

# **Job satisfaction and Work Engagement of Teachers in Secondary Schools in Isingiro District**

## **The relationship between job satisfaction and work engagement of teachers in secondary schools in Isingiro District**

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### **Abstract**

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The study was about the relationship between job satisfaction and work engagement of teachers in secondary schools in Isingiro District. The study aimed at examining the degree of job satisfaction of teachers in secondary schools in Isingiro District, determining the levels of teachers' engagement in secondary schools in Isingiro District. Literature was thematically generated basing on the main study objectives and in relation to the conceptual frame work. The study adopted cross sectional research design which was descriptive in nature. Both quantitative and qualitative were used to analyse data. From the study findings, teachers were satisfied with their fellow workers. Interpersonal interactions with co-workers created greater meaning in work environment. Individuals derived meaning from the social identities and interactions fostered a sense of belonging. The study concluded that teachers had freedom to choose their own methods of working and good relationship with their immediate supervisors which helped to improve job satisfaction among teachers. The study concluded that teachers in secondary schools in Isingiro District were emotionally engaged with their work which was based on the idea of emotional labour at work, which is the process of regulating one's feelings at work. The study concluded that there is a positive relationship between job satisfaction and work engagement of teachers in secondary schools in Isingiro District with Correlation Pearson Coefficient  $r = .678^{**}$   $p = 0.05$ . It was recommended that school administrators should organise workshops about job satisfaction to increase their engagement as well as performance, there is need for effective supervision on quality of lesson notes, schemes of work, record of marks, exams and lesson presentations and the Government and the Ministry of Education should provide mandatory policy to all the school head teachers to facilitate job satisfaction of teachers in secondary schools.

**Key words:** Job satisfaction, Work engagement, teachers, Secondary schools

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## INTRODUCTION

### Background to the study

**Historical background:** Employee engagement has generated a great deal of interest in recent years as a widely used term in organizations and consulting firms (Macey & Schneider, 2008) especially as credible evidence points toward an engagement-profit linkage (Czarnowsky, 2008). Employee engagement has been characterized as “a distinct and unique construct that consists of cognitive, emotional, and behavioral components associated with individual role performance. Engaged employees often display a deep, positive emotional connection with their work and are likely to display attentiveness and mental absorption in their work. Institutions all over the world are forced to come up with new approaches and initiatives as how to use and engage employees in their attainment of strategic competitive edge (Kim & Mauborgne, 2014). Employees are the most important and fundamental resource in any organization. They make a critical difference when it comes to innovation, organization performance, competitiveness and thus the ultimate institution success. Several attempts have been made to ensure employee practices at their work place to offer job satisfaction.

**Theoretical Background:** Herzberg developed Maslow’s hierarchy of needs in his two factors theory and argued that ‘positive satisfaction’ is only gained when motivators such as recognition and personal growth are met and not when hygiene factors such as salary and bonuses needs are met. Herzberg contends that employees become more engaged through personal growth and recognition than salary (Biswas, 2013). Job Characteristic Theory (JCT) states that jobs that have intrinsically motivating characteristics lead to higher level of job satisfaction (Hackman and Oldham, 1976). Such characteristic like the nature of the job itself, working conditions and employee relations lead to work outcomes which are job satisfaction, growth satisfaction, employee retention and low staff turnover. This study underpinned Human Motivation theory developed by Frederick Herzerberg (2013). The theory contends that motivating factors such as pay and benefits, recognition and achievement need to be met to ensure job satisfaction and engagement of employees at their place of work. Hygiene factors like working conditions, company polices, job security, collegial relations and quality of management are associated with dissatisfaction. When those factors are low, the employee get dissatisfied and when they rise the performance and commitment get better (Inderum, 2013). This theory thus was the basis for establishing how job satisfaction influences work engagement of students.

**Conceptual background:** Job satisfaction was the independent variable while work engagement was the dependent variable in this research study. Satisfaction is a psychological phenomenon and its concept is highly intricate and subjective. Job satisfaction describes how content an individual is with his or her job. Achieving a high level of job satisfaction is considered to be common goal for many institutions. Basing on Wong & Laschinger (2013) work engagement is harnessing of organization members’ selves to their work roles, in engagement, people employ and express themselves physically, cognitively and emotionally during role performances. In this study work engagement referred to vigour, dedication and absorption.

**Contextual background:** The study was conducted in secondary schools in Isingiro District. Isingiro district had thirty three secondary schools. However, job satisfaction reports from schools indicated that only a few teachers were satisfied to their jobs. Teachers are not satisfied; to physical work conditions, freedom to choose their own method of working, recognition for their good work, the amount of responsibility they are given, their rate of pay, their opportunity to use their own ability, their hours of work, the management of the their school, the attention paid to suggestions they make, their job security. With respect to work engagement, a few teachers of secondary schools in Isingiro district were consistently committed to their jobs. For instance, the Isingiro District Education Officer's report of 2017 indicated that teachers' commitment to their jobs is poor. Work engagement of teachers still remained low. The above contextual background showed that there was low job satisfaction and work engagement in most schools was also poor. This led to the unanswered empirical question as to what was the relationship job satisfaction and work engagement of teachers in secondary schools in Isingiro District.

### **Statement of the problem**

Work engagement of teachers is important as far as development of education sector is concerned. Work engagement of teachers leads to positive outcomes of the students. (Parvin & Kabir, 2011). Recognising the importance of work engagement of teachers, schools put in efforts to improve work engagement of teachers like provision of allowances, payment of extra lessons and increased supervision. Schools also made effort to promote the role of job satisfaction through holding annual general meetings, job performance staff meetings for teachers and inviting them to raise their issues. Despite this effort, work engagement of the teachers remained poor (Isingiro District Education Officer's Report, 2017). However, if the problem of work engagement was not addressed, the development of education sector would still remain low. Studies (e.g. Sobia Ali and Yasir (2014, Fachrunnisa 2014; Deepa and Kuppusamy, 2014; Schreurs, 2013; Biswas and Bhatnagar, 2013; Henryh and Carla, 2009) have analysed job satisfaction and work engagement. However, these studies were done outside the context of Uganda. This created a contextual gap making it necessary for this study to seek to determine whether job satisfaction was related to work engagement of teachers in secondary schools in the context of Isingiro District in Uganda.

### **Main objective**

To investigate the relationship between job satisfaction and work engagement of teachers in secondary schools in Isingiro District.

### **Specific objectives**

- (i) To examine the degree of job satisfaction of teachers in secondary schools in Isingiro District

- (ii) To determine the levels of teachers engagement in secondary schools in Isingiro District
- (iii) To assess the relationship between job satisfaction and work engagement of teachers in secondary schools in Isingiro District

### **Significance of the Study**

- Policy makers like the Ministry of Education Sports Science and Technology in case they adopt it as a means of improving teachers' job satisfaction.
- The school stakeholders to promote job satisfaction if they are to have a motivated and engaged teachers for their school.
- Students will improve on their performance if teachers' morale is raised.
- The findings are also expected to stimulate more insight into the study variables which shall be a basis for future research

### **LITERATURE REVIEW**

Sobia Ali and Yasir (2014) conducted a research to study the Effect of Work Overload on Job Satisfaction, Effect of Job Satisfaction on Employee Engagement and Employee Performance". The purpose of this study was to identify the effect of work overload on job satisfaction and effect of job satisfaction on employee engagement and employee performance. Data was collected with the help of questionnaire and the sample of 207 employees of Public Sector University of Gujranwala Division was selected and data was analyzed using SPSS software. This study revealed that the work overload is the major concern for the organisation and it also affects job satisfaction, employee engagement and employee performance. The study's findings imply that to minimize the problem of work overload and stress, various strategies could be adopted like training, job rotation and reward system. This study has also recommended measures in order to cope with the work overload like increased use of advanced technology, which would lessen the workload of individual employees and the organisation should understand the need of its employees and provide what is best for them.

Fachrunnisa Olivia (2014) studied the Role of Workplace Spirituality and Employee Engagement to enhance Job Satisfaction and Performance. The study discussed the role of creative process engagement between leader-fieldworkers-community to enhance job satisfaction and performance of field workers and also the role of workplace spirituality and creative process engagement to enhance job satisfaction and performance. This study was conducted in Indonesian government office and data was analyzed using correlation analysis and t-test. The results indicated that workplace spirituality and creative process engagement was required to create job satisfaction which then leads to employee performance. The study's findings showed that the creative process engagement was positively related to employee performance.

Schreurs (2013) conducted a study to explore the relation between Pay-Level Satisfaction and Employee Outcomes: The moderate Effect of Employee-Involvement Climate. This study examined the employee-involvement climate (such as information sharing and decision making climate) as a moderator of relationship between pay-level satisfaction and employee outcomes

(such as job satisfaction, affective commitment and turnover intentions). The data was collected from 22,662 Belgian employees from 134 organizations using a standardized questionnaire. The results showed that increase in pay-level satisfaction strengthens job satisfaction and affective commitment and reduces turnover intention. The study also revealed that the employee-involvement climate had differential effect on the relationship between pay-level satisfaction and employee outcomes. Multi-level analyses revealed that the decision making climate buffered the negative effects of low pay level satisfaction and that an information sharing climate exacerbated the negative effects of low pay level satisfaction.

Prior studies about teacher engagement have shown sportive consequences (Culver, Wolfe and Cross, 1990) that teacher engagement was positively related to their job satisfaction. A similar correction between teacher commitment and job satisfaction was also observed by Fresko, Kfir, and Nasser 1997. Further still, Somech and Bogler (2002) showed that teacher who exhibited higher commitment to their duties also exhibited greater engagement in their organisation citizenship behaviour (Organ and Ryan, 1995). These findings of positive consequences of teachers' commitment underscore it factor contributing to it. In fact job satisfaction is a predictive of work engagement and the relationships even stronger for professional jobs.

## **METHODOLOGY**

### **Research Design**

The study used a cross sectional research design which is descriptive in nature. The cross sectional design involves studying a bigger number of respondents at one specific time (Sarantakos, 2005). Descriptive design involved understanding the relationship between Job satisfaction and work engagement of teachers. This is considered vital because of the nature of the study depended on people's opinions especially teachers in secondary schools in Isingiro District. The researcher used both qualitative and quantitative approaches in collecting the data and analyzing it. Qualitative approach was used particularly for gaining an in-depth understanding of underlying reasons and motivations since it provides insights into the setting of a problem. On the other hand, quantitative approach was considered because quantification of data allows generalizations of results from a sample to an entire population of interest and the measurement of the incidence of various views and opinions in a given sample.

### **Study population**

The study included a population of 434, these included 300 teachers, 33 head teachers, 33 deputies head teachers, 33 directors of studies, 33 board of governors and 2 DEOs from 33 secondary schools (twenty schools were government aided while thirteen schools were privately owned) in Isingiro district.

## **Sample Size**

A sample size of 203 respondents was included in this study. These included 08 head teachers, 08 Deputy Head teachers, 08 Director of studies, 169 teachers, 08 Board of Governors / PTA and 02 District Officers. The researcher used Krejcie and Morgan (1970) to determine the sample size.

## **Sampling Procedure**

The study employed both probability and non-probability sampling techniques. Under probability sampling the study used Simple Random Sampling and in non-probability sampling techniques the study employed purposive sampling technique.

**Simple random Sampling Technique:** Stratified random sampling was used to select divide the population into two strata that is government aided and private secondary schools. It was used to reflect teachers' job satisfaction and work engagement in both A and O level government and private secondary schools in Isingiro district. Simple random sampling was used to select teachers of the 08 selected schools from Isingiro district. The researcher visited the study area (schools) and stratified random sampling selected respondents (teachers) using raffle box containing the number of all teachers in the school and marked the number of those in the sample.

**Purposive Sampling:** Purposive sampling method was used because it allows the selection of a sample with experience and knowledge about the study variables. More so this type of technique was used where the population units to be studied are known by the researcher to be with unique features. Thus the researcher specifically picked the participants without any scientific approach (Lathlean, 2006). This was used to select the head teachers, deputy head teachers, director of studies and the members of the Board of Governors and District Officials. This technique was preferred because it helps the researcher to locate respondents who are assumed to have unique and adequate knowledge about the study phenomenon thus generating detailed and factual data.

## **Data Collection Tools**

The study used three data collection instruments, namely; a self-administered questionnaire, an interview guide and documentary analysis checklist.

**Interview Guide:** Qualitative data in this dissertation was collected using an interview guide. The design of the interview items were standardised open-ended interview. The standardised open-ended interview was a structured instrument in terms of the wording of the questions. Participants were asked identical questions, but the questions were worded so that responses were open-ended. This open-endedness allowed the participants to provide detailed information and allowed the asking of probing questions as a means of follow-up. Interview data was collected from members of the Board of Governors/PTA and District Officials.

**Self-administered Questionnaire:** The quantitative data collection instrument was a self-administered questionnaire. This was because a self-administered questionnaire enabled collection of data from a large number of respondents in a short time. Still, a self-administered questionnaire gave the respondent more time to understand the meaning of the question, and retrieve and compose an answer, which improves the quality of answers. The questionnaire was simple, short, and structured enabling the respondents to fill it more easily. The questionnaire had three sections namely; section (A) on background characteristics, section (B) on the independent (job satisfaction) and section (C) on dependent variable (work engagement) with the ranking of a five-point Likert Scale (Where 1= Extremely Dissatisfied; 2= Dissatisfied; 3= Not Sure; 4= Satisfied and 5= Extremely Satisfied for independent variable and 1= strongly agree; 2= agree; 3= not sure; 4= disagree and 5= strongly disagree for dependent variable).

### **Documentary Analysis Checklist**

Document analysis guide was used to analyze documents on job satisfaction and work engagement. The reviewed documents included physical working condition reports, payment methods, kind of promotions, job security, staff meetings minutes among others.

### **Quality Control**

**Validity:** The validity of the questionnaire was established by using an expert judgment method that is recommended by (Kothari, 2003). The questionnaire was given to two experts conversant with the study variables. They were asked to comment on the difficulty and length of the questions. In addition, they were asked to comment on the relevance of the questions.

**Reliability:** Reliability for each instrument was assessed using Cronbach's Alpha coefficient. The questionnaires were pretested with 4 people who did not take part in the actual study, to check for the flow of questions and relevance of responses in relation to the objectives of the study. Pretesting also helped the researcher estimate the time each respondent would take to fill the questionnaires during the final data collection process and their responses were entered into the computer using Statistical Package for Social Scientists (SPSS). The researcher considered the questionnaire as appropriate, since a coefficient generated was more than 75%.

### **Data analysis**

Data analysis was done basing on research objectives as follows;

**Objective 1:**Data collected to examine the degree of job satisfaction was edited and organised to be analysed at univariate level, the data was based on percentages from the frequency tables and descriptive statistics such as the mean. Also the responses from qualitative approach were recorded.

**Objective 2:**Here, data was collected on the levels of teachers' engagement. Data was edited and organised to be analysed at univariate level, the data was based on percentages

from the frequency tables and descriptive statistics such as the mean. In addition, responses from a qualitative approach were recorded.

**Objective 3.** Here, the relationship between job satisfaction and work engagement of teachers was determined at a bivariate level where the dependent variable (DV) was correlated using Pearson correlation with the independent variable (IV). The statistical package for social scientists (SPSS 16.0) was used in the analysis of data.

**Measurement of Variables:** Measurement of the variables was based on the nominal and ordinal scales. The nominal scale was used to measure questions on demographic characteristics because the nominal scale helped label or tag in order to identify study items. The ordinal scale, which was a ranking and order scale, was used to measure the items of the independent and dependent variables. The ranking was a five-point Likert Scale (Where 1= Extremely Dissatisfied; 2= Dissatisfied; 3= Not Sure; 4= Satisfied and 5= Extremely Satisfied for the independent variable and 1= strongly agree; 2= agree; 3= not sure; 4= disagree and 5= strongly disagree for the dependent variable).



## RESULTS

### The degree of job satisfaction of teachers in secondary schools in Isingiro District

In this section the researcher sought to examine the degree of job satisfaction of teachers in secondary schools in Isingiro District. The results are shown in table 1 below:

**Table 1: Descriptive statistics on the degree of job satisfaction of teachers in secondary schools**

	ED	D	NS	S	ES	Mean
The physical work condition of working	8	15	10	83	20	3.68
The freedom to choose your own method of working	5	13	10	85	26	3.82
Your fellow workers	2	4	21	88	24	3.92
The recognition you get for good work	5	8	19	89	18	3.77
Your immediate supervisor like H/M	4	7	20	89	19	3.81
The amount of responsibility you are given	5	25	25	73	12	3.45
Your rate of pay	23	26	29	48	12	3.00
Your opportunity to use your own ability	7	16	27	71	17	3.54
Industrial relationship between workers and management in your own school	6	10	31	75	17	3.63
Your chances of promotion	10	14	38	63	12	3.39
The management of your school	5	11	26	76	20	3.69
The attention paid to the suggestions you make	10	18	25	71	14	3.44
Your hours of work	7	10	23	79	20	3.68
Your job security	5	8	29	81	16	3.68
Now taking everything into consideration, how do you feel about your jobs as a whole?	6	16	22	77	18	3.61

**Source: Primary Data, 2018**

According to the findings in table 1 above, the statement that ‘Your fellow workers’ had the highest mean of 3.92 and standard deviation of 0.752 same as the question of ‘The freedom to choose your own method of working’ which had a mean of 3.82 but a standard deviation of 0.965. The statement with the lowest mean of 3.00 and standard deviation of 1.250 was ‘Your rate of pay’. Overall degree of job satisfaction of teachers in secondary schools in Isingiro

District upon assessing the fifteen indicated a mean of 3.64 which implies that teachers are satisfied with their jobs and this has improved their performance.

### The levels of staff engagement in secondary schools in Isingiro District

In this section the researcher sought to determine the levels of staff engagement in secondary schools in Isingiro District. The results are shown in table 2 below:

**Table 2: Descriptive statistics on the levels of staff engagement in secondary schools**

	SA	A	NS	D	SD	Mean
My mind is often full of ideas about my work	9	17	10	87	16	3.60
Wherever I am, things happen that often remind me of my work	7	16	23	81	1	3.78
My mind is fully engaged with my work	6	9	19	88	16	3.72
I rarely think about time when I am working	5	15	28	70	20	3.62
My thoughts are fully focussed when thinking about work	6	20	19	78	15	3.84
I give alot of mental attentionto my work	5	13	15	86	20	3.74
I feel very delighted about what I amdoing whenever I am working	5	15	14	81	26	3.79
I am very eager to do my work	5	10	27	73	23	3.72
I feel very happy when I am carrying out my responsibilities	5	14	27	67	23	3.66
I feel very good about the work that i do	5	11	28	74	20	3.67
I feel strong enthusiasm for my work	7	11	22	80	17	3.65
I feel a sense of gratification with my work performance	3	16	20	83	17	3.68
No matter how much i work i have a high level of energy	11	13	24	77	12	3.48
I have a great deal of stamina for my work	3	15	23	80	17	3.67
I always have a lot of energy for my work	5	15	27	72	20	3.63
I am often physically driven by my work	8	10	24	82	15	3.62
I am frequently energized by my work	6	17	22	78	16	3.58
I find my work to be physically invigorating	7	14	27	80	11	3.53

**Source: Primary Data, 2018**

Table 2 presents the frequency, mean and standard deviation of the results from respondents' assessment of levels of staff engagement in secondary schools in Isingiro District. This was assessed by seventeen items. The statement that 'My thoughts are fully focussed when thinking about work' had the highest mean of 3.79 and standard deviation of 0.576 while the question with the lowest mean of 3.48 and standard deviation of 1.051 was that 'No matter how

much i work i have a high level of energy’. Therefore according to the findings on overall levels of staff engagement in secondary schools in Isingiro District with a mean of 3.67, indicate that respondents agreed with the statements hence implying that they are engaged with their work.

### **The relationship between job satisfaction and work engagement of teachers in secondary schools in Isingiro District**

In this section the researcher sought to find out the relationship between job satisfaction and work engagement of teachers in secondary schools in Isingiro District. The results are shown in table 3 below:

**Table 3: Descriptive statistics on the relationship between job satisfaction and work engagement of teachers in secondary schools**

	SA	A	NS	D	SD	Mean
I feel extremely happy when i am appreciated and i don’t feel like going to other schools	11	9	59	45		3.81
I love extra hard when i am well paid	7	5	8	61	58	4.14
I love my work when there are good working relations	5	6	7	59	62	4.20
I work with a lot of vigour when i am given responsibility	3	8	10	78	40	4.04
I feel quite comfortable when working under conducive environment	8	6	6	65	54	4.09
I improve adequately my performance when i am supported by my supervisor	10	7	7	70	45	3.96

**Source: Primary Data, 2018**

The results in Table 3 show that I love my work when there are good working relations had the highest mean of 4.20, followed by I love extra hard when i am well paid at a mean of 4.14. I feel quite comfortable when working under conducive environment had a mean of 4.09. The least but still with a high mean of 3.81 was I feel extremely happy when i am appreciated and i don’t feel like going to other schools. The implied that respondents strongly agreed with the statements with a mean of 4.04 which indicated the relationship between job satisfaction and work engagement of teachers in secondary schools in Isingiro District.

### **Hypothesis Testing**

The study tested the hypothesis in order to either accept or reject the hypothesis, from which the conclusions were drawn. The tested hypothesis was:

**H<sub>0</sub>:** H<sub>0</sub>There is no relationship between job satisfaction and work engagement of teachers in secondary schools in Isingiro District.

The level of significance was 0.05, the analysis was done using Pearson's product moment correlation coefficient. The elicited responses were presented in table 4.

Table 4: Correlation matrix for job satisfaction and work engagement of teachers in secondary schools in Isingiro District (n=139)

<b>Correlations</b>			
		Job Satisfaction	Work engagement of teachers
Job Satisfaction	Pearson Correlation	1	0.678**
	Sig. (2-tailed)		0.000
	N	139	139
Work engagement of teachers	Pearson Correlation	0.678**	1
	Sig. (2-tailed)	0.000	
	N	139	139

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

Results indicate a substantial significant relationship between job satisfaction and work engagement of teachers in secondary schools in Isingiro District at  $r = .678^{**}$   $p = 0.05$ . Thus the stated null hypothesis that there is no relationship between job satisfaction and work engagement of teachers in secondary schools in Isingiro District is rejected and alternative hypothesis that there is relationship between job satisfaction and work engagement of teachers in secondary schools in Isingiro District is supported.

## **DISCUSSION OF FINDINGS**

### **The degree of job satisfaction of teachers in secondary schools in Isingiro District**

The first study objective was to examine the degree of job satisfaction of teachers in secondary schools in Isingiro District. Descriptive statistics indicated that teachers were satisfied with their fellow workers. Interpersonal interactions with co-workers create greater meaning in work environment. Individuals derive meaning from the social identities they receive from group's memberships. Interactions foster a sense of belonging, and a stronger sense of social identity. Therefore rewarding co-worker relations are positively associated with psychological safety.

The freedom to choose your own method of working and immediate supervisor had also helped to improve job satisfaction among teachers. Positive-oriented relations like choosing your own method of working, listening to employee concerns, encouraging them, developing their skills and solving work-related problems could enhance employee's self-determination and influence their interest in work. Positive supervisor relations are expected to lead to feelings of psychological safety hence improving work engagement. The findings are in line with Abraham

(2012) who argued that employees link their work engagement toward organization commitment and their intention to remain with the organization. where supervisors can encourage employees by helping them to see a wider context, and to connect to a broader concept, the thing that improves the relationship among managers and coworkers, leading to a better work engagement and therefore enhance possibilities of organizational commitment and job satisfaction.

### **The levels of staff engagement in secondary schools in Isingiro District**

The second objective sought to determine the levels of staff engagement in secondary schools in Isingiro District. The descriptive statistics established that teachers in secondary schools in Isingiro district were cognitively engaged with their work and this was based on the idea of effectiveness, that is teachers need to work with logic and awareness to be more effective at work. Teachers/ employees who are cognitively work engaged would have more positive thoughts about and pay more attention to their work. The frequency and intensity of their cognitive processing regarding work would be high and their effectiveness would increase as a result.

It was further established that teachers in secondary schools in Isingiro District were emotionally engaged with their work which was based on the idea of emotional labour at work, which is the process of regulating one's feelings at work. Generally, teachers who were emotionally work engaged would feel good or happy about their work and experiencing such positive affect which would give them pleasant feelings about their work. Thus, Emotional Work Engagement of teachers in secondary schools in Isingiro District involved the willing attachment to tasks, objectives, or school activities that is characterized by having positive feelings, such as pride, enthusiasm, and excitement, about actively executing and completing those tasks, objectives, or activities of their school

### **The relationship between job satisfaction and work engagement of teachers in secondary schools in Isingiro District**

Results indicated a substantial significant relationship between job satisfaction and work engagement of teachers in secondary schools in Isingiro District. This agrees with Sobia Ali and Yasir (2014) work overload is the major concern for the organisation and it also affects job satisfaction, employee engagement and employee performance. The study's findings imply that to minimize the problem of work overload and stress, various strategies could be adopted like training, job rotation and reward system. This study has also recommended measures in order to cope with the work overload like increased use of advanced technology, which would lessen the workload of individual employees and the organisation should understand the need of its employees and provide what is best for them.

## **CONCLUSIONS**

The study concluded that teachers were satisfied with their fellow workers. Interpersonal interactions with co-workers create greater meaning in work environment. Individuals derive meaning from the social identities they receive from group's memberships. Interactions foster a

sense of belonging, and a stronger sense of social identity. Therefore rewarding co-worker relations are positively associated with psychological safety. The study concluded that the freedom to choose their own method of working and having good relationship with immediate supervisor had also helped to improve job satisfaction among teachers. Positive-oriented relations like choosing your own method of working, listening to employee concerns, encouraging them, developing their skills and solving work-related problems could enhance employee's self-determination and influence their interest in work.

The study concluded that teachers in secondary schools in Isingiro district were cognitively engaged with their work and this was based on the idea of effectiveness, that is, teachers need to work with logic and awareness to be more effective at work. Teachers/employees who are cognitively work engaged would have more positive thoughts about and pay more attention to their work. The frequency and intensity of their cognitive processing regarding work would be high and their effectiveness would increase as a result.

The study concluded that there is a positive relationship between job satisfaction and work engagement of teachers in secondary schools in Isingiro District with Correlation Pearson Coefficient of  $r = .678^{**}$   $p = 0.05$ . Job satisfaction has a significant role on work engagement, where by work engagement can be enhanced through satisfied employees by ensuring good relationship with fellow workers, freedom to choose their own working method, recognition for good work and the appropriate physical working conditions. However secondary schools in Isingiro district which do not performance well may due to others reasons other than lack of teachers' job satisfaction and work engagement.

### **Recommendations**

School administrators should organise workshops about job satisfaction to increase their engagement as well as performance.

There is need for effective supervision on quality of lesson notes, schemes of work, record of marks, exams and lesson presentations.

The government and the ministry of education should provide mandatory policy to all the school head teachers to facilitate job satisfaction of teachers in secondary schools.

### **Suggestions for Further Research**

- Job satisfaction and student academic performance in secondary schools in Isingiro district
- Job satisfaction and school enrolment in secondary schools in Isingiro district
- Job satisfaction and teachers efficacy in secondary schools in Isingiro district
- Job satisfaction and students' discipline in secondary schools in Isingiro district.

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