatedly, Raza et al.

(2015) found that intrinsic motivation significantly impacts employee job satisfaction in that employees with low feelings of achievement are more inclined to leave their jobs. conversely, high feelings of achievement boosts employee satisfaction and performance, reducing their likelihood to quit the organization. Akunne et al. (2023), highlights the impact factor of intrinsic motivation strategies like opportunities for further studies as key drivers of teacher job satisfaction in secondary schools.

Arnold and Feldman, (1982) posits that Job security is highly valued by employees for fostering behavioral and psychological attachment to an organization. workers are a vital component for any company seeking to maintain a long-term competitive edge. Raza et al. (2015) indicates that job security enhances employee loyalty, commitment, and attachment to the organization, while reducing their intention to quit and thus ensuring job security helps organizations retain their valuable intellectual capital and leverage their skills for positive outcomes. Studies by Khaliq, (2021), and Raza et al. (2015) also shows that greater job responsibility engages employees in a variety of activities and encourages their active engagement in problem-solving and thus a sense of ownership resulting into their job satisfaction. Organizations that prioritize life-long learning, increased job responsibility, and problem-solving tasks will reduce setup times and enhance employee involvement in process improvements. This, in turn, expands the employees' abilities, knowledge, and skills, ultimately boosting the production and performance. Moreover, Sahito and Vaisanen, (2020) acknowledge that teaching activities which involve creativity bring about job satisfaction, as such creativity initiatives by teachers are most times intrinsically fulfilling.

Yildiz and Kilic (2021), conducted a mixed methods study in Erzurum province, Turkey among 414 randomly selected teachers across various schools in the province and found out that teachers' intrinsic motivation and satisfaction were higher than their extrinsic

motivation and satisfaction. The results of this study highlight the greater impact of intrinsic factors on teachers' job satisfaction compared to extrinsic ones. Success orientation is another pivotal internal motivation factor that significantly influences job satisfaction. According to Tirana et al. (2023), specific factors of motivation at work account for 28% of the variance in job satisfaction, with success orientation emerging as a key determinant. This internal motivation factor encompasses an individual's drive to achieve goals, excel in their professional roles, and receive recognition for their accomplishments. It reflects one's intrinsic urge for achievement and personal growth. Tirana et al. (2023) emphasizes that success orientation, alongside other factors such as relationships with school leaders and salary, working conditions and other fringe benefits, having a substantial impact on job satisfaction among teachers. When individuals are motivated by a strong orientation towards success, they are more likely to experience higher levels of satisfaction because their intrinsic goals align with their professional environment. Teachers with a high success orientation are often more engaged and committed to their work. This motivation drives them to set and accomplish challenging goals, leading to improved performance and effectiveness in their roles. As noted by Tirana et al. (2023), success orientation not only affects job satisfaction but also contributes to higher levels of satisfaction through its impact on job performance and achievement. Tirana et al. (2023) suggests that motivation factors, including success orientation, explain a significant portion of job satisfaction variance, underscoring the importance of internal drivers in achieving job satisfaction.

2.4 The Relationship between Extrinsic Motivation Strategies and teachers' job satisfaction among in Secondary Schools

Extrinsic motivation holds significant importance in the teaching profession by providing external rewards or incentives to encourage desired behaviors. Han and Yin,

(2016) contends that extrinsic motivation involves performing a task to gain external rewards or avoid being punished. According to Hein et al. (2021), extrinsic motivation involves performing a task to receive external rewards or avoid punishment, contrasting with intrinsic motivation, which is driven by inherent satisfaction. Extrinsic motivation is beneficial in certain contexts, such as providing teachers with financial incentives or other external rewards to increase their motivation and effort (Mansfield et al., 2020; Rigby & Tredway, 2021).

Additionally, extrinsic rewards can be used to promote specific behaviors, such as implementing innovative teaching methods or participating in professional development activities (Yuncu & Yildirim, 2021). The link between teachers' intrinsic and extrinsic motivation is complex and context-dependent. Some researchers have found that combining both types of motivation can lead to the most positive outcomes, as teachers are more likely to be motivated when they receive both internal and external rewards (Raza & Sikander, 2022; Nguyen et al., 2022; Ansori et al., 2022). Baroudi et al. (2020) asserts that extrinsic factors have a much association with teachers' job satisfaction and thus proper role fulfilment. Similarly, Bhagwandeem, (2021), whose findings revealed extrinsic job satisfaction factors being statistically significant, emphasized more on how extrinsic factors in organizations mattered most than intrinsic ones and their absence would result adverse effects

Calik et al. (2021) highlights that motivation can stem from either extrinsic and intrinsic sources or both. Individual's actions driven by extrinsic motivation are carried out to attain outcomes like receiving rewards or evading unfavorable consequences (Madero et al., 2021). Job satisfaction, reward systems, professional training and development, and work situational factors significantly affect employee motivation (Fernet et al., 2016).

Extrinsic motivation is essential for teacher job satisfaction in many educational contexts. For instance, across Sub-Saharan Africa, low teacher motivation is attributed to factors such as minimal accountability, inadequate salaries, low professional and job standing, unfavorable work and living environments (Heinz et al., 2012). Gorozidis and Papaioannou (2014) assert that motivation in public secondary schools is significantly influenced by external factors, indicating the importance of extrinsic motivation in these settings. Perdana, et al. (2024) asserts that company policies are the most significant external motivator for teachers especially those in private schools, influencing both their motivation and job performance. Furthermore, a study conducted in Gem Sub-County, Kenya, examining how performance appraisal impacts the motivation of public secondary school teachers, found that performance-based rewards significantly and positively enhance teacher motivation, leading to improved student academic outcomes. (Bascia & Rottmann, 2011). This finding emphasizes the significance of extrinsic rewards in boosting teacher job satisfaction and performance outcomes.

The findings from a study by Bénabou and Tirole (2003) reveals that when performance incentives are provided by a knowledgeable authority figure such as a manager, they can have a negative influence on how an individual (worker) views the tasks or their own skills and capabilities. In the short term, these incentives are only mildly effective as motivators, but in the long run, they can actually decrease motivation and become counterproductive hence, acting more as disincentives. Relatedly Johnakin-Putnam (2020) found that there is no direct relationship between self-efficacy and extrinsic motivation among teachers. Despite this, extrinsic motivation strategies, such as recognition, rewards, and career development opportunities, can still positively affects teachers' job satisfaction. Extrinsic motivation strategies including awards, bonuses,

and public recognition, which can make teachers feel valued and appreciated, thereby enhancing job satisfaction. Additionally, professional development opportunities and additional support resources also serve as extrinsic motivators, helping teachers feel supported and less stressed. Whereas according to Johnakin-Putnam (2020) extrinsic motivation may not directly affect self-efficacy, Gorozidis and Papaioannou (2014) contends that it contributes to a positive work environment, reduces burnout, and can increase overall job satisfaction and engagement and thus, schools should continue implementing these strategies to enhance teachers' job satisfaction and create a more supportive and rewarding work atmosphere. That notwithstanding, Ally, (2023) expounds that not all extrinsic motivation strategies boost job satisfaction among employees. According to Ally, (2023)'s study it was only recognition programs, job security, and work-related promotions had a significant and positive relationship effect on employee job satisfaction and performance while work environment and salary had no relationship with the boosting of employee performance and thus their satisfaction.

Ouyang and Paprock, (2006), compared job satisfaction and retention among educators in the US and China and reported that majority of the teachers in both countries were satisfied with their current jobs and they all attributed it to an extrinsic factor job security among others as on major contributor to their satisfaction.

2.5 Summary of Reviewed Literature

Objective	Author	Literature	Research gap
Demographic Factors and Teachers' Job Satisfaction	Wronowski & Urick (2022), Kume, E. (2020) Ado (2021), Mirembe & Mwesigwa (2024), Negoro & Wibowo (2021), Agbator & Olori (2020),), Papay et al. (2020),	Job satisfaction affects intention to leave; a mixture of demographic factors such as age, gender, and experience play a role in job satisfaction and retention, Various studies show mixed results regarding the impact of these factors though they indicate a link between demographic variables and the ups and downs of job satisfaction.	Inconclusive findings on how specific demographic factors (religion, gender, age) affect job satisfaction. Empirical & Knowledge gap
Level of Job Satisfaction among Teachers	Kraft et al., (2020); Van Droogenbroeck & Spruyt (2021) Cansoy & Parlar (2020); Pogodzinski et al., (2022); Schiemann et al. (2022); Cheng & Zamarro (2021); Viano et al., (2021); Sultan et al. (2017)	Job satisfaction among secondary school teachers is generally moderate to low, influenced by heavy workloads, poor leadership, lack of autonomy and other factors. Positive factors include competitive salaries, effective leadership, and professional development, Job satisfaction is observed as one of individual's needs fulfillment and overall job satisfaction varies directly with the extent to which those needs of an individual which can be satisfied in a job are actually met, improving teacher pay appears to be an important strategy for enhancing the quality and retention of the teaching workforce.	Need for more detailed exploration of factors boosting job satisfaction beyond salary and workload Evidence and knowledge gaps
Intrinsic Motivation Strategies and teachers' job satisfaction among in Secondary Schools	Keneth & Kasanga 2024; Hein et al. (2021); Tirana et al. (2023) Aljumah, 2023; Akunne et al., (2023) Ryan & Deci (2021), Geiger & Pirovarova (2021); Khaliq et al 2021	Intrinsic motivation, such as personal satisfaction from teaching and success orientation, significantly impacts job satisfaction and performance. Intrinsic motivation leads to higher job satisfaction and better student outcomes. Teachers who are intrinsically motivated are more effective and satisfied in their roles	Limited studies on the long-term impact of intrinsic motivation on job satisfaction and performance. Contextual & Knowledge gap
Extrinsic Motivation Strategies and teachers' job satisfaction among in Secondary Schools	Perdana, et al. (2024) Nguyen et al., (2022) Raza & Sikander, (2022) Ansori et al., (2022), Gorozidis & Hein et al. (2021); Mansfield & Conley (2020); Rigby & Tredway (2021), Bhagwandeem, (2021), Yuncu & Yildirim (2021), Baroudi et al. (2020)	Extrinsic motivation strategies (e.g., recognition, rewards) positively impact job satisfaction, despite no direct link with self-efficacy. These strategies help reduce burnout and improve overall job satisfaction. Company policies are the most significant external motivator for teachers especially those in private schools, influencing both their motivation and job performance. Extrinsic factors in organizations mattered most than intrinsic ones and their absence results into adverse effects	Need for more research on the balance between extrinsic and intrinsic motivations in enhancing job satisfaction. (Empirical & Knowledge gap)

2.6 Research Gap

The literature indicates contradictory findings regarding the influence of demographic factors such as age, gender, and teaching experience on job satisfaction. For example, while some studies suggest a relationship between these demographic factors and job satisfaction, (Bogler & Nir, 2020) other studies report inconsistent or no significant correlation (Ashraf, 2020; Eleswed & Mohammad, 2013; Paul & Phua, 2011). This inconsistency indicates a gap in understanding how demographic variables influence job satisfaction across different educational contexts. This study aims to reconcile these differing findings and clarify on the effect of demographic variables on teachers' job satisfaction, in secondary schools in Kashari North County.

While there is evidence from several studies that higher income levels are generally associated with increased job satisfaction among teachers (Nguyen et al., 2019; Schiemann et al., 2022), other studies have revealed that income alone may not be the primary determinant of job satisfaction (Ali et al., 2011; Murnane & Willett, 2005). This suggests a need for additional research to explore how income interacts with other factors, such as work environment and professional support, in determining teachers' job satisfaction in more depth

Although many studies agree that income is positively related to job satisfaction, (Schiemann et al., 2022; Nguyen et al., 2019), others show varying results depending on teacher characteristics and contexts. Research specifically targeting the relationship between income and teachers' job satisfaction in secondary schools in Kashari North County, Mbarara district in Uganda is lacking. And this specific study aims to explore how income influences job satisfaction in the ecological setting of Kashari North County and how it compares with findings from other regions.

The existing literature on teacher job satisfaction and motivation often relies on cross-sectional data, which provides a snapshot of these factors at a single point in time. While cross-sectional studies are valuable, they have limitations in capturing changes over time and understanding causal relationships. For instance, studies such as those by Bogler and Nir (2020) and Nguyen et al. (2019) offer insights into teacher satisfaction and motivation but do not track these variables over extended periods. This gap is significant because job satisfaction and motivation are dynamic constructs that can evolve on account of numerous variables for example adjustments in teaching environments, salary modifications, or shifts in personal circumstances (Hein et al., 2021; Ryan & Deci, 2020).

Furthermore, existing literature on motivation strategies and teachers' job satisfaction (Bogler and Nir (2020); Nguyen et al. (2019); Nguyen et al., 2019; Schiemann et al., 2022), capture experiences from other regions and districts and no empirical study has been done specifically in the context of Kashari North County, Mbarara district thus presenting a contextual research gap.

Longitudinal studies are necessary for understanding how job satisfaction and motivation develop and fluctuate over time. Such studies can reveal patterns and trends that cross-sectional research might miss, offering deeper insights into how and why teachers' experiences and attitudes change. For example, a longitudinal approach could shed light on how long-term changes in teaching conditions or salary impacts affect teachers' motivation and job satisfaction (Schiemann et al., 2022; Pogodzinski et al., 2022). Longitudinal research could also help in assessing the long-term effectiveness of different motivation strategies and their impact on teacher retention rates, which remains underexplored in current studies (Tamir & Schenke, 2020; Ali et al., 2011).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter presents a detailed explanation of the research design and methodology that was used in the research study. The major purpose of this methodology was basically to guide the researcher on how to achieve the set objectives for the study in a systematic and logical manner. It entailed; research paradigm, research design, area of the study, population and sample size, sampling strategy and sampling procedure, instruments/methods for data collection, data analysis strategy and ethical consideration.

3.1 Research Paradigm

A paradigm is a cohesive framework consisting of key concepts, variables, and research questions, along with corresponding methodologies and instruments. The philosophical foundation for the study was positivism that relies on measurement and reason and contends that knowledge is revealed from a neutral and quantifiable observation of activity, action or reaction. (Park et al., 2020) This allowed the researcher to identify causal relationships between different variables under study through quantitative approach. Saunders et al. (2009) contend that the positivism paradigm involves conducting research based on observable social phenomena, with the goal of producing generalized findings that resemble those of the physical and natural sciences. This paradigm was important in the study because it allowed for the generalizability of the inferences hence replication of the findings.

3.2 Research Design

Positivism philosophical assumptions made the study to apply quantitative research approach, specifically cross-sectional research design. This design involves the

collection of numerical data from participants at a single point in time or during a single, relatively brief time frame from typically different participants (Johnson, & Christensen, 2014; Saunders et al. 2009) to identify trends, patterns and relationships between variables (Hair et al., 2020). This approach relies on a structured and objective research design, typically using surveys, experiments, and, statistical techniques, to gather and analyse data (Field, 2024). This strategy attempts to determine the extent of a relationship between two or more variables using statistical data (Ayiro, 2012; Creswell & Creswell, 2021; Creswell, 2022). The design was employed because it allows the researcher to analyze quantitatively the relationships between different variables under the study, interpret and make conclusions through measurements of the hypothesis. The advantage with this strategy is that no variable is manipulated during the study, instead, they are studied as they occur in their natural setting. Since the population of teachers in secondary schools in Kashari North County, Mbarara district is large and not all the teachers were covered during the study, Cross-sectional research design thus provided the researcher with a reasonable number of respondents who offered the required data within minimal time.

This design allowed the researcher to evaluate hypotheses and draw conclusions about the population based on data collection. It allows researchers to make generalisations and draw conclusions based on empirical evidence rather than subjective opinions or interpretations (Flower & Lawrence, 2022). Therefore, the researcher having understood the operation of the approach in question, used it to have the predetermined responses prepared in advance for the respondents to react about, through Likert Scale. Thus, the questionnaire was structured and close-ended in nature to elicit the directed responses in relation to motivational strategies and teachers' job satisfaction.

3.3 Study Area

The study was carried out in Kashari North County, Mbarara District. The county is bordered by Ibanda district in the north, Kashari South County in the south, Buhweju district in the west, Kiruhura district in the north east. Rubindi town council, its main town, is located approximately 53 kilometres (33 mi), by road, North of Mbarara, the largest city in Ankole sub-region. Kashari North County was chosen due to lack of empirical studies conducted on motivation strategies and teachers' job satisfaction in this specific geographical area.

3.4 Target Population

The target population for this study consisted of all teachers in secondary schools within Kashari North County. According to the Mbarara Education Office, there are approximately 284 secondary school teachers in the 12 (twelve) secondary schools in the county, where 3 are government aided (public) while 9 are privately established schools. This population was chosen because it represents the group directly affected by motivation strategies and whose job satisfaction levels are influenced by these strategies. The researcher considered 10 schools on average in the study which accounted for 83% of the entire population of schools within the county and thus the finding of this study would be generalized to the entire Kashari North County with a very high degree of confidence since it would not just be representative of a small sample but a reflection of the reality of the entire locale.

3.5 Sample Size and Sampling Procedure

3.5.1 Sample Size

The study used a sample of 150 which was drawn from both male and female teachers in the secondary schools within Kashari county. From the 10 secondary schools chosen, with a total population of 245, 150 participants were selected by the aid of statistic

kingdom (<https://www.statskingdom.com/>) This was within the range of sample size determination at confidence level of 95% and margin of error of 5% (<https://www.statskingdom.com/>). This sample size was deemed sufficient to provide reliable and generalizable results.

Table 2: Sample Size Selection

Schools	Total population	%	Sample size
Nombe S.S	44	17.95	27
Rubindi Union Vision S. S	18	7.34	11
St. Paul's Kagongi Seed S. S	45	18.37	28
Ankole High school	16	6.53	10
St. Andrew S. S Rubindi	52	21.22	32
Pearl High school	17	6.94	10
Michealangelo S. S	12	4.90	07
St. Benedict's S. S	14	5.71	09
Eximius High school	15	6.12	09
St. Mary's Voc. S.S Ncuune	12	4.90	07
Total	245	100	150

Source: Mbarara District Education Office (2025), Uganda

3.5.2 Sampling Procedure

Probability sampling was employed in data collection to ensure that the findings can be generalized to the broader population of secondary school teachers. The sampling process involved stratified sampling, proportionate sampling, and simple random sampling to ensure representativeness, minimize bias, and offer equal and independent chance to participants for being selected into the sample. Proportionate sampling was applied in selecting the number of participants from different schools depending on their population and simple random sampling will be applied in selecting the total sample size (participants) from every school within the county under study. The advantage of using simple random sampling method was that individuals in the sample population got an equal and independent chance of being selected in the sample and the data generated can be generalized to a larger population.

3.5.2.1 Stratified Sampling

The population of secondary school teachers in Kashari North was be divided into two strata based on the school category-government aided or privately owned. Stratified sampling ensured that both school types are adequately represented in the sample and this enhances the validity of comparisons between the two strata as well as ensuring that the sample reflects the diversity of the teacher population in the county.

3.5.2.2 Proportionate Sampling

Proportionate sampling was employed within each stratum, to determine the number of participants from each secondary school within Kashari county Mbarara District, depending on the teacher population of the institution. This was to ensure that the sample selected represents the group of interest, accounts for differences in school teacher population size and obtain a good estimate for the overall target population.

3.5.2.3 Simple Random Sampling

Simple random sampling was applied in selecting the participants in all the secondary schools located within Kashari county Mbarara District. This sampling technique is advantageous in that it gives all the individuals in the sample population have an equal and independent chance of being selected in the sample, reducing selection bias and enhancing the reliability of the results. Due to this therefore, it has a good representation of target population, and the results can be generalized to the larger population.

3.6 Data Collection Instrument

The study applied only quantitative approach hence the use of a questionnaire to generate data from the selected teachers in the secondary schools located within Kashari county Mbarara District.

3.6.1 Questionnaire

Semi-structured questionnaires were administered among secondary school teachers to generate data on the Motivation Strategies and Teachers' Job Satisfaction in Secondary Schools in Kashari North County, Mbarara District, Uganda and different variables under the study were measured using 5-point Likert scale questions that was structured according to the objectives. The questionnaire was subdivided into four different sections according to the variables under the study. These sections included; demographic factors, levels of teachers' job satisfaction scale, intrinsic motivation strategies scale, extrinsic motivation strategies. Questionnaires were used to generate data from the many secondary school teachers in Kashari North County, Mbarara District while utilizing the shortest period as possible (Kothari, 2004).

3.6.2 Pilot Study

According to Polit et al, (2001), a pilot study also called feasibility study refers to small scale version(s) or trial run(s) done by a researcher in preparation for a major study. Fink, (2010) states that the purpose of a pilot study is to maximize reliability of respondents, for the purpose of the study. A pilot study was conducted in Ibanda North County, Ibanda district that was not part of the main study. Kothari, (2004) suggests that a pilot study should include a sample size of at least 10% of the total study participants.

The researcher randomly selected 25 secondary school teachers as the 10% of the 245 total study participants from 05 secondary schools in Ibanda North County, Ibanda District and engaged them to filling in of questionnaires. The five schools included Nyabuhikye S.S, Nsasi S.S Kagongo S.S and Nkondo S.S. These schools were selected purposively because they fit well with the criteria of the study in that, they are secondary schools and are in the neighboring county and district of the area of study.

3.6.2.1 Validity of the Questionnaire

According to O'Leary et al. (2017), validity refers to how accurately a method measures what it is intended to measure. Validity is further described as the extent at which an instrument can scientifically answer the questions as it is intended to be answered (Creswell, 2019). It measures the value, trustworthiness, and credibility of the results to be attained. Validity of data generated was emphasized by ensuring that the statements framed are in line with the set objectives and according to the variables under study. There are four main types of validity namely, face, content, construct and criterion validity. Face validity refers indicates how much extent a tool seems to assess what it is intended to. This was tested by scrutinizing the questionnaire and discussing the items with experts to ensure a high degree of face validity in relation to the expected structure of a questionnaire. Content validity refers to how thoroughly the instrument represents the entire scope of the construct it intends to evaluate. This form of validity was ensured by the researcher conducting a pilot study to test if the items formulated were measuring the set objectives. This was established by using Content Validity Index (CVI). Whereby, $CVI = n/N$, where, n = number of questions deemed valid, N = Total number of questions in the questionnaire. Creswell and Plano (2023) recommends a minimum CVI of 0.7 to test content validity index. The instrument was found to have a CVI of 0.94.

Construct validity deals with the standardization on how well the construct covered by the instrument is measured by different groups of related items. This was be evaluated by the researcher together with the help of the supervisor through comparing the content of questionnaire and the variables to be measured. Finally, is criterion validity, the ultimate test as to whether the instrument measures what is supposed to measure. This was achieved through a pilot study whether the set objectives were achieved.

3.6.2.2 Reliability of the Questionnaire

After conducting validity checks, the researcher tested on reliability of the instrument. Creswell and Plano (2023) defines reliability as the degree to which a measuring instrument consistently gives similar results. Creswell and Plano (2023) argues that there are different types of reliability testing, however, the current study used pilot testing of the research instrument.

The researcher tested the internal consistency of the questionnaire by using Cronbach alpha in SPSS software. This test was performed for each subscale measuring objectives one to four separately and using this approach, r varies from 0 to 1, where the closer r is to 1, the higher the reliability of the data (George & Mallery, 2003; Sekaran, 2000; Creswell, 2022). According to the authors, the benchmark is a coefficient that is above 0.7, and it performs well based on inter-item reliability. The data from the pilot study was entered in SPSS and reliability tests done to it and the following are the results of the reliability tests.

Table 3: Reliability statistics for the Dependent variable; level of teachers' satisfaction

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.860	.862	7

Source: Pilot survey data (2025)

This variable included 07 items measuring the level teachers' job satisfaction on a scale of 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree. Cronbach's Alpha coefficient is 0.862 which indicates greater consistency of the items in measuring the level of teachers' job satisfaction.

Table 4: Reliability Statistics for Independent variable; Intrinsic Motivation Strategies

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.818	.821	7

Source: Pilot survey data (2025)

This variable included 07 items measuring intrinsic motivation strategies on a scale of 1 = never, 2 = rarely, 3 =sometimes, 4 = often, 5 =always. Cronbach's Alpha coefficient is 0.821 which **indicates greater consistency of the items in measuring intrinsic motivation strategies.**

Table 5: Reliability Statistics for Independent variable; Extrinsic Motivation Strategies

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.887	.889	8

Source: Pilot survey data (2025)

This variable included 08 items measuring intrinsic motivation strategies on a scale of 1 = never, 2 = rarely, 3 =sometimes, 4 = often, 5 =always. Cronbach's Alpha coefficient is 0.889 which indicates greater consistency of the items in measuring intrinsic motivation strategies.

3.7 Data Collection Procedures

At the commencement of the data collection process, the researcher obtained an introductory letter from the School of Education Moi university, sought for ethical approval from Bishop Stuart University REC and permission from the district education officer Mbarara to allow him conduct research in schools in his area of jurisdiction, as well headteachers of the selected secondary school. Data collection process was carried

out in a period of three months. Questionnaires were administered among secondary school teachers within the sample size in-person with the help of a research assistant and clear instructions were provided to ensure accurate responses. Participants were assured of the confidentiality of their responses and their right to withdraw from the study at any time without any repercussion. Respondents were expected to respond to all the questions in the questionnaire according to their views and thereafter, completed questionnaires be handed in to the researcher on the same day. This helped in ensuring that all the questionnaires are returned back to the researcher minimizing the risk of loss and having incomplete responses.

3.8 Data Analysis Technique

Data from the questionnaires were analyzed per objective using descriptive and inferential statistics whereby descriptively, mean, percentages and frequencies were applied to analyze the responses from the questionnaires regarding demographics. After that, linear regression and Anova were used to test the hypothesis.

After collection of all the data, the researcher cleaned data, by selection of incomplete questionnaires and separating them from the completed ones. The data was then be categorized, coded, and entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS V.27). Inferential statistics comprised of linear regression analysis, and Anova. Anova was used to measure the levels of job satisfaction by compare means among different marital status groups while linear regression analysis was used to test relationships between variables. Tables were also be used in data presentation.

Table 6: Methods which were used in Data Analysis

SN	Objective	D.V	I.V	Statistical Tool
1	To establish the relationship between demographic factors and teachers' job satisfaction in secondary schools in Kashari County Mbarara District.	Teachers' job satisfaction	Demographic factors	Multiple linear regression
2	To determine if there is a significant difference in the levels of job satisfaction among teachers in secondary schools in Kashari North County, Mbarara District.	Teachers' job satisfaction	Motivation strategies	ANOVA
3	To examine the relationship between intrinsic motivation strategies and teachers' job satisfaction in secondary schools in Kashari North County, Mbarara District.	Teachers' job satisfaction	Intrinsic Motivation strategies	Multiple linear regression
4	To examine the relationship between extrinsic motivation strategies and teachers' job satisfaction in secondary schools in Kashari North County, Mbarara District.	Teachers' job satisfaction	Extrinsic Motivation strategies	Simple linear regression

3.9 Ethical Issues Under Consideration

Before data collection, the researcher obtained ethical clearance from the research ethics committee (REC) of Bishop Stuart University. Subsequently, a letter of introduction from Moi University was acquired. Using this introductory letter, the researcher sought permission from the district education officer, Mbarara. Since accessing a study site is a controlled activity (Ramrathan et al. 2017), permission was also obtained from headteachers of the schools as gate keepers, there after approach potential participants, seeking their consent to participate in the study. The researcher apprised participants of the study's purpose and potential benefits. Emphasizing the purely academic nature of the research, the researcher assured participants that their

responses were to be treated with the utmost confidentiality and privacy, not disclosed to anyone beyond the study's intended scope. Schaefer and Wertheimer, (2010) emphasizes the need for researchers to uphold and recognize the right of any participant to withdraw from research at any time for any or no reason without any repercussions and in line with this, the researcher informed participants of their right to withdraw from the study at any time without facing any repercussion. Furthermore, participants were assured of the protection of their personal identifiable information, particularly any sensitive details related to the study.

The participants were then provided with a consent form to sign, confirming their legal engagement in the research. The researcher made a concerted effort to use friendly and understandable language, to foster a comfortable environment during interactions.

CHAPTER FOUR
DATA PRESENTATION, ANALYSIS, INTERPRETATION AND
DISCUSSION

4.0 Introduction

This chapter presents the data, analysis, interpretation, and discussion of the findings of the study. This study aimed at examining the effect of motivation strategies on teachers' job satisfaction in secondary schools in Kashari North County, Mbarara District and it was based on the following objectives:

1. To establish the relationship between demographic factors and teachers' job satisfaction in secondary schools in Kashari North County Mbarara District.
2. To determine if there is a significant difference in the levels of job satisfaction among teachers in secondary schools in Kashari North County, Mbarara District.
3. To examine the relationship between intrinsic motivation strategies and job satisfaction among teachers in secondary schools in Kashari North County, Mbarara District.
4. To examine the relationship between extrinsic motivation strategies and job satisfaction among teachers in secondary schools in Kashari North County, Mbarara District.

4.1 Response Rate

The study intended to collect data from 150 teachers in secondary schools of Kashari North County and as such, 150 questionnaires were distributed. However out of the 150 questionnaires distributed, 146 were returned giving a response rate of 97.3%,

exceeding the 70% response rate cutoff deemed sufficient for further analysis in survey studies (Draugalis et al., 2008; Kothari, 2004).

Table 7: Teachers' Response Rate

Response	Total
Number of distributed questionnaires	150
Number of returned questionnaires	146
Number of unreturned questionnaires	04
Response rate	97.3%

4.2 Sample Characteristics

4.2.1 Pre-Data Screening

Pre-data screening is a process that involves the initial assessment and cleaning of data to ensure it meets the assumptions of the main statistical analysis, thereby improving data quality, and trustworthiness of the study findings (DeSimone, & Harms, 2018). The collected data was sorted and sieved as an essential step before conducting inferential analyses. Its accuracy was assessed to ensure proper entry. Further, a thorough check was conducted to identify and address typos, errors, reverse coding, incorrect entries, missing values as these negatively affect the study finding if not if not attended to by the researcher during data analysis process (Hair et al. 2010), treatment of unengaged respondents as well as assessing outliers. All this was done in preparing the data for analysis by the Statistical Package for Social Sciences (SPSS).

4.2.2 Assessment of Univariate Outliers

According to Roth & Switzer III, (2004), outliers, are data points that are unique or different from the other observations in a given sample. Outliers pose significant challenges for researchers in the social sciences also, as they can increase error

variance, skew estimates of parameters of interest, lower statistical power and cause test assumptions to be violated (Nicklin, & Plonsky, 2020). The data set was explored for the existence of outliers in a single variable before subjecting the data to further parametric tests by obtaining the standardized values (z-scores) for every case. Field (2024) considers all cases with Z-scores lying outside a range of the +2.5 and -2.5 as univariate outliers and should be corrected to the nearest high value under each variable. Variable personal fulfilment had 4 univariate outliers while the Job Satisfaction variable had 2 univariate outliers which were consequently corrected.

4.2.3 Assessment of multivariate Outliers

In addition to identifying univariate outliers, multivariate outliers were also assessed in this study. Exploration of multivariate outliers in the data set was done by calculating Mahalanobis Distance (D2) measures using the linear regression method to develop Mahalanobis D2 scores as this is an effective detector of outliers for multivariate data. According to Hair et al. (2019); Black & Babin (2019), a probability Mahalanobis D2 test value of less than .001 ($p < .001$) shows the presence of multivariate outliers and, therefore, should be deleted from the dataset. To identify which specific Mahalanobis D2 score(s) could be associated with multivariate outliers, the researcher computed probability Mahalanobis D2 Chi-square value distribution using 3 degrees of freedom since the hypothesized model in this study had three (3) predictor variables-professional agency, personal fulfilment and extrinsic motivation and one (1) outcome variable-Job satisfaction. As a result, one multivariate outlier (Id 76) was identified and thus deleted from the data set.

4.2.4 Multicollinearity

Paul, (2006), posits that Multicollinearity shows up in cases when an independent variable is highly correlated with one or more other independent variables in a multiple

regression equation. Considering the Variance Inflation Factor, Tsagris and Pandis, (2021), note that VIF increases with increasing correlations among the independent variables and that usually when the VIF of an independent variable is greater than 5 or 10, it is an indicator of multicollinearity being too high.

The Predictor variables within a multiple regression model in this study were not highly correlated ($r > 0.8$) as shown in table 8 below. This was further confirmed by the TOL and VIF statistics in the coefficients table in Appendix F

Table 8: Correlation Analysis of Study Variables

		Extrinsic motivation strategies	Professional Agency	Personal Fulfillment	Job Satisfaction
Extrinsic motivation strategies	Pearson Correlation	1	.641**	.484**	.581**
	Sig. (2-tailed)		.000	.000	.000
	N	144	144	144	144
Profession al Agency	Pearson Correlation	.641**	1	.434**	.525**
	Sig. (2-tailed)	.000		.000	.000
	N	144	144	144	144
Personal Fulfillment	Pearson Correlation	.484**	.434**	1	.279**
	Sig. (2-tailed)	.000	.000		.001
	N	144	144	144	144
Job Satisfactio n	Pearson Correlation	.581**	.525**	.279**	1
	Sig. (2-tailed)	.000	.000	.001	
	N	144	144	144	144

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

Source: Field data (2025)

4.2.5 Normality of the Study Variables

The researcher established normality of the study variables by analyzing skewness and kurtosis to investigate whether each of the individual variables was normally distributed. The test statistic holds that a skewness and kurtosis value close to zero

signifies the normality of the data distribution (Demir, 2022). Results showed that skewness and kurtosis statistical coefficients were moderately distant from zero. Indicating a slightly moderate negatively skewed distribution Therefore, data needed to undergo some form of transformation to ensure the normality of the distribution.

Table 9: Normality of the Original Study Variables

	N	Skewness		Kurtosis	
		Statistic	Std. Error	Statistic	Std. Error
Extrinsic motivation strategies	144	-.509	.202	-.490	.401
Professional Agency	144	-.308	.202	-.372	.401
Personal Fulfillment	144	-.674	.202	-.436	.401
Job Satisfaction	144	-.526	.202	-.206	.401
Valid N (listwise)	144				

Source: Field data (2025)

A two-step approach was applied to transform the data for the main variables to achieve normality. This was done by modifying scores using fractional rank and *Idf. Normal (fractional rank, mean, Standard. deviation)*. The skewness and kurtosis of the transformed variables were close to zero and the absolute values of the skewness and kurtosis less than three times the respective standard errors, suggesting that the data was approximately normally distributed.

According to Templeton, (2011), this approach is better since it normalizes a distribution without changing the standard errors which could not be the case if other transformations techniques were adopted.

Table 10: Normality of the Transformed Study Variables

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Extrinsic motivation strategies	144	-.034	.202	-.413	.401
Professional Agency	144	.061	.202	-.325	.401
Personal Fulfillment	144	-.190	.202	-.846	.401
Job Satisfaction	144	.093	.202	-.214	.401
Valid N (listwise)	144				

Source: Field data (2025)

4.2.6 Data Reduction (Dimension Extraction)

This involves a rigorous procedure of reducing features of a given set of data set to represent more meaningful characteristics of the original data set (Cunningham, 2008). It is aimed at removing redundant features in the data and ensuring that construct validity and reliability are checked on. Exploratory factor analysis (EFA), a multivariate statistical technique was used to identify and extract underlying factors from a large set of interrelated variables. Regrouping of variables and putting items into meaningful categories enables the researcher to easily focus on fewer items that precisely deal with the concept under study (Sürücü et al., 2022; Knekta et al., 2019). EFA was conducted for both the dependent and independent variables.

4.2.6.1 Exploratory Factor Analysis for independent variables

Originally there were two independent variables-intrinsic motivation strategies and extrinsic motivation strategies. However, after running an EFA, 3 components were extracted for the independent variables rather than the two original conceptualized variables. The intrinsic motivation strategies scale with 07 items was subjected to extraction and two predictor factors were extracted from the original intrinsic motivation strategies dimension. The researcher developed suitable labels for the

extracted factors based on how well they represented the original dimension as guided by Sukserm, (2025). One of the factors was labelled professional agency and it included 04 items with factor loading scores ranging between 0.558 and 0.866. The second factor was labelled personal fulfilment which consisted of 04 items with a factor loading scores that ranged between 0.700 and 0.853. According to Gabriel et al. (2024), for a factor to be identified, at least three items must load on a factor and a factor loading of 0.40 as a threshold or higher was based on for purposes of interpretation. All the items in the extracted factors met the 0.40 threshold and thus were all upheld for further analysis.

The extrinsic motivation strategies scale had 08 items however two items "*How often do you receive bonuses or other financial incentives for your work*" and "*I receive Positive Feedback and Recognition by the school administration*" were loading in different components. Therefore, after trying different extraction techniques, the items were dropped to have a clean factor structure without cross loading there by leaving 06 items for measuring the variable. This implies that the construct validity (convergent and discriminant) criterion was met by the researcher. Table 4.6 on Appendix G shows the results of the extracted factors with their factor loadings.

4.2.6.2 Exploratory Factor Analysis for dependent variable

Teachers' Job satisfaction variable had 07 items from the original research tool. They were subjected to extraction and all the items measuring this variable loaded on a single factor thus a unidimensional factor was obtained consisting all the 07 items with their factor loading ranging between 0.703 and 0.795. Table 4.7 in appendix H shows the items and their respective factor loadings.

4.3 Demographic Characteristics of the Respondents.

This section shows the demographic information of teachers in secondary schools in Kashari North County, Mbarara district. The demographic attributes of teachers captured in this study included gender, age, marital status, level of education, teaching experience, income range, religion, current position and type of school and were all summarised in table 11 below.

Table 11: Demographic Characteristics of Respondents (N = 144)

Variable	Category	Frequency	Percentage
Gender	Male	104	72.2
	Female	40	27.8
Age	Under 25	8	5.6
	25-34	83	57.6
	35-44	34	23.6
	45-54	16	11.1
	55 and above	3	2.1
Marital status	Single	38	26.4
	Married	100	69.4
	Divorced	4	2.8
	Widowed	2	1.4
Level of Education	Diploma	30	20.8
	Bachelor's Degree	110	76.4
	Master's Degree	4	2.8
Teaching Experience	Less Than 1 Year	3	2.1
	1-5 years	57	39.6
	6-10 years	35	24.3
	11-15 years	22	15.3
	16-20 years	13	9.0
	More than 20 years	14	9.7
Income Range	Less than Ugx 30000	24	16.7
	Ugx 300,000 - Ugx 600,000	63	43.8
	Ugx 600,001-Ugx 900,000	26	18.1
	Ugx 900,001-Ugx 1200,000	4	2.8
	Above Ugx 1200,000	27	18.8
Religion	Roman Catholic	76	52.8
	Protestant/Anglican	59	41.0
	Seventh Day Adventist	3	2.1
	Islam	2	1.4
	Others	4	2.8
Position in School	Classroom Teacher	93	64.6
	Head of Department	29	20.1
	Director of Studies	11	7.6
	Deputy Headteacher	7	4.9
	Head Teacher	4	2.8
Type of School	Public	80	55.6
	Private	64	44.4

Source: Field data (2025)

From table 11 above it was noted that, majority of the respondents were males 104 (72.2%) compared to their female counterparts 40 (27.8%). For age, majority of both male and female respondents were between the age bracket of 25-34 years 83 (57.6%) while only 03 (2.1%) were aged 55 and above. Out of these, 100 (69.4%) were married, 34(26.4%) were single, 04(2.8%) divorced and the rest were widowed. Out of 144 respondents who filled questionnaires, 110 (76.4%) held a Bachelor's Degree, 30 (20%) had Diplomas while 04 (2.8%) had a Master's Degree. The largest group had 1-5 years of teaching experience 57 (39.6%), while those with more than 20 years of teaching experience constituted 14 (9.7%). Majority of the respondents 63 (43.8%) have their income ranging between Ugx 300,00-600,000 and significant proportion of respondents in the sample 27(18.8%) earning above Ugx 1,200,000, while 24 (16.7%) earn less than Ugx 30,000. Roman catholic respondents were the majority constituting 52.8% followed by Protestant/Anglican at 41.0%, while other religions made a small proportion of 6.3% combined. For position held in school, majority respondents both male and female 64.6% (93) were Classroom Teachers, 20.1% (29) Heads of Department, 7.6% (11) Director of Studies, 4.9% (07) as deputy headteachers while only 2.8% (04) hold the position of Head Teacher. Among the 144 respondents who filled the questionnaire, majority 80 (55.6%) work in public secondary schools compared to private secondary schools 64 (44.4%).

4.4 Descriptive statistics of study variables

According to Cooksey and Cooksey (2020), descriptive analysis enables the researcher in description, organization and summarization of the data at hand and this statistical procedure helps to identify specific trends and meaningful information in the data before further analysis. The descriptive statistics of frequency, minimum, maximum,

mean, standard deviation were calculated for the study variables of teachers' job satisfaction, intrinsic motivation strategies and extrinsic motivation strategies.

4.4.1 Teachers' job satisfaction

The researcher employed Seven items for objective 2 on determining there is significant differences in the level of teachers' job satisfaction in secondary schools in kashari north county. The responses to these items were measured on a 5-point Likert scale of 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree, where respondents were asked to give their extent to which they agreed or disagreed with the given statements basing on the scale.

The results from the analysis involving 144 respondents presented in table 12 shows descriptive statistics of 07 survey items on teachers' job satisfaction with mean scores ranging from the lowest 2.82 for "My job meets my expectations" and the highest 3.90 for "I can recommend my school as a good place to work from to other teachers"

Only one item out of the 07 "*My job meets my expectations*" had a mean score of 2.82, that was below the grand mean of 2.98 suggesting that, on average, participants felt their job did not fully meet their expectations thus partial job satisfaction.

This is consistent with Irving and Montes, (2009) who opine that whenever employee expectations of any kind are not fulfilled, it decreases their satisfaction. Irving and Montes, (2009) however noted that met expectations did not necessarily bring about higher levels of job satisfaction while exceeded expectations had a negative association with job satisfaction. Whereas this is the case, Murray, (2008) interjects the narrative, asserting that when majority faculty members possess unrealistic expectations from their organization and as such, some go unmet leading to their dissatisfaction at work. Similarly, Ferrari, (2010). found that job dissatisfaction among nurses was due to a

mismatch between their ideal job expectations and the institutional reality. The same could be for the teachers in kashari north as their expectations from work don't correlate with the situation on ground in their respective schools. Surprisingly but true, deLeon, and Taher, (1996) in their study among 125 local-government professionals in Colorado revealed that majority of these professionals had higher job satisfaction levels even when their expectations regarding authority, power and recognition were unmet. This is in line with the study findings of the partial job satisfaction among teachers indicating that much as some expectations were not fulfilled, they still find work satisfying to them and they keep going on. The range of the standard deviations across all items was from 0.963 to 1.227, indicating moderate variability in responses.

Table 12: Descriptive Statistics for items on teacher' job satisfaction showing Frequencies, Minimum, Maximum Mean, and Standard Deviation

Items tested	N	Min	Max	Mean	Std. Dev.
I am satisfied with my current teaching job.	144	1	5	3.36	1.215
My job meets my expectations.	144	1	5	2.82	1.227
I feel motivated to perform my duties.	144	1	5	3.37	1.187
I am likely to continue teaching in this school.	144	1	5	3.68	1.029
I feel that my work is valued and appreciated by my school administration	144	1	5	3.87	.963
I can recommend my school as a good place to work from to other teachers	144	1	5	3.90	1.056
Overall, I am satisfied with my job as a teacher	144	1	5	3.70	1.135
GRAND MEAN	144	1	5	2.98	1.116

Note: This table shows the frequency (N), Minimum, Maximum, Mean, and Standard deviation (Std Dev.) for the items on teachers' job satisfaction.

Source: filed data (2025)

4.4.2 Intrinsic Motivation Strategies

The descriptive statistics analysis for objective 3 about examine the relationship between intrinsic motivation strategies and job satisfaction among teachers in secondary schools in Kashari North County, Mbarara District involved 144 respondents. These were to give their responses on the 07 items on intrinsic motivation strategies which were to be measured on a 5-point Likert scale ranging from 1 = never, 2 = rarely, 3 =sometimes, 4 = often, 5 =always, by rating how often the given intrinsic motivation strategies were used and their impact on their job satisfaction. The results of the analysis in table 13 below show that the mean scores range from 3.19 for item; *“I am involved in decision-making processes at my school”* to 4.14 for item *“How often do you get the opportunity to use your creativity in your teaching”* and an overall grand mean of 3.73.

This finding on the item with a highest mean score corroborates with Sahito and Vaisanen, (2020) who acknowledge that teaching activities which involve creativity initiatives of teachers are usually intrinsically fulfilling and bring about job satisfaction. Sahito and Vaisanen, (2020) emphasizes that schools should therefore allow their teachers to exploit their creativity without limitation. Moreover, Reilly et al. (2011), believes that creativity of a teacher brings about effectiveness in teaching and this results into satisfaction. Allowing creativity in teachers, makes them innovative, own knowledge, take charge of the teaching process, find joy and excitement in their discoveries and the new skills learnt in the process (Reilly et al., 2011; Schubert-Irastorza, & Fabry, 2014). All these compounded together lead to a satisfying state in their mind and the work itself

Four items had a mean score (3.79, 3.94, 4.14, 4.09), above the grand mean implying that intrinsic motivation strategies have a high influence on teachers' job satisfaction. The standard deviations among items ranged from 0.936 to 1.184, and the overall standard deviation was 1.050. This relatively low value of standard deviation indicates a moderate variability in the spread of responses given by respondents.

The above findings of majority items having a mean score above the grand mean is consistent with Hein et al. (2021) who assert that intrinsically motivated teachers derive satisfaction from the work itself. Teaching involving autonomy, opportunities for creativity, involvement in decision making lead to an individual's personal fulfilment resulting into high levels of satisfaction in their teaching roles. It is the opposite when employees lack of autonomy and decision-making power within the organisation as their job satisfaction lowers drastically (Wronowski & Urlick, 2022). Similarly, Khaliq, (2021), and Raza et al. (2015) note that assigning engaging workers with many tasks intrinsically motivate them and creates a sense of ownership in their work yielding higher satisfaction in it. This is important in secondary schools in Kashari county as there should be ownership of teaching by educators for them to realize job satisfaction. As well administrators in these schools need to employ motivation strategies that intrinsically arouse their teachers since the study findings explicitly indicate much influence of intrinsic motivation strategies on teachers' job satisfaction in the county.

Table 13: Descriptive Statistics showing Frequencies, Minimum, Maximum, Mean, and Standard Deviation for items on Intrinsic Motivation Strategies

Items tested	N	Min	Max	Mean	Std. Dev
Opportunities for Creativity and Innovation aimed at professional development are provided	144	1	5	3.39	1.038
I receive regular feedback on my teaching performance	144	1	5	3.57	1.101
My achievements are recognized and appreciated	144	1	5	3.79	1.030
I am involved in decision-making processes at my school	144	1	5	3.19	1.184
I have the autonomy to develop and implement my own teaching methods in delivering lessons	144	1	5	3.94	1.098
How often do you get the opportunity to use your creativity in your teaching	144	1	5	4.14	.936
How often do you feel a sense of personal accomplishment in your teaching	144	1	5	4.09	.960
GRAND MEAN	144	1	5	3.73	1.050

Note: This table shows the frequency (N), Minimum, Maximum, Mean, and Standard deviation (Std Dev.) for the items on intrinsic motivation strategies.

Source: filed data (2025)

4.4.3 Extrinsic Motivation Strategies

Descriptive statistics for objective 4 on examining the relationship between extrinsic motivation strategies and job satisfaction among teachers in secondary schools in Kashari North County, Mbarara District involved 144 respondents who responded to 08 items whose responses were measured on a 5-point Likert scale comprising of 1 = never, 2 = rarely, 3 =sometimes, 4 = often, 5 =always. Respondents were to rate how

often the given extrinsic motivation strategies were used and how they impacted on your job satisfaction.

The results presented below in table 14 indicate that the mean scores ranged from 3.10 for item *“How often do you receive bonuses or other financial incentives for your work”* to 3.97 for item *“I feel secure with my job while executing my duties”*. This indicates that financial incentives are averagely provided and a strong job security respectively to respondents. The overall item grand mean was 3.59 suggesting that averagely, participants perceive extrinsic motivation strategies having a positive relationship with their job satisfaction. The overall item standard deviation was 1.131 which shows a moderate variability in the spread of score.

The study finding on the low mean score regarding the item on financial incentives is quite scaring. According to Mansfield et al. (2020) and Rigby & Tredway, (2021) extrinsic motivation especially strategies involving providing teachers with financial incentives like duty allowances and work bonuses supersede other external rewards in increasing their motivation and effort at work. The situation in Kashari North County secondary schools being the exact opposite, reveals a strong concern on teachers' motivation to work given the current harsh economy characterized by escalating standards of living among citizens, as schools may find it hard to achieve job satisfaction among their teachers if the status quo remain unchanged.

The findings on the item on job security align with those of Ally, (2023) who found out that job security was among the work conditions that had a significant and positive effect on employee job satisfaction. This finding is intriguing and fascinating in comparison with the above, in a way that whereas secondary teachers in Kashari County are averagely given financial incentives, their job satisfaction remains high as they are

assured of their job security during their tenure. The study finding also concur with Ouyang and Paprock, (2006). results of a comparative study between US and China on teacher job satisfaction and retention in schools. According to the study, majority of their teachers were satisfied with their jobs and in both countries, teachers singled out an extrinsic factor job security as on major contributor to their satisfaction.

Table 14: Descriptive Statistics for items on Extrinsic Motivation Strategies showing Frequencies, Minimum, Maximum, Mean, and Standard Deviation

Item Tested	N	Min	Max	Mean	Std. Dev.
How often do you receive bonuses or other financial incentives for your work	144	1	5	3.10	1.286
I am provided with adequate teaching resources and materials	144	1	5	3.50	1.116
I have access to a conducive working environment like well-equipped classrooms, staff room, library) at my school	144	1	5	3.90	1.079
I receive support and resources for work-life balance like flexible working hours	144	1	5	3.53	1.057
Opportunities for professional development and advancement are provided by the school	144	1	5	3.49	1.212
How often does the school use reward systems put in place for outstanding performance at your school	144	1	5	3.53	1.234
I receive Positive Feedback and Recognition by the school administration	144	1	5	3.72	.973
I feel secure with my job while executing my duties	144	1	5	3.97	1.087
GRAND MEAN	144	1	5	3.59	1.131

Note: This table shows the frequency (N), Minimum, Maximum, Mean, and Standard deviation (Std Dev.) for the items on Extrinsic Motivation Strategies

Source: filed data (2025)

4.5 The relationship between demographic factors and teachers' job satisfaction in secondary schools in Kashari North County Mbarara District.

In order to examine if there was relationship between Demographic factors and teachers' job satisfaction in secondary schools in Kashari North County, Mbarara district, the following null hypothesis was tested:

HO₁: There is no statistically significant relationship between Demographic factors and teachers' job satisfaction in secondary schools in Kashari North County, Mbarara district.

To test the hypothesis, a multiple linear regression was performed at a 95% confidence level. To determine how demographic factors (age, years of experience and monthly income range) predict job satisfaction and a regression equation was established as follows:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \varepsilon.$$

Where Y is Job Satisfaction, X₁ is age, X₂ is monthly income, X₃ is years of teaching experience, β_1 , β_2 and β_3 are the regression coefficients, β_0 is the intercept and ε is the error term. Below are the regression results in table 15;

Table 15: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.309 ^a	.095	.076	.77906	1.810

a. Predictors: (Constant), Age, Monthly Income Range, Years of Teaching Experience

b. Dependent Variable: Job Satisfaction

From the above results in table 15, the "R" column represents the R Value which is a coefficient of correlation that can be considered to measure the quality of prediction of job satisfaction among teachers. An R value of 0.309 in the R column indicates a weak level of prediction in the model. This implies that there is a weak positive

relationship between Demographic factors and Job satisfaction. The R square value indicates the proportion of variation in Job satisfaction that is explained by demographic factors. In this case, 9.5% of the variation in job Satisfaction can be explained by demographic factors. Implying that a total of 90.5% of variation in job satisfaction can be explained by other variables outside this model.

Additionally, an F-test was done to test the hypothesis that there is no statistically significant relationship between demographic factors and job satisfaction among teachers in secondary schools in Kashari North County, Mbarara district and the results are shown in the table 16 below.

Table 16: Model Fitness

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.974	3	2.991	4.929	.003 ^b
	Residual	84.971	140	.607		
	Total	93.945	143			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Age, Monthly Income Range, Years of Teaching Experience

Table 16 above shows the test of the significance of the model in predicting Job Satisfaction. The regression model was significant at an $F(3, 140) = 4.929$, $P < 0.05$. This implies that the hypothesis that was tested about demographic factors was statistically fit to predict job satisfaction. From the above output of the findings, the F-test is statistically significant since the probability value (0.003) is less than the significance value (0.05) which implies that demographic factors predict teachers' Job Satisfaction hence we reject the null hypothesis and conclude that there is statistically significant relationship between demographic factors and job satisfaction among teachers in secondary schools in Kashari North County, Mbarara district.

Table 17: Regression Coefficients

Coefficients ^a		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	3.475	.210		16.534	.000
	Years of Teaching Experience	-.218	.086	-.365	-2.523	.013
	Monthly Income Range	.172	.054	.282	3.172	.002
	Age	.120	.138	.125	.873	.384

a. Dependent Variable: Job Satisfaction

From the table 17 above, the findings indicate that Years of Teaching Experience had a significant negative effect on job satisfaction, ($B=-0.218$, $\beta=-0.365$, $t=-2.523$, $p<0.05$). This suggests that for every additional year of teaching experience, job satisfaction decreases by 0.218 units, holding other variables constant

Furthermore, Monthly Income Range had a significant positive effect on job satisfaction, ($B=0.172$, $\beta=0.282$, $t=3.172$, $p<0.05$). This indicates that higher income ranges are associated with higher job satisfaction, with a 0.172 unit increase in job satisfaction for each unit increase in income range, holding other variables constant. For Age, it did not have a significant effect on job satisfaction ($B=0.120$, $\beta=0.125$, $t=0.873$, $p>0.05$). This suggests that within this model, age is not a significant predictor of job satisfaction.

Thus, as per the hypothesis, demographic factors-years of teaching experience and monthly income are the significant predictors of job satisfaction

The two predictors Years of Teaching Experience and Monthly Income being significant in predicting job satisfaction, a multiple linear regression was run to

establish the model relating the variables and it yielded results shown in tables 18, 19 and 20 below.

The model summary results in Table 18 indicated an R value of 0.301 showing weak level of prediction in the model, thus implying a weak positive relationship between monthly income range together years of teaching experience and Job satisfaction. The R square value of 0.091 indicate that 9.1% of the variation in job Satisfaction can be explained by years of teaching experience and monthly income

Table 18: Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Durbin-Watson
1	.301 ^a	.091	.078	.77841	1.803

a. Predictors: (Constant), Monthly Income Range, Years of Teaching Experience

b. Dependent Variable: Job Satisfaction

The joint prediction of the two predictors (monthly income range and years of teaching experience) shown in table 19 was statistically significant, $F(2, 141) = 4.256, P < 0.05$

Table 19: Model Fitness

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.511	2	4.256	7.024	.001 ^b
	Residual	85.434	141	.606		
	Total	93.945	143			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Monthly Income Range, Years of Teaching Experience

The regression weights associated with the above predictors, as presented in Table 19, below shows that year of teaching experience has a significant negative effect on job satisfaction ($B = -0.158, \beta = -0.265, t = -3.002, p < 0.05$), suggesting that for every

additional year of teaching experience, job satisfaction decreases by 0.158 units, holding other variables constant.

In addition, Monthly Income Range had a significant positive effect on job satisfaction, ($B=0.177$, $\beta=0.290$, $t=3.288$, $p<0.05$), indicates that higher income ranges are associated with higher job satisfaction, with a 0.177 unit increase in job satisfaction for each unit increase in income range, holding other variables constant.

Table 20: Regression Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	3.568	.181		19.711	.000		
	Years of Teaching Experience	-.158	.053	-.265	-3.002	.003	.828	1.208
	Monthly Income Range	.177	.054	.290	3.288	.001	.828	1.208

a. Dependent Variable: Job Satisfaction

The optimal model associated with the predictors was therefore, as follows.

$$\mathbf{TJS = 3.568 + 0.177 MIR - 0.158 YTE}$$

Where;

TJS-Teachers Job Satisfaction

MIR-Monthly Income Range

YTE-Years of Teaching Experience

The study findings of this objective indicate that demographic factors, years of teaching experience and monthly income range, had a statistically significant relationship job satisfaction among teachers in secondary schools in Kashari North County, Mbarara

district. The findings revealed that Years of Teaching Experience had a significant negative effect on job satisfaction whereby every additional year of teaching experience, resulted into job satisfaction decreasing by 0.218 units. Whereas Age, it did not have a significant effect on job satisfaction, the study in addition found out that Monthly Income Range had a significant positive effect on job satisfaction, showing that higher income ranges are associated with higher job satisfaction, as indicated by a 0.172 unit increase in job satisfaction for each unit increase in income range.

These findings are consistent to the findings of other studies like those by Kume, (2020) and Beng et al. (2020) who found out that demographic factors of teaching experience and monthly income had a significant relationship with job satisfaction among Albanian lower secondary school teachers and Malaysian Chinese independent school teachers respectively.

Similar to the study findings, Opoku, (2020), found out that individual teacher's teaching experience had a significant negative relationship with their career satisfaction among educators in basic schools of Bodi District in the Western North Region of Ghana. The findings are also in convergence with those of by a mixed study conducted by Wambasi, (2015), among public primary schools in Bungoma county, Kenya. This scenario can be attributed to the increased personal family and friends' financial demands that emerge as one serves for long. The individual's family keeps expanding and the same is for his personal circles which in turn encroaches on his earnings and as such as years go by one's satisfaction in the current job keep declining. However, inconsistencies exist in literature regarding years of teaching experience and job satisfaction. Kemunto, (2018) found that one's teaching experience had no significant relationship with job satisfaction among secondary school teachers in Kenya where by

even teachers with less than one year in the field within Kiisi central sub-county were found dissatisfied with their current roles.

Other empirical studies conducted also indicate consistency of our findings about teachers' monthly income ranges and its relationship with their job satisfaction. For example, Bhandari, (2021), found out that the yearly income of community school teachers of Phidim Municipality in Nepal was significantly related to their job satisfaction under a bivalent analysis. Similarly, a study using TALIS 2018 data by Diagne, (2023), revealed that teachers' salaries were positively and significantly associated with satisfaction of their jobs.

However, according to Diagne, (2023), other factors like distributed leadership and teacher collaboration were also at play and were also influential to majority teacher job satisfaction in 48 countries that were covered by the database considered in the study. Incongruence exists between the study finding and those of Shyim and Korb, (2016), having reported there being no significant correlation between monthly income range and job or life satisfaction in a correlational study conducted among secondary school teaching staff in Jos North LGA. The findings on monthly income range having a positive relationship with job satisfaction aligns with Herzberg's Motivation-Hygiene Theory used in this study, where salary a hygiene factor is said to prevent dissatisfaction however much it does not satisfaction in isolation, since also non-monetary incentive need to be part for a sustained long-term motivation. This relates to Diagne, (2023), idea of complementing job satisfaction with other strategies like distributed leadership.

There exists divergence in the study findings about age with other existing studies. A study conducted by Akhtar et al. (2022) among teachers of Bahawalnagar district in

Pakistan's government and private school found out that there was a significant positive relationship between job satisfaction and age where the aged were found to have higher job satisfaction than the young. The lack of an agreement on age as an influencer of job satisfaction in these studies indicates insensitivity of cultural differences in valuing seniority at workplaces in different countries. The negative relationship between teaching experience and job satisfaction noticed among teachers in the study findings could be probably caused by unmet professional expectations and emotional exhaustion in the course of their tenure. All these inconsistencies in the studies highlight how job satisfaction is complex phenomenon differing in the teaching profession depending on the location, context and other individual teacher characteristics.

The declining satisfaction levels among senior teachers in Kashari North County could be mitigated by a paradigm shift regarding the policy on salary scales putting into consideration one's years of service as well as introducing experience-based incentives to keep experienced teacher's hopeful. The quantitative nature of the study limited the collection of in-depth insights from teachers as they responded to pre-set items and others might have given ideal responses and avoided exposing their actual salary and the years, they had taught thus future studies could focus on conducting a qualitative study to explore the topic in depth.

4.6 The difference in the levels of job satisfaction among teachers in secondary schools in Kashari North County, Mbarara District

In order to examine if there was a difference in the levels of job satisfaction among teachers in secondary schools in Kashari North County, Mbarara District, the following null hypothesis was tested

HO₂: There is no statistically significant difference in the levels of job satisfaction among teachers in secondary schools in Kashari North County, Mbarara District

A one-way ANOVA was done to establish whether there were significant differences in job satisfaction across marital status groups. The results indicated a significant difference in job satisfaction between groups, $F(3, 140) = 2.691, p < 0.05$. This suggests that job satisfaction varies significantly depending on Marital status group belonging.

Table 21: Anova

ANOVA					
Job Satisfaction					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.123	3	1.708	2.691	.039
Within Groups	88.823	140	.634		
Total	93.945	143			

To identify which specific groups differed significantly in job satisfaction, a post hoc LSD test was conducted following the significant ANOVA result and the output was obtained is shown in table 22 below.

Table 22: LSD Post hoc Test

Multiple Comparisons							
Dependent Variable: Job Satisfaction							
LSD							
(I) status	Marital (J) status	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
					Lower Bound	Upper Bound	
Single	Married	.12361	.15179	.417	-.1765	.4237	
	Divorced	.94361*	.41870	.026	.1158	1.7714	
	Widowed	1.08647	.57786	.062	-.0560	2.2289	
Married	Single	-.12361	.15179	.417	-.4237	.1765	
	Divorced	.82000*	.40615	.045	.0170	1.6230	
	Widowed	.96286	.56883	.093	-.1618	2.0875	
Divorced	Single	-.94361*	.41870	.026	-1.7714	-.1158	
	Married	-.82000*	.40615	.045	-1.6230	-.0170	
	Widowed	.14286	.68981	.836	-1.2209	1.5066	
Widowed	Single	-1.08647	.57786	.062	-2.2289	.0560	
	Married	-.96286	.56883	.093	-2.0875	.1618	
	Divorced	-.14286	.68981	.836	-1.5066	1.2209	

*. The mean difference is significant at the 0.05 level.

From the table 22 above, the test revealed significant differences in job satisfaction between the groups; Single and Divorced with a mean difference=0.944, and $p=0.026$ and the married and divorced, had a mean difference of 0.820, and $p=0.045$.

These results suggest that divorced individuals reported significantly lower job satisfaction compared to single and married individuals. No significant differences were noticed between other groups that is single and married ($M=0.124$, $p=0.417$), as well as the divorced and widowed ($M=0.143$, $p=0.836$).

The findings of the study indicated a significant difference in job satisfaction between groups, suggesting that job satisfaction varied significantly depending on marital status group belonging. The results indicated that divorced individuals reported significantly lower job satisfaction compared to single and married individuals.

The study findings corroborate with those of Kemunto et al. (2018) who also found a statistically significant difference in job satisfaction based on an individual's marital status with $p<0.05$, $F(4, 257) = 3.652$, $p=.007$] when she conducted a mixed study among 306 public secondary school teachers in Kisii Central Sub County, Kenya. Findings by Kemunto et al. (2018) also revealed that mean scores of married teachers ($M= 51.39$; $SD=2.80$) were significantly different from the mean score of divorced teachers ($M=45.75$; $SD=12.36$). and found out that the job satisfaction level of the married teachers was significantly ($p = .026$) higher than the divorced teachers explicitly converging with the current study findings. Similarly, Saner and Eyüpoğlu, (2013)'s study among 600 higher education staff in North Cyprus Universities about the marital status and job satisfaction relationship using the Minnesota Satisfaction Questionnaire (MSQ), found out that married academics exhibited much higher job

satisfaction compared to the unmarried much as they did not specify which category of the unmarried.

Moreover, the study findings are in agreement with those of Kume, (2020), who identified a factor civil status having a statistically significant effect on job satisfaction among lower secondary school Albanian teachers. However, Kume, (2020), explicitly puts it that the significant differences in the level of job satisfaction only existed while comparing single teachers with the widowed. The similarity in literature and the study findings is attributed to the general happiness that comes with marriage and the opportunity of the partners sharing their work experience at their work stations while together at home. The study findings depict the challenges divorced educational professionals in Kashari North County could be grappling with. These divorced educators could be experiencing inadequate emotional support that would otherwise be provided by their partners, work related stress and other social demands. These compounded cannot make them satisfied with their work however much good it can be. School administrators could consider extending psychological support to such staff by strengthening the guidance and counselling departments in their schools not only to students but to teachers also.

Contrary to the study findings, Demirel, (2014), found out that there was marital status of teachers working in both private and public primary and secondary schools in Ankara province, turkey did not affect both job and life satisfaction instead it existed for gender. Similarly, a survey by Dey et al. (2016) in Hooghly district west Bangel, India among 140 secondary school teachers in 12 schools disagree with the findings of this study as Dey et al. (2016) did not find any significant difference existing between married and unmarried secondary school teachers and their Job Satisfaction. The findings of the

study might have been limited by the geographical scope as the study concentrated on teachers in only Kashari North country and future studies may aim at covering a large geographical area for more generalizability of the findings. Additionally, some divorced teachers might have lied about their marital status as single and this might have also skewed the results thus affected the validity of the findings.

The ambivalence in the study findings and some previous studies is an indication of the complex nature of the two variable marital status and job satisfaction. Whereas marriage may generally collate with higher job satisfaction, the factors like marriage quality, pay attitudes and gender-based perceptions in the workplaces do moderate this relationship. Additionally, contradictions in literature could be due to due to the differences in the contexts as marital status of teachers may vary from one country to the other.

4.7 The relationship between Intrinsic motivation strategies and job satisfaction among teachers in secondary schools in Kashari North County, Mbarara District.

In order to examine if there was relationship between Intrinsic motivation strategies and job satisfaction among teachers in secondary schools in Kashari North County, Mbarara District, the following null hypothesis was tested.

HO₃: There is no statistically significant relationship between intrinsic and job satisfaction among teachers in secondary schools in Kashari North County, Mbarara district.

Multiple linear regression was performed at a 95% confidence level. To determine how intrinsic motivation strategies predict job satisfaction and a regression equation was established as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon.$$

Where Y is Job Satisfaction, X_1 is professional agency, X_2 is Personal Fulfillment, β_1 , β_2 are the regression coefficients, β_0 is the intercept and ε is the error term. Below are the regression results in table 23;

Table 23: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.528 ^a	.279	.268	.69336	1.968

a. Predictors: (Constant), Personal Fulfillment, Professional Agency

b. Dependent Variable: Job Satisfaction

Source: Field data 2025

With reference to the results in table 23, the column for R represents the R Value which is a coefficient of correlation that can be considered to measure the prediction of job satisfaction among teachers. An R value of 0.528 in the R column indicates an averagely good level of prediction in the model. It implies that there happens to be a moderate positive relationship between intrinsic motivation strategies and Job satisfaction. R square represents a value indicates the proportion of variance in Job satisfaction that is explained by Intrinsic motivation strategies. In this case, 27.9% of the variance in job Satisfaction can be explained by intrinsic motivation strategies (profession agency, personal fulfilment). Implying that a total of 72.1% of variation in job satisfaction can be explained by other variables outside this very model.

Furthermore, an F-test was done to test the hypothesis that there is no statistically significant relationship between intrinsic motivation strategies and job satisfaction

among teachers in secondary schools in Kashari North County, Mbarara district. and the results are shown in table 24 below;

Table 24: Model Fitness

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26.161	2	13.080	27.209	.000 ^b
	Residual	67.785	141	.481		
	Total	93.945	143			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Personal Fulfillment, Professional Agency

Source: Field data 2025

Table 24 shows the test of the significance of the model in predicting Job Satisfaction. The regression model was significant at an $F(2, 141) = 27.209$, $P < 0.05$. This implies that the hypothesis that was tested about intrinsic motivation strategies was statistically fit to predict job satisfaction. From the above output of the findings, the F-test is statistically significant since the probability value (0.000) is less than the significance value (0.05) which implies that intrinsic motivation strategies predict teachers' Job Satisfaction hence we reject the null hypothesis and conclude that there is statistically significant relationship between intrinsic motivation strategies and job satisfaction among teachers in secondary schools in Kashari North County, Mbarara district.

Table 25: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
	B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1 (Constant)	1.618	.324		4.990	.000	.977	2.260
Personal Fulfillment	.063	.080	.062	.787	.433	-.096	.222
Professional Agency	.475	.076	.498	6.265	.000	.325	.624

a. Dependent Variable: Job Satisfaction

From the table 25 of coefficients above, the findings indicate that professional agency had a significant positive effect on job satisfaction, ($B=0.475$, $\beta=0.498$, $t=6.265$, $p<0.05$). This indicates that for every one-unit increase in professional agency, job satisfaction increases by 0.475 units, holding other variables constant.

Personal fulfilment did not have a significant effect on job satisfaction ($B=0.063$, $\beta=0.062$, $t=0.787$, $p>0.05$). This suggests that personal fulfilment is not a significant predictor of job satisfaction in this model much as it constitutes the intrinsic motivation strategies variable.

The study findings show that there is statistically significant relationship between intrinsic motivation strategies and job satisfaction among teachers in secondary schools in Kashari North County, Mbarara district. Intrinsic motivation strategies were measured using 07 items which were later reduced to two dimensions by factor analysis. These dimensions include; professional agency and personal fulfilment. According to the findings in this study, professional agency had a significant positive effect on job satisfaction, with every one-unit increase in professional agency, increasing job satisfaction by 0.475 units, while Personal fulfilment did not have a significant effect on job satisfaction implying that personal fulfilment is not a significant predictor of job satisfaction much as it constituted the intrinsic motivation strategies variable.

Kenneth and Ssesanga, (2024), share similar findings with the current study where they posit that intrinsic motivation was found to be strongly positively correlated to teacher job satisfaction ($r=.694^{**}$, $p<0.01$), implying that increasing intrinsic motivation among primary school teachers in the area of study increases their job satisfaction. This was after their cross-sectional survey involving 88 teachers from 6 private primary schools in Kawempe division Kampala Uganda. However, Kenneth and Ssesanga, (2024), also

revealed that intrinsic motivation needs to be minded about by school administrators alongside extrinsic motivation and other personal factors. Kashari North County secondary school administrators need to put more effort in enhancing their teacher's motivation intrinsically by employing intrinsic motivation strategies like assigning teachers responsibilities, appreciation of their work, internal promotions and recommendation for promotion to the ministry. However, this should be coupled with other extrinsic motivation strategies like provision of housing, allowances and

Consistent with the above study findings, Hasanah and Supardi, (2020), opined that when employees are recognized for their work well or fairly done, it gives them a sense of pride for their work and the institution which pushes them to work harder. Whereas monetary incentives are important, appreciation and recognition strengthen teachers' attitudes and confidence with a feeling that their competence is unmatched in executing their duties. The study findings are also in agreement with Khaliq, (2021), who acknowledges that intrinsic motivation strategies like promotional ladders in schools enhance teachers' job satisfaction. Khaliq, (2021), posits one's promotion comes along with an increased responsibility which translates into an enhanced salary and elevated social status within school and the surrounding community and the absence of this intrinsic motivation strategy drastically reduces teacher's vigor to work as they find their work not valued. However, according to Özkan and Akgenç, (2022), the above can boost teacher job satisfaction only if the promotion policies use a clear criterion and offer equal opportunities to teachers for being promoted less of that, staff may develop bias in the promotions leading to dissatisfaction instead. A correlational survey by Akunne et al. (2023), also conforms to the present study finding. The study indicates a high and positive relationship between teacher's intrinsic motivation and job satisfaction in rural and urban secondary schools in Onitsha Education Zone of

Anambra State, Nigeria. Akunne et al. (2023), highlights the impact factor of intrinsic motivation strategies like opportunities for further studies as key drivers of teacher job satisfaction in secondary schools. Despite this reflecting the situation in west Africa particularly Nigeria, the current study aligns with similar findings with the literature.

The present study findings agree with Aljumah, (2023), who also found out that there exists a significant and positive relationship between intrinsic motivation and job satisfaction among employees in firms in Saudi Arabia. According to Aljumah, (2023), there is a reciprocal nature of the two-phenomenon intrinsic motivation and employee job satisfaction whereby he asserts that much as intrinsic motivation positively influence job satisfaction, an individual's satisfaction with the job itself, boosts his or her intrinsic motivation. This affirms the link of the present study with the Herzberg two factor theory which highlights that intrinsic motivation factors (motivators) bring about satisfaction but not necessarily sustain job satisfaction while the absence of factors called hygiene factors (extrinsic motivation strategies) cause dissatisfaction though their presence prevent dissatisfaction, it doesn't enhance employee satisfaction. This explains why Kenneth & Ssesanga (2024) emphasize balancing the intrinsic and extrinsic motivation strategies. Intrinsic motivation strategies-professional agency reflects Herzberg's claim that motivators do drive job satisfaction. As well, personal fulfilment's findings being insignificant could indicate what the Herzberg theory anticipated about the overlapping nature of motivators with hygiene factors for realization of impact. The study findings and the Herzberg theoretical framework are of practical importance to secondary school administrators in Kashari North County in a sense that they should prioritize intrinsic motivation strategies in their school to harness sustainable job satisfaction among their teachers but also ensure adequate extrinsic motivation strategies to keep employee dissatisfaction at bay.

Limited studies contradict with the study findings. Singh, (2021) argues that much as intrinsic motivation was found to have a statistically significant relationship with job satisfaction among both females and males aged between 25-40 in India, his study revealed that majority intrinsically motivated participants showed moderate satisfaction indicating the possibility of other job satisfaction avenues much as intrinsic motivation strategies were the major contributor. This aligns with the Herzberg two factor theory which emphasizes on availing both intrinsic and extrinsic motivation factors to achieve total and sustainable satisfaction among employees. Secondary school administrators in Kashari North County adapting the dual approach of employing both intrinsic and extrinsic motivation strategies in their school could not only cause maximum and sustainable job satisfaction among their staff but also, reduce the attrition rate ultimately yielding improved educational outcomes.

4.8 The relationship between Extrinsic motivation strategies and job satisfaction among teachers in secondary schools in Kashari North County, Mbarara District.

In order to examine if there was relationship between Extrinsic motivation strategies and job satisfaction among teachers in secondary schools in Kashari North County, Mbarara District, the following null hypothesis was tested.

HO₄ There is no statistically significant relationship between Extrinsic motivation strategies and job satisfaction among teachers in secondary schools in Kashari North County, Mbarara district. A simple linear regression was performed at a 95% confidence level. To determine how extrinsic motivation strategies predict job satisfaction and a regression equation was established as follows:

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon.$$

Where Y is Job Satisfaction, X_1 is extrinsic motivation strategies, β_1 , is the regression coefficients, β_0 is the intercept and ε is the error term. Below are the regression results.

Table 26: Model summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Durbin-Watson
1	.581 ^a	.338	.333	.66181	1.936

a. Predictors: (Constant), Extrinsic Motivation Strategies

b. Dependent Variable: Job Satisfaction

From the above output in table 26, the “R” column represents the R Value which is a coefficient of correlation that can be considered to measure the quality of prediction of job satisfaction among teachers. An R value of 0.581 in in the R column indicates an averagely good level of prediction in the model. This implies that there is be a moderate positive relationship between Extrinsic motivation strategies and Job satisfaction. The R square value indicates the proportion of variation in Job satisfaction that is explained by Extrinsic motivation strategies. In this case, 33.8% of the variation in job Satisfaction can be explained by extrinsic motivation strategies. Implying that a total of 66.2% of variation in job satisfaction can be explained by other variables outside this model.

Additionally, an F-test was done to test the hypothesis that there is no statistically significant relationship between Extrinsic motivation strategies and job satisfaction among teachers in secondary schools in Kashari North County, Mbarara district and the results are shown in the table 27 below;

Table 27: Anova

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31.751	1	31.751	72.493	.000 ^b
	Residual	62.194	142	.438		
	Total	93.945	143			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Extrinsic Motivation Strategies

Table 27 shows the significance test of the model in predicting Job Satisfaction

The regression model was significant at an $F(1, 142) = 72.493, P < 0.05$. This implies that the hypothesis that was tested about extrinsic motivation strategies was statistically fit to predict job satisfaction. From the above output of the findings, the F-test is statistically significant since the probability value (0.000) is less than the significance value (0.05) which implies that Extrinsic motivation strategies predict teachers' Job Satisfaction hence the null hypothesis is rejected and conclude that there is statistically significant relationship between extrinsic motivation strategies and job satisfaction among teachers in secondary schools in Kashari North County, Mbarara district.

Table 28: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	1.629	.230		7.079	.000
Extrinsic Motivation Strategies	.517	.061	.581	8.514	.000

a. Dependent Variable: Job Satisfaction

From the results in the coefficient table 28 above, Extrinsic motivation strategies had a significant positive effect on job satisfaction ($B=0.517, \beta=0.581, t=8.514, p < 0.05$). This

suggests that for every one-unit increase in extrinsic motivation strategies, job satisfaction increases by 0.517 units.

The study findings indicated that Extrinsic motivation strategies had a significant positive effect on job satisfaction, whereby for every one-unit increase in extrinsic motivation strategies, job satisfaction increased by 0.517 units.

The study findings concur with findings of a quantitative study by Ansori et al. (2022) who found out that extrinsic rewards offered to junior high school teachers had a significant effect on their job satisfaction. Ansori et al. (2022), noted that extrinsic rewards accounted for 41.3% of the teacher satisfaction in Batanghari basing on the sample of 32 junior high school teachers they used. Whereas this was the case, Ansori et al. (2022), reveals that coupling extrinsic rewards, with intrinsic rewards within schools would yield extremely much teacher job satisfaction. The current study findings align with the Herzberg two factor theory where the extrinsic rewards like bonuses and salary, referred to as hygiene factors by the theory are highlighted to prevent employee dissatisfaction but don't drive satisfaction alone thus in addition to them, intrinsic rewards should also be factored in, to enhance satisfaction as Ansori et al. (2022), suggested. This implies that school managers need not to entirely depend on extrinsic rewards like pay, housing and allowances as it may cause minimal motivation and thus less satisfaction but also focus on intrinsic rewards like professional development, recognition to maximize teacher motivation.

Moreover, the study findings show convergency with Baroudi et al. (2020) who investigated on levels of job satisfaction among 133 Lebanese teachers picked randomly from 6 private and public K-12 schools. Their study revealed that extrinsic factors had a much association with teachers' job satisfaction and thus proper role

fulfilment. This study's findings are in congruence with literature by Bhagwandeem, (2021), whose findings revealed extrinsic job satisfaction factors being statistically significant ($t = -7.835$, $p < .01$, $Beta = -.683$) and highly contributed to the model than intrinsic factors. According to Bhagwandeem, (2021), extrinsic factors in organizations mattered most than intrinsic ones and their absence would result in worse effects like employee turnover. Whereas the study was conducted among 83 casualty insurance professionals in the United States, its insights are applicable in the context of secondary school teachers in Kashari North County, where school managers have to be mindful of their teacher's job satisfaction which can be brought about by extrinsic incentives like compensation, career advancement, provision of food ratios other than accounting individual teacher job satisfaction on intrinsic factors only.

However contradictory findings to this study findings exist. A quantitative study conducted by Ally, (2023) in Nzega Town Council in Tanzania revealed that not all extrinsic motivation strategies boost job satisfaction among employees but only a few. According to this study it was found out that only extrinsic motivation strategies of recognition programs, job security, and work-related promotions had a significant and positive relationship effect on employee job satisfaction and performance while work environment and salary had no relationship with the boosting of employee performance thus did not contribute to their job satisfaction. The inconsistencies in this study findings and Ally, (2023) findings on recognition and work-related promotion enhancing employee job satisfaction in Tanzania and not salary might be due to cultural and economic factor differences whereby, Uganda being a capitalistic state, teachers may tend to prioritize salary than other extrinsic incentives due to the economic situation at hand. This has an implication to the context of the study in Kashari North County in that school administrators need not to assume "a one size fits all" approach where they

take all the extrinsic motivation strategies as key in boosting teachers' job satisfaction. This implies that careful evaluation of which extrinsic motivation strategies work well for their staff depending on the school setting, and individual teacher needs and interests should be precisely done before implementing any extrinsic motivation strategy in school.

Similarly, divergence can be cited between the study findings and those of Stringer et al. (2011) who found out that extrinsic motivation was negatively associated with job satisfaction among 07 retail stores in who paid front-line employees based on their performance. Stringer et al. (2011) emphasizes enhancement of both extrinsic and intrinsic motivation by managers if they want to boost their employees job satisfaction and harness great performance in return. The current and majority of the previous studies were basically quantitative in nature and this might have limited the in-depth insights of the findings thus future studies could consider a mix of methods to gather diverse insights both qualitative and quantitative.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This study aimed at examining the effect of motivation strategies on teachers' job satisfaction in secondary schools in Kashari North County, Mbarara District. The study adopted a quantitative approach hinged on positivism paradigm and used a cross-sectional research design to collect quantitative data. Semi-structured questionnaires were used to generate data from 150 secondary school teachers in 7 private and 03 government aided secondary schools in Kashari North County, Mbarara district. The study used the Herzberg two factor theory to make sense of the findings. This chapter presents the summary of the study findings as per the objectives, conclusions, recommendations based on the study implication as well as suggestions for future studies.

5.1 Summary of Findings

The study findings have been presented as per the earlier stated objectives.

5.1.1 Relationship between Demographic Factors and Teachers' Job Satisfaction

It was found out that demographic factors of Years of Teaching Experience and Monthly Income Range had a statistically significant relationship with teachers' job satisfaction ($P=0.001$) whereby Years of Teaching Experience and Monthly Income range had a significant negative ($B=-0.158$, $\beta=-0.265$, $t=-3.002$, $p<0.05$) and positive effect ($B=0.177$, $\beta=0.290$, $t=3.288$, $p<0.05$), respectively on teachers' job satisfaction. In contrast, teachers' age did not have a significant effect on their job satisfaction ($B=0.120$, $\beta=0.125$, $t=0.873$, $p>0.05$).

According to the study findings, the significant negative effect of years of teaching experience on job satisfaction implies that as secondary school teachers gain more years of teaching experience, their job satisfaction decreases by 0.158 units. On the other hand, the significant positive effect of monthly income range on teachers' job satisfaction indicates that for each unit increase in monthly income range tend to bring about a 0.177-unit increased job satisfaction. These findings suggest that teachers' financial take home and career seniority are key in shaping overall job satisfaction in the educational setting.

5.1.2 Difference in the Levels of Job Satisfaction among Teachers in Secondary Schools

The study established that there are significant differences in the levels of job satisfaction between teacher marital status groups $F(3,140) = 2.691, p < 0.05$, indicating significant variations in job satisfaction among teachers depending on their marital status group belonging.

When a post hoc comparison was conducted using LSD test, the study revealed that significant differences in job satisfaction levels among teachers existed between categories of the single and divorced ($M = 0.944$, and $p = 0.026$) as well as the married and divorced ($M = 0.820$, and $p = 0.045$). The study did not find significant differences in teachers' job satisfaction levels between other marital status groups of the single and married ($M = 0.124$, $p = 0.417$), as well as the divorced and widowed ($M = 0.143$, $p = 0.836$). Generally, the findings suggest that the divorced marital status is linked with lower job satisfaction levels among secondary school teachers in Kashari North County

5.1.3 Relationship between Intrinsic Motivation Strategies and Job Satisfaction

The study established that there was a statistically significant relationship between intrinsic motivation strategies and teachers' job satisfaction among teachers in secondary schools in Kashari North County, Mbarara district ($p=0.000$, at a significance level 0.05). The variable intrinsic motivation strategies was found to comprise two dimensions professional agency and personal fulfilment. The study findings indicated that professional agency had a significant positive effect on teachers' job satisfaction, ($B=0.475$, $\beta=0.498$, $t=6.265$, $p<0.05$). This indicates that for every one-unit increase in professional agency, teachers' job satisfaction increased by 0.475 units.

Additionally, the study also found that Personal fulfilment did not have a significant effect on job satisfaction ($B=0.063$, $\beta=0.062$, $t=0.787$, $p>0.05$), suggesting that personal fulfilment did not significantly predict teachers' job satisfaction.

5.1.4 Relationship between Extrinsic Motivation Strategies and Job Satisfaction

The study found out that there is statistically significant relationship between extrinsic motivation strategies and job satisfaction among teachers in secondary schools in Kashari North County, Mbarara district. ($p=0.000$ at significance value 0.05). It was established that Extrinsic motivation strategies had a significant positive effect on job satisfaction ($B=0.517$, $\beta=0.581$, $t=8.514$, $p<0.05$), where every one-unit increase in extrinsic motivation strategies, causes job satisfaction to increase by 0.517 units suggesting a positive contribution to teacher job satisfaction.

5.2 Conclusions

In light of the above study findings, the following conclusions can be drawn from this study.

Demographic factors of years of teaching experience and monthly income range in particular significantly influence teachers' job satisfaction in Kashari North County, Mbarara district. While increase in years of teaching experience decreases job satisfaction among secondary school teachers, higher monthly income lead to increased teacher job satisfaction and age has no significant role it plays on job satisfaction.

Marital status has a significant effect on teachers' job satisfaction levels where divorced teachers exhibit significantly low levels of job satisfaction compared to both married and single fellow teachers. Other marital status categories that is single-married and divorced-widowed did not show any significant difference among them implying that marital status per say may not highly influence teachers' job satisfaction but only divorce-related stress.

Intrinsic motivation strategies used in schools specifically those involving professional agency have a significant positive effect on teacher job satisfaction. Strategies like teacher professional development and autonomy boost their job satisfaction. However, intrinsic motivation strategies dimension of personal fulfilment has no significant effect on teacher job satisfaction indicating that whereas it is important its influence on teacher job satisfaction is not direct thus just supplemental.

Extrinsic motivation strategies significantly and positively influence teachers job satisfaction in Kashari North County, Mbarara district. Implying that use of Extrinsic motivation strategies like accommodation, duty allowances, and recognition greatly enhance teacher job satisfaction

5.3 Recommendations

Based on the findings of this study on examining the effect of motivation strategies on teachers' job satisfaction, the following recommendations were made in relation to the different relevant stakeholders.

- i. The current policy framework in Uganda relating to teacher's emolument is based on the subjects taught either Arts or Sciences and does not include an aspect of the years of teaching experience. Policy makers should therefore consider the amendment of this policy to include the years of experience of teachers in the teaching profession.
- ii. The ministry of Education and Sports should develop and implement a targeted structured incentive program comprising of experience-based rewards to improve job satisfaction among long-serving secondary school teachers as this will make them feel appreciated for their labour over time. Such programs could involve mentorship and advisory roles for the junior young teachers as well as assigning them leadership responsibilities. This might help in lowering their egos and counteracting their unmet expectations in their career
- iii. The ministry of Education and Sports and other line ministries should ear-mark funds in their budgets and avail it to schools purposely for setting up income generating projects. This could help schools supplement on the salaries their teachers earn from the central government.
- iv. School administrators should design school programs using years of teaching experience criteria. This can be intentionally done giving flexible working schedules to longest serving teachers

- v. Schools should introduce psychological support and counseling programs to divorced teachers as this workplace support to them might narrow the existing gaps in their job satisfaction.
- vi. Schools should prioritize teachers' workplace autonomy and professional career development through empowering their decision- making powers, organizing trainings and workshops.
- vii. School administrators should adopt sustainable and regular use monetary incentives like duty, and food allowances, as well as non-monetary rewards like public appreciation and recognition.

5.4 Areas for further study

A similar study could be done involving school administrators using both quantitative and qualitative methods as a follow up study to get deeper insights into the causation as the present study being only quantitative focused on correlations between the variables.

Longitudinal study should be conducted to establish the causes of low job satisfaction among teachers who have spent many years in service. Such studies can reveal patterns and trends that cross-sectional research might miss, offering deeper insights into how and why teachers' experiences and attitudes change over an extended period as well as help in assessing the long-term effectiveness of different motivation strategies and their impact on teachers' job satisfaction

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APPENDICES

Appendix A: Questionnaire

LETTER OF TRANSMITTAL

serial no.....

Dear Respondent,

I am *Asasira Yobu* a Master of Education in Research student in the Department of Educational Management and policy studies at **Moi University**. This questionnaire is designed to gather information on *Effect of Motivation Strategies on Teachers' Job Satisfaction in Secondary Schools in Kashari North County, Mbarara District, Uganda*. You have been randomly selected to be part of this study and as a secondary school teacher, I know you very much know the impact of motivation strategies on teachers' job satisfaction. Therefore, you are kindly requested to honestly complete all parts of this questionnaire. We would like to inform you that this questionnaire is strictly personal. It is helpful for me if you complete it individually, openly and honestly. The information you give will be treated with utmost confidentiality and at no time will your information be passed on to a third party rather it will be used **ONLY** for the purpose of this study, and therefore you will not be required to indicate your names anywhere on this questionnaire as a measure of confidentiality and anonymity.

I kindly request you to fill out the questionnaire. Your responses will be highly appreciated

SECTION 1: Demographic Information

Please answer by ticking (✓) in the boxes provided.

1. Gender

Male

Female

2. Age

Under 25

25-34

35-44

45-54

55 and above

3. Marital Status

Single

Married

Divorced

Widowed

4. Highest Level of Education

Certificate Diploma Bachelor's Degree Master's Degree PhD

5. Years of Teaching Experience

Less than 1 year 1-5 years 6-10 years 11-15 years 16-20 years More than 20 years

6. Income Range (monthly)

Less than UGX 300,000 UGX 300,000 - 600,000 UGX 600,001 - 900,000 UGX 900,001 - 1,200,000 Above UGX 1,200,000

7. Religion

Roman Catholic Protestant/Anglican Seventh day Adventist Islam Others

8. Current Position Held

Classroom Teacher Head of Department Director of Studies Deputy Headteacher Headteacher Other

9. Type of your School:

Public Private

SECTION 2: Level of Job Satisfaction

Please indicate by a tick (✓) the extent to which you agree or disagree with the following statements using a 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree).

	Statement	1	2	3	4	5
1	I am satisfied with my current teaching job.					
2	My job meets my expectations.					
3	I feel motivated to perform my duties.					
4	I am likely to continue teaching in this school.					
5	I feel that my work is valued and appreciated by my school administration					
6	I can recommend my school as a good place to work from to other teachers					
7	Overall, I am satisfied with my job as a teacher					

SECTION 3: Intrinsic Motivation Strategies

Please rate how often the following intrinsic motivation strategies are used and their impact on your job satisfaction using a 5-point Likert scale (1 = never, 2 = rarely, 3 =sometimes, 4 = often, 5 =always). Answer by ticking()

	Statement	1	2	3	4	5
1	Opportunities for Creativity and Innovation aimed at professional development are provided					
2	I receive regular feedback on my teaching performance					
3	My achievements are recognized and appreciated					
4	I am involved in decision-making processes at my school					
5	I have the autonomy to develop and implement my own teaching methods in delivering lessons.					
6	How often do you get the opportunity to use your creativity in your teaching					
7	How often do you feel a sense of personal accomplishment in your teaching					

Section 4: Extrinsic Motivation Strategies

Please rate how often the following extrinsic motivation strategies are used and their impact on your job satisfaction using a 5-point Likert scale (1 = never, 2 = rarely, 3 =sometimes, 4 = often, 5 =always). Answer by ticking()

	Statement	1	2	3	4	5
1	I receive bonuses or other financial incentives for your work					
2	I am provided with adequate teaching resources and materials.					
3	I have access to a conducive working environment like well-equipped classrooms, staff room, library) at my school.					
4	I receive support and resources for work-life balance like flexible working hours.					
5	Opportunities for professional development and advancement are provided by the school					
6	How often does the school use reward systems put in place for outstanding performance at your school					
7	I receive Positive Feedback and Recognition by the school administration					
8	I feel secure with my job while executing my duties					

THANK YOU FOR YOUR ASSISTANCE AND CO-OPERATION

Appendix B: Introductory Letter from Moi University



MOI UNIVERSITY
Office of the Dean School of Education

Tel Eldoret (053) 43001 8/43620
Fax No (053) 43047
Kenya

P.O. Box 3900
Eldoret.

REF: MSR/6501/24

DATE: 8th January 2025

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: RESEARCH PERMIT IN RESPECT OF ASASIRA YOBU

MSR/6501/24

The above named is a 2nd year Masters Student at Moi University, School Education, Department of Educational Management and Policy Studies.

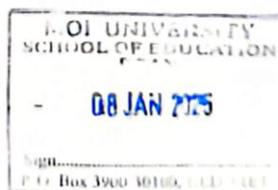
It is required of his Masters to conduct a research project and produce a research report. His research topic is entitled:

“Examining the Effect of Motivation Strategies on Teachers’ Job Satisfaction in Secondary Schools in Kashari North County, Mbarara District.”

Any assistance given to enable his conduct research successfully will be highly appreciated.

Yours faithfully,

PROF. ANNE S. KISILU
DEAN, SCHOOL OF EDUCATION



Appendix C: Permission from District Education officer

Sub county chiefs/Town
 Clerks - Kashari North

CHIEF ADMINISTRATIVE OFFICER
 MBARARA DISTRICT LOCAL
 GOVERNMENT
 Asasira Yobu
 Tel: +256783989942

Assist the bearer to
 collect the required data
 for Academic purposes.

C/o Moi University
 P.O.Box 3900
 Eldoret, Kenya
 15th December 2024

The Chief Administrative Officer
 Mbarara District Local Government
 P.O Box 01, Mbarara

[Signature]
 CAO
 20/01/2025

Thru: The District Education Officer *Forwarded*
 Mbarara District,
 P.O Box 01, Mbarara

[Signature]
 20/01/2025



Dear Sir,

**RE: REQUEST FOR PERMISSION TO CONDUCT A STUDY IN KASHARI NORTH COUNTY
 SECONDARY SCHOOLS**

This is to kindly request for the above permission in respect to the intended study (field research), which is a requirement for my master's degree in educational research at Moi University, Kenya.

I am a 2nd-year student with Reg No. MSR/6507/24 at Moi University, under the Department of Educational Management and Policy Studies and my research is entitled: "Examining the effect of motivation strategies on job satisfaction among secondary school teachers in Kashari North County, Mbarara district"

I will be grateful if granted the permission.

Thank you.

Yours faithfully,

[Signature]

 Asasira Yobu

Appendix D: Research Ethics Committee Approval



Tel: 0772 512551



Website: www.bsu.ac.ug
E-mail: rec@bsu.ac.ug/info@bsu.ac.ug

RESEARCH ETHICS COMMITTEE

To: ASASIRA YOBU

MOI UNIVERSITY
0783929942

Type: Initial Review



28/02/2025

Re: BSU-REC-2025-475: Examining the Effect of Motivation Strategies on Teachers' Job Satisfaction in Secondary Schools in Kashari North County, Mbarara District, Uganda.

I am pleased to inform you that at the **34th** convened meeting on **18/02/2025**, the Bishop Stuart University (BSU) REC meeting voted to approve the above referenced application.
Approval of the research is for the period of **28/02/2025** to **28/02/2026**.

As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and addenda to the protocol or the consent form must be submitted to the REC for rereview and approval **prior** to the activation of the changes.
3. Reports of unanticipated problems involving risks to participants or any new information which could change the risk benefit: ratio must be submitted to the REC.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by participants and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Continuing review application must be submitted to the REC **eight weeks** prior to the expiration date of **28/02/2026** in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. You are required to register the research protocol with the Uganda National Council for Science and Technology (UNCST) for final clearance to undertake the study in Uganda.

The following is the list of all documents approved in this application by Bishop Stuart University (BSU) REC:

No.	Document Title	Language	Version Number	Version Date
1	FORMATTED INFORMED CONSENT FORM	English	2	2025-02-25
2	UNIVERSITY INTRODUCTORY LETTER	English	2	2025-02-25
3	COMPLIANCE REPORT	English	1	2025-02-25
4	REVISED BUDGET FRAMEWORK	English	2	2025-02-25
5	PROTOCOL WITH TRACK CHANGES	English	2	2025-02-25
6	CLEAN REVISED PROTOCOL	English	2	2025-02-25
7	Time frame	English	1	2025-01-28
8	Admission letter	English	1	2025-01-28
9	BUDGET	English	1	2025-01-28
10	Letter from faculty	English	1	2025-01-28
11	Informed Consent forms	English	1	2025-01-28
12	Protocol	English	1	2025-01-28
13	Data collection tools	English	1	2025-01-28
14	COVID-19 & EBOLA risk management plan	English	1	2025-01-28
15	Community Engagement plan	English	1	2025-01-28

Yours Sincerely



Godfrey Rukundo

For: Bishop Stuart University



Appendix E: Informed Consent form for Teachers



BISHOP STUART UNIVERSITY

RESEARCH ETHICS COMMITTEE

P.O. Box 09 Mbarara-Uganda Tel: +256 485-433468

E-mail: rec@bsu.ac.ug

INFORMED CONSENT FORM

This document outlines the research study and expectations for potential participants. It should be written in lay man terms and typed on BSU-REC letterhead.

Instructions

1. The wording of this document should be directed to the potential participant not BSU-REC.
2. If a technical term must be used, then define it the first time it is used and any acronyms or abbreviations used should be spelled out the first time they are used.
3. All the sections of this document must be completed without any editing or deletions.
4. Please use a typing font that is easily distinguishable from the questions of this form. Preferably the font size should be 12.

Study title – This should be the same as on all other documents related to the study.

Examining the Effect of Motivation Strategies on Teachers' Job Satisfaction in Secondary Schools in Kashari North County, Mbarara District, Uganda.

Principal Investigator(s)

ASASIRA YOBU
+256783929942

Introduction

What you should know about this study:

1. You are being asked to join a research study.
2. This consent form explains the research study and your part in the study.
3. Please read it carefully and take as much time as you need.
4. You are a volunteer. You can choose not to take part and if you join, you may quit at any time. There will be no penalty if you decide to quit the study

Brief background to the study

Work/job is a primary daily activity that nearly everyone engages in, whether through organizational roles, household tasks, or studying. The main focus of the study is on educational

Leave blank for REC office only:



REC OFFICE USE ONLY:

APPROVAL DATE: 28/02/2025
APPROVED CONSENT IRB VERSION NUMBER: 2025-01
PI NAME: ASASIRA YOBU
IRB NO: BSU-REC-2025-475

institutional jobs and employee job satisfaction within the institutional/organizational work environment. Human beings are considered the most critical asset of an organization because, without employees, it is almost impossible to run any organization or company (Steven & Mary, 2000). Therefore, to achieve goals or targeted outcomes, employees must be motivated, committed, and satisfied. Thus, there is a critical need for empirical data to bridge this gap and provide insights into effective motivation strategies that are in line with the context of secondary schools in Kashari North County, Mbarara District, Uganda.

Purpose of the research project

Include a statement that the study involves research, estimated number of participants, an explanation of the purpose(s) of the research procedure and the expected duration of the subject's participation.

The purpose of the study is to explore the effect of motivation strategies. The study will work with 178 teachers both male and female in the various secondary schools within Kashari county. In this study, you will be engaged for about 15 minutes that you will utilize to give in your responses to the items in the questionnaire.

Why you are being asked to participate?

Explain why you have selected the individual to participate in the study.

The choice of selecting you to participate in the study is the nature of the study as it is focusing secondary school teachers in Kashari North County, Mbarara District of which you are part where the study about the Effect of Motivation Strategies on Teachers' Job Satisfaction is to be carried out in belief that secondary school teachers like you, have concrete knowledge about the topic

Procedures

Provide a description of the procedures to be followed and identification of any procedures that are experimental, clinical etc. If there is need for storage of biological (body) specimens, explain why, and include a statement requesting for consent to store the specimens and state the duration of storage.

The research project does not involve any clinical, experimental, or biological procedures. However, the researcher will seek administrative clearance from the School of Education Moi university, then ethical approval from the BSU REC, permission from the DEO' and school authorities to conduct the study in selected secondary schools. As well the researcher will apprise the participants about the purpose of the study, potential risks if any, and benefits, and assure confidentiality of their information.

Risks or discomforts

Describe any reasonably foreseeable risks or discomforts-physical, psychological, social, legal or other associated with the procedure, and include information about their likelihood and seriousness. Discuss the procedures for protecting against or minimizing any potential risks to the subject. Discuss the risks in relation to the anticipated benefits to the subjects and to society.

Leave blank for REC office only:



REC OFFICE USE ONLY:
 APPROVAL DATE: 28/02/2025
 APPROVED CONSENT IRB VERSION NUMBER: 2025-01
 PI NAME: ASASIRA YOBU
 IRB NO: BSU-REC-2025-475

penalty or loss of benefits to which the subject is otherwise entitled.

It is your right to withdraw your consent and participation in the study at any time without out any disturbance and there is no penalty for discontinuing participation.

What happens if you leave the study?

Include a statement that the subject may discontinue participation at any time without penalty or loss of benefits.

You may leave participating in the study at any time you wish and there will be no any penalty or loss of benefit upon your withdrawal from the study.

Who do I ask/call if I have questions or a problem?

Include contact for the researcher, and Chairperson, BSU-REC.

Asasira Yobu

Tel: 0783929942

Dr. Godfrey Zaari Rukundo

Chairman, BSU-REC

P.O. Box 09 Mbarara

Tel: 0772663671

What does your signature or thumbprint on this consent form mean?

Your signature on this form means

- You have been informed about this study's purpose, procedures, possible benefits and risks
- You have been given the chance to ask questions before you sign
- You have voluntarily agreed to be in this study

Name of adult participant	Signature of participant or Legally authorized representative	Date
Name of person obtaining consent	Signature	Date
Print Name of witness	Signature or thumbprint or mark	Date

<p>Leave blank for REC office only:</p> 	<p>REC OFFICE USE ONLY: APPROVAL DATE: 28/02/2025 APPROVED CONSENT IRB VERSION NUMBER: PI NAME: ASASIRA YOBU IRB NO: BSU-REC-2025-475</p>
--	--

Appendix F: Table 4.3 Coefficients of the study variables

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	1.419	.305		4.654	.000					
Extrinsic Motivation Strategies	.384	.081	.432	4.754	.000	.581	.373	.317	.537	1.863
Professional Agency	.255	.084	.268	3.031	.003	.525	.248	.202	.568	1.759
Personal Fulfilment	-.047	.078	-.047	-.604	.547	.279	-.051	-.040	.740	1.352

a. Dependent Variable: Job Satisfaction

Appendix G: Table 4.6: Rotated component Matrix for the independent variables.

Factor-Item	Component		
	1	2	3
Extrinsic Motivation Strategies	Factor Loading		
Opportunities for professional development and advancement are provided by the school	.767		
I am provided with adequate teaching resources and materials	.767		
I have access to a conducive working environment like well-equipped classrooms, staff room, library) at my school	.749		
How often does the school use reward systems put in place for outstanding performance at your school	.707		
I feel secure with my job while executing my duties	.679		
I receive support and resources for work-life balance like flexible working hours	.555		
Professional Agency			
I am involved in decision-making processes at my school		.866	
I receive regular feedback on my teaching performance		.709	
My achievements are recognized and appreciated		.651	
Opportunities for Creativity and Innovation aimed at professional development are provided		.558	
Personal Fulfilment			
How often do you get the opportunity to use your creativity in your teaching			.853
I have the autonomy to develop and implement my own teaching methods in delivering lessons.			.831
How often do you feel a sense of personal accomplishment in your teaching			.700

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

Source: Field data (2025)

Appendix H: Table 4.7 Component Matrix for the Dependent variable

Factor-Item	Component 1
Teachers' job satisfaction	Factor Loading
I feel motivated to perform my duties	.795
I can recommend my school as a good place to work from to other teachers	.774
I am satisfied with my current teaching job	.720
My job meets my expectations	.716
I feel that my work is valued and appreciated by my school administration	.712
Overall, I am satisfied with my job as a teacher	.705
I am likely to continue teaching in this school	.703

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Source: Field data (2025)

Appendix I: Plagiarism Awareness Certificate

SR897

ISO 9001:2019 Certified Institution

THESIS WRITING COURSE*PLAGIARISM AWARENESS CERTIFICATE*

This certificate is awarded to

ASASIRA YOBU

MSR/6501/24

In recognition for passing the University's plagiarism

Awareness test for Thesis entitled: **EXAMINING THE EFFECT OF MOTIVATION STRATEGIES ON TEACHERS' JOB SATISFACTION IN SECONDARY SCHOOLS IN KASHARI NORTH COUNTY, MBARARA DISTRICT, UGANDA** with similarity index of 17% and striving to maintain academic integrity.

Word count:26601

Awarded by

Prof. Anne Syomwene Kisilu

CERM-ESA Project Leader Date: 01/07/2025