

FACTORS AFFECTING JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS IN RWANDA

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<https://doi.org/10.37602/IJSSMR.2022.5403>

ABSTRACT

The purpose of this study was to determine the factors affecting the job satisfaction of teachers in secondary schools in Rwanda. The selected demographic factor, monetary incentives, and non-monetary incentives as independent variables were studied to if they influence the job satisfaction of secondary school teachers as the dependent variables. Statistical findings revealed a significant correlation at the level of 0.01 of the relationship between the demographic factors and job satisfaction among secondary school teachers with various variables such as age, gender, and qualification fully involved in job satisfaction among secondary school teachers with a coefficient of 0.837. Monetary incentives were ranked as an important factor towards job satisfaction, the results indicated that there was a number of significance strong positive correlation between variables where factors like salary, taking up more responsibilities and boosting their social status, Bonuses, Contests, Profit Sharing, with coefficient 0.868, 0.854, 0.849, 0.835 respectively. Lastly, the study finds that non-monetary incentives play a significant role in the perception of the employee regarding the reward climate in the workplace and job satisfaction indicated by the nature of the job, interpersonal relationships, and additional life insurance with a coefficient of 0.868, 0.854, and 0.849 respectively.

It is concluded that in the secondary school context of Rwanda; demographic factors, monetary incentives, and non-monetary incentives are much necessary for high employee engagement and have a positive impact on job satisfaction among secondary school teachers. The study recommended that School managers need to create a working environment with good interpersonal relationships and provide secondary school teachers with workshops, training, positive relationships with the principal, students and parents need to be nurtured and improved, and seminars on how to improve on their profession. Teachers' salaries should be reviewed to enhance teachers' job satisfaction.

1.0 INTRODUCTION

Teachers' commitment and efficiency solely depend on motivation, morale, and job satisfaction (Skaalvik & Skaalvik, 2011). This implies those teacher enthusiasm and job fulfillments are important phenomena for all institutions including schools in any country. Additionally, teachers' satisfaction is not only significant to teachers themselves as civil servants, educational managers and leaders, and employers but also to students in all types of schools. According to Skaalvik & Skaalvik, (2011), "teacher satisfaction has been shown to be a forecaster of teacher retention, determinant of teacher commitment, and, in turn, a

contributor to school effectiveness." This implies that teacher job satisfaction is an important phenomenon for secondary school teachers, their employers, and students at great.

Berghe, (2011) in a research on the social cognitive model of job satisfaction among teachers in the United Arab Emirates. This suggests that teachers who are most satisfied with their jobs see their work environment as supportive, experience positive goal progress, and report high levels of trait positive affect. The Ministry of Education, Donors, NGOs, and educational researchers and teachers have highlighted many problems facing school teachers in Pakistan, concerning motivation and job satisfaction levels. This was realized vividly, during the national conference of Teacher Education held in December 2004 organized by the Academy for Education Development (AED), USAID, and the Ministry of Education (MoE). Similarly, the UNESCO report on the 'Status of Teachers in Pakistan' published in October 2003, points out that nontransparent appointment practices, politicization, poor management, lack of transport and security are some of the major problems leading to inadequate teacher jobs satisfaction, (Khan & Reinhart, 1990).

In this regard, Pushpakumari, (2008) defines teachers' job performance as the ability of the teachers to combine relevant inputs for the enhancement of the teaching and learning process. Teachers are the most valuable assets of educational systems. Schools could be successful through the engagement of teachers in the school improvement program. Regarding the concept of quality of education as indicated in various educational documents of UNESCO. Education quality is a multidimensional concept, defined differently depending on a country's policy objectives and underlying development philosophies and programs. Quality is the core agenda of education, and what takes place in classrooms and other learning environments is fundamentally important to the future. As the major input to education quality, the performance of teachers was widely recognized as a critical factor influencing education quality. Thus the development of performance teachers has been the most determining factor to guarantee education quality (UNESCO, 2014).

When an employee benefits from the work environment and the various farm duties that characterized his/her job situation, it is predictable that such a worker would have a well-built desire to come to work and carry out assigned tasks diligently. But the contrary is the case with some teachers in secondary schools as a lot of negative work behavior such as lateness, absenteeism, lack of zeal in carrying out assigned tasks, sneaking out of school to run private businesses, trading in the school premises as exhibited by them on a daily basis. This unwholesome approach to work seems to suggest that these teachers are to a great extent dissatisfied with their job. This study as a result sets out to assess some factors that affect job satisfaction for secondary schools in Rwanda.

2.0 PROBLEM STATEMENT

A very challenging issue in the education system is a decline in educator morale and rising educator turnover which both are indicators of poor motivation and job satisfaction. Results of a comprehensive survey conducted on teacher motivation and incentives in Rwanda, situational analysis, and recommended priority actions made by Davis & Wilson, (2000), the teacher questionnaire survey reveals that sizeable proportions of teachers are concerned about poor job satisfaction and motivation. In particular, secondary school teacher respondents

agreed with the general statement that 'teachers at my school are well motivated. Teacher respondents were also asked to rate their own level of job satisfaction; in overall terms, 25% indicated that their current level of job satisfaction is 'very poor' or 'poor', 18% that is 'just OK', and nearly 60% that is 'good' or 'excellent.

Teacher transfer rates are also quite high, which is symptomatic of high levels of dissatisfaction with their current employment. The proportion of teachers indicating that they would like to transfer school does vary quite a lot between districts, which reflects differences in living and working conditions across the country. High transfer rates seriously undermine the effective deployment and utilization of teachers. Additionally, this becomes a huge problem for education administrators because it reflects negatively on the education system's progress and efficiency. As stated by Byron, (2007), managers should understand and satisfy the needs of their subordinates, in order to attain optimum output. According to Hater & Bass, (1975), the quality of education will fundamentally depend upon the devotion, attitude, and professionalism of educators and positive changes can only be attained if there is commitment and participation. Moreover, this understanding should run parallel to the meaning of job satisfaction. Moberg, (1990) asserts that motivated educators are more likely to encourage their learners which will ultimately result in feelings of self-fulfillment and more so improved job satisfaction. Furthermore, these concerns raised by staff have made a tremendous impact on the attitude, morale, and performance of employees. And this calls for researchers the need to assess the factors affecting educator job satisfaction on performance at secondary schools in Rwanda. This could have an impact on the education policy and the college's management interventions.

2.1 Research objectives

- i. To assess the influence of demographic factors on job satisfaction of teachers in public secondary schools in Rwanda.
- ii. To assess the influence of monetary incentives on job satisfaction among teachers of public Secondary Schools in Rwanda.
- iii. To assess the influence of non-monetary incentives on job satisfaction of teachers in public secondary school in Rwanda.

3.0 LITERATURE REVIEW

3.1 Teacher job satisfaction

The concept of teacher job satisfaction is defined as the "teacher's affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher". According to Groot & Brink, (1999), job satisfaction is defined as "simply how people feel about the different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs."

3.2 Overview of job satisfaction

Having discussed the various definitions of satisfaction, it's necessary to explore the different attitudes and responses workers will reflect toward their jobs. It's these attitudes and behavior

that actually determine the level of job satisfaction an individual has towards his or her job (Fisher, 2000). Happy and satisfied workers are generally productive workers. For this reason, scholars and researchers have produced comprehensive theories based on job satisfaction. Their aim was to provide a framework for understanding, not just the factors influencing such attitudes, but also why it results in such effects (Lambert & Paoline, 2008).

All in all, Job satisfaction is a key concept that will be dwelt on to convince and confirm how it creates enthusiasm and strong zeal to perform better, amidst meager challenges of attaining needs and wants in a teacher's life. Teaching is obviously a tedious profession and requires lots of motivation and reinforcement for it to yield satisfaction and produce better results in a secondary school environment. Job satisfaction is a guiding principle in this study which should channel all inquiries, and queries to the truth of the matter as per the research problem will appear; this guiding principle must help the researcher to reach conclusions about the mysteries that create fulfilment, hard work, in order to enable the learner to obtain academic achievement (Porter, Steers, et al, 1974).

3.3 Theory of Motivation/Satisfaction

Studies show that certain conditions can either bring about job satisfaction or dissatisfaction, and the burgeoning literature on the theories of job satisfaction proposes that theories are usually classified according to their nature or chronological arrangement (Judge & Bono, 2001). In line with this argument, (Poggi, 2010) noted that there are content theories such as Maslow's Need Hierarchy, Herzberg's Two Factor Theory, Theory X and Y, Aldermen's ERG Theory, and McClelland's Theory of Needs. Similarly, there are process theories such as Behaviour Modification, Cognitive Evaluation Theory, Goal Setting Theory, Reinforcement Theory, Expectancy Theory, and Equity Theory. These theories are explained in detail on the next page.

3.4 Hertzberg's Two Factor Theory

The research conducted by Hertzberg determined what people actually want from their jobs. They had to describe work situations in which they felt good or bad about their jobs. The feedback received was then categorized into positive or negative responses. The characteristics related to job satisfaction and job dissatisfaction were identified. The characteristics related to job satisfaction included advancement, recognition, the work itself, achievement, growth, and responsibilities. Hertzberg referred to these characteristics as Motivators. The characteristics related to dissatisfaction which included working conditions, supervision, interpersonal relationships, company policy, and administration were referred to as Hygiene (Ganzach, 1998).

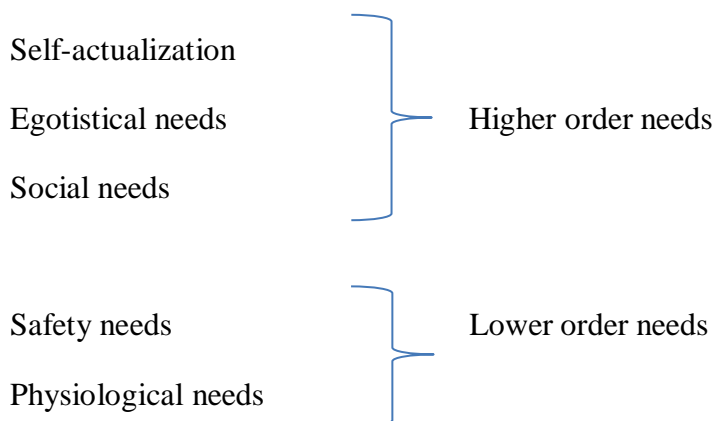
Furthermore, Dunnette et al, (1967) state that Hertzberg's Two Factor Theory also known as the Motivator-Hygiene theory focuses on factors that are responsible for job satisfaction and job dissatisfaction. There are some factors that would encourage job satisfaction if they are present, but feelings of dissatisfaction when they are absent. Herzberg argues that this is not the case. He advocated this in his Two-Factor Theory, that job satisfaction and dissatisfaction actually originates from divergent sources (Dunnette et al., 1967).

These factors or characteristics were referred to as hygiene factors or maintenance factors. They do not actually contribute to work satisfaction and therefore have a negligible motivational value. Although Herzberg's model has contributed very positively to research, critics have been unable to empirically prove the model with any reliability. Furthermore, critics have indicated that the model does not specify how motivators and hygiene factors can be measured (Crompton, 2003).

3.5 Maslow's Theory of Motivation/Satisfaction

Maslow's (1943) Hierarchy of Needs illustrated in figure 2.1 is said to be the most extensively cited theory of motivation and satisfaction (Malik, 2011). Maslow's (1943) argument based on humanistic psychology and clinical practices revealed that an individual's motivation/satisfaction requirements could be arranged in pecking or hierarchical order namely physical needs, safety needs, social needs, esteem/achievement needs, and self-actualization (Maslow, 1943). The theory explains that when one level of these needs is fulfilled or satisfied it no longer motivates.

Figure 1: Figure identifying the Theory of Motivation/Satisfaction.



Source: Spector, (2003)

Lunenburg and Ornstein (2004) summarize the above five needs according to Maslow's theory suggest what organizations can do to satisfy and motivate their respective employees (Table 2.2). This table gives a clear picture on how the theory can be applied in organizational contexts, be it in a school or an industry.

Table 1: Description of Maslow's Human Needs

S/N	Needs	Description
1	Self-actualization	The drive to become what to one is capable of becoming; includes growth, achieving one's potential, and self-fulfillment.
2	Esteem	Includes internal factors, such as self-respect, autonomy, and achievement, and external esteem factors, such as status, recognition, and attention.
3	Social	Includes affection, belongingness, acceptance, and friendship.
4	Safety	Includes security and protection from physical and emotional harm.
5	Physiological	Includes hunger, thirst, shelter, sex, and other bodily needs.

Source: Robbins & Judge 2022

Pearson & Podeschi, (1999) summarize the above five needs according to Maslow’s theory suggest what organizations can do to satisfy and motivate their respective employees (Table 2.1). This table gives a clear picture on how the theory can be applied in organizational contexts, be it in a school or any institution. According to Valiunas, (2011), “employees are people with complex needs that must be satisfied if they are to lead full and healthy lives and to perform effectively in the workplace.” He shows how Maslow’s theory can be applied in workplaces. This implies that employees bring with them to the organization their needs that require gratification.

Maslow’s theory lays the basis or foundation of the phenomena of motivation and job satisfaction. However, the most controversial question that arises is whether it is true to argue that people from all cultures on the globe have the same needs and that those needs are hierarchical. It is an undeniable truth that people have needs that, if not met, cease to function effectively and that employees go to work to meet or satisfy their personal needs and those of others who depend on them, including the needs of their respective organizations. Tomasulo (2011) claims that people are attracted to jobs that make it possible for them to meet their needs. Employees are interested in the kinds of jobs that are at their disposal, what such jobs offer that they may gratify their needs, and what is expected of them in reciprocity.

Table 2: Maslow’s Need Hierarchy

General Factors	Need Levels	Organizational Factors
Growth Achievement Advancement	Self-actualization 5	Challenging job Advancement Achievement in work
Self-esteem, Recognition Esteem from others, Affection	Esteem 4	Titles, Status, Promotions
Acceptance Friendship	Social 3	Quality of supervision Compatible work groups Professional friendship
Water, Security, Stability	Safety 2	Safe working conditions, Fringe benefits, Job security
Food Shelter	Physiological 1	Heat and air-conditions Base salary Working conditions

Source: Lunenburg & Ornstein 2022

4.0 EQUITY THEORY

According to Huseman et al (1987), this theory has been extensively studied over decades under the title of distributive justice. The proponent of this theory, Pritchard, (1969) proposes that workers consider their input (what they put into a job) in relation to their outcome (what they get from a job) and try to evaluate this ratio with the input-outcome ratio of their colleagues in other organizations. State of equity is said to exist if they realize that their ratio is equivalent to that of their colleagues in other organizations. Similarly, there is inequity if

the ratio is not corresponding. Equity brings forth satisfaction among employees while inequity leads to dissatisfaction. Huseman et al (1987) found those employees' satisfaction increases with rewards only when these rewards are valued and observed as equitable. Based on the Equity Theory this will help the researcher to examine if, employees perceive inequity, their behavioral responses to their feelings of dissatisfaction may include the following:

Changing the effort being put into work, Bardasi & Francesconi, (2004). Changing inputs can be either upward or downward. In the employment context, an employee may increase or decrease the level of his or her input through the amount or quality of work, absenteeism, or working additional hours without pay, to align this with the reference source ratios. Complaining to management about the compensation package, or lodging a grievance, (Krugman, 2011). An employee may try to find a new situation with a more favorable balance through absenteeism, request for a transfer, resigning from a job, or from the organization altogether, (Jackson, Renwick, Jabbour, & Muller-Camen, 2011). Changing the object of comparison, (Dupas & Robinson, 2013). This involves changing the reference (relevant other) group with whom the comparison is made.

Justifying the inequity by rationalizing the inputs and outputs. Taking action against other(s) (persuading the referent(s) to take on a greater workload) (Jenaibi, 2010).

4.1 Theory X and Theory Y

Douglas McGregor postulated his motivation theories 'Theory X and Theory Y' in 1960, in his work "The Human Side of Enterprise". According to McGregor (1985), any work environment is characterized by two different types of employees. His Theory X postulates that people are not keen to accomplish tasks, and hence try to avoid work where possible. Theory X sees people as lacking ambition, avoiding responsibility, and striving for security and financial compensation only. Such people are egocentric and not mindful of organizational goals, and hence must be coerced and controlled by punitive measures to perform effectively (Cunningham, 2011). By contrast, Theory Y describes workers as keen to discipline themselves in order to successfully complete the tasks allocated to them. Theory Y describes people as responsible and capable of creative problem-solving.

Evidently, the workplace is characterized by individuals who exhibit both Type X and Type Y characteristics. Schools are no different and it can be applied, the reason why this will help the researcher to analyze the following from the management and employees if: From a management perspective it would appear that Theory X employees would need a manager/leader who displays an autocratic style of management, i.e. one who demands compliance for the achievement of organizational goals. According to McGregor (2006), Theory X managers are intolerant, results- and deadline-driven, love to issue instructions, do not invite or welcome suggestions, and generally are uncompromising towards indolence and complacency. Theory Y managers, by contrast, subscribe to inclusive, participatory practices, thereby encouraging collegiality and involvement in achieving shared goals.

4.2 Factors Associated with Job Satisfaction

Previous studies that were conducted in various countries on the phenomenon of job satisfaction reveal different factors. According to Piko (2006), the aspects or dimensions of

job satisfaction are divided into two principal groups and these are as follows. "First, the job environment itself and factors that are associated with the job are important influences of job satisfaction. This includes how people are treated, the nature of job tasks, relations with other people in the work place, and rewards. Second, there are individual factors that the person brings to the job." In this study, both the individual or demographic and organizational factors will be examined (Abele, et al, 2006). In this section, literature about the demographic or personal (biographical) factors which influence job satisfaction is reviewed and thereafter, the previous research on the job satisfaction facets also reviewed.

4.3 Demographic Factors

Personal background or demographic factors are the factors that refer to such aspects as an individual's gender, age, educational background, teaching subjects, and job experience among others (Tsui & O'Reilly III, 1989). According to Hogan, (1978), "the question of whether or not gender differences in job satisfaction exist has been answered both affirmatively and negatively in the literature." The research conducted among Canadian teachers revealed that job satisfaction levels differ significantly between male and female teachers (Pelled, 1996). Similarly, the results of research that was conducted in the United States revealed that there were significant differences in the levels of job satisfaction between male and female teachers. They say that female teacher were more satisfied with their job than male teachers. Whereas, Bonner, (2006) found that elementary school male teachers in Shanghai, China were more satisfied with their salaries than their female colleagues. Conversely, Hansen, (2005) conducted a study on job satisfaction among secondary school teachers in the United Kingdom and their findings indicated that their satisfaction levels did not differ significantly by gender.

Additionally, previous research data collected in various countries give mixed results about the influence of age on job satisfaction. Findings of a study conducted among teachers in Finland revealed that there was a strong relationship between the teacher's age and job satisfaction (Skelly & Bradley, 2000). They found that teachers' job satisfaction was linked to their age. On the contrary, (Hansen, 2005) found that secondary school teachers in the United Kingdom did not differ significantly in their job satisfaction in relation to age. Moreover, Bonner, (2006) found that work satisfaction among Chinese teachers increases with the increase in age. Similarly, it is argued that the higher the teacher's age, the higher the level of job satisfaction, and the lower the teacher's age, the lower the job satisfaction level (Chingos & Peterson, 2011). This implies that earlier studies indicate that there is a significant difference in job satisfaction caused by age differences. Additionally, Stake & Katz, (1982) conducted a survey on teacher motivation and found that young Tanzanian teachers were less satisfied with their job than their older counterparts who felt being teachers by profession was a privilege. This implies that teachers differed significantly in job satisfaction with regard to age.

However, results of the research on job satisfaction that was conducted among primary and secondary school teachers in Greece revealed that there were no significant differences in levels of teachers' job satisfaction with regard to marital status (Gujjar et al, 2009). This implies that secondary school teachers in Greece did not differ in their job satisfaction levels in relation to marital status. Besides, teaching experience refers to the number of years a

person has served as a teacher. According to Bonner, (2006), the teachers with long teaching experience indicated higher levels of job satisfaction with such aspects as pay and supervision. In other words, the level of satisfaction increased with the increase in years of service in the teaching profession. Similarly, Hosotani & Imai-Matsumura, (2011) contend that employees with many years of service perceived higher job satisfaction than their colleagues with less job experience. Conversely, Figlio, (2002) found that teaching experience or length of service did not contribute to any significant differences in job satisfaction among secondary school teachers in the United Kingdom. The teachers who worked in independent and private schools in the United Kingdom indicated higher levels of job satisfaction than their colleagues in other types of schools. However, other research findings indicate that teachers in public and private schools did not differ in their job satisfaction levels significantly (Goldberg & Smith, 2014).

4.4 Motivation of Teachers

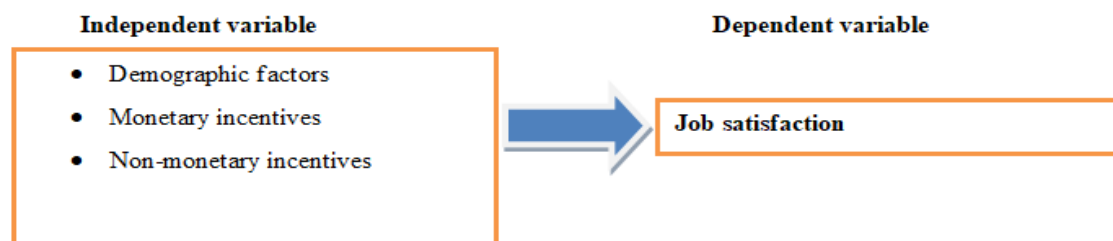
The motivation of teachers helps to retain teachers at their workplaces and it includes “materials and psychological needs” as pay on its own increases motivation among teachers. Many writers are in the motivation of teachers help to Performance-based pay will increase teacher motivation by adequately rewarding productivity gains. This perspective links the attitude of teachers to student outcomes, by arguing that once the motivation and skill of the teacher determine salaries, teacher quality will be improved. Within the literature, Lavy, (2007) argues that performance-based pay is about motivating people and developing performance-oriented cultures. Teachers, who are not motivated by financial rewards, can be encouraged with non-financial rewards, rewards can include, for example, satisfaction from high student achievement, recognition, influence, learning new skills, and personal growth (Lavy, 2007). Learning is a process of interaction between teachers and students as they both participate in the learning process, but with more weight given to teachers to show the way. Learning achievements can mainly be determined in the classroom by motivated teachers who plan for teaching, and put into practice what they have learned (Hester & Stone, 2015).

4.5 Correlation between job satisfaction and job Performance

The Hawthorne study is recognized for setting the pace for researchers on the effect of employee attitude on performance. After Hawthorne’s work, more researchers have emerged to critically investigate the idea that a happier worker is a productive worker. Vroom, (1964) challenged that when performance is defined to take into consideration critical behaviors not normally revealed in performance appraisal for example organizational citizenship behavior, its link with job satisfaction improves. Researchers also describe that job satisfaction has a relationship with organizational citizenship behavior. Current and in-depth analyses of 301 studies have identified that when the correlations are accurately corrected, the average correlation constraints between job satisfaction and performance must be 0.30 (Kossek & Dyne, 2008). They assigned the difference in result to the fact that researcher’s only addressed satisfaction at the facet level instead of the global level. As the performance was conceptualized at a general level, is obvious that measuring job satisfaction at the facet level would automatically end up producing a lower correlation than gauging satisfaction at the global level. They further found that the correlation between job satisfaction and performance for complex jobs was higher than for less complex ones.

5.0 CONCEPTUAL FRAMEWORK

Job satisfaction and how it affects job performance in reference to the above literature review to accomplish the research objectives, the following conceptual research model is developed as shown. It illustrates the theories underpinning the conceptualization including Maslow's Hierarchy of Needs Theory, Herzberg's Two; Factor Theory, Equity Theory, and the instruments for measuring job satisfaction such as the Job Descriptive Index (JDI), Job Satisfaction Survey, and Minnesota (JSS) Satisfaction Question. It also depicts the components of job satisfaction which are the nature of work, remunerations, and benefits, the opportunity for growth, working conditions, etc. The conceptual framework demonstrates how a satisfied employee can be inspired to extend more effort to enhance performance.



6.0 EMPIRICAL LITERATURE REVIEW

Researchers have assumed a more empirical approach, identifying the variables responsible for positive or negative responses toward work. For this reason, scholars and researchers have produced comprehensive theories based on job satisfaction. Their aim was to provide a framework for understanding, not just the factors influencing such attitudes, but also why it results in such effects. Job satisfaction simply explains the attitude of employees toward their job. In other words, it describes the level of happiness of employees in fulfilling their desires and needs at the work. Hence, it is the pleasurable feelings that result from an employee's perception of achieving the desired level of needs. Job satisfaction as an intangible variable could be expressed or observed via emotional feelings. In other words, it hinges on the inward expression and attitude of individual employees with respect to a particular job. For instance, employee satisfaction is high if the job provides expected psychological or physiological needs. However, satisfaction is said to be low if the job does not fulfill the psychological or physiological needs (Singh, 2000).

Empirical research data of a study that was conducted in the United Kingdom indicated that teachers differed in job satisfaction in relation to the type of school in which they worked. Lastly, employees occupying managerial or leadership positions in the organization indicate higher levels of job satisfaction than others. This implies that teachers who occupied senior positions like Deputy Principal, Senior Academic master/mistress, and Head of Department among others in their respective schools were more satisfied with their job than their colleagues without such promotional positions. Similarly, Chen, (2010), found that teachers who had earned promotions in their schools were more satisfied with their job than others. Feldman & Brett, (1982) suggested that job satisfaction is enhanced when workers perceive equitable pay compared to their input, and when workers feel that they are inequitably remunerated dissatisfaction sets in. Moreover, four decades of research into this issue argue that a satisfied worker is not a productive worker due to two reasons; firstly, there exists a

relationship between job satisfaction and job performance. Empirical research findings have indicated that these two variables are not closely related to each other. For instance, the condition of the work equipment or the worker's own abilities have a greater impact on how much one can produce than his or her job satisfaction does. Secondly, there is sufficient evidence to indicate that job performance results in job satisfaction. However, the importance of job performance depends on the amount of work, the organizational goals and mission, and acceptable behaviors of the organization (Cameron & Lovett, 2014).

The research utilized a combination of qualitative and quantitative methodologies. Analoui's model of "eight parameters for effectiveness" has been used as a basis to explore the awareness, perceptions, skills, organizational standards, motivation, degree of demands and constraints, and the presence of choices and opportunities for effectiveness. The finding of the study showed that Analoui's model of "managerial effectiveness" is applicable to the public sector in Oman. Senior managers are aware of their effectiveness and a better understanding of their effectiveness requires paying attention to the identified parameters and contexts in which they perform their tasks. Unfortunately, little attention had been paid to their management development. Moreover, the direct effect of management capability on the effectiveness of the school had been identified. The research strongly supported the contention that factors affecting job satisfaction of school implementation is dominantly influenced by headmasters and their management capability. There are also some similarities between this study and with the current one; however, the studied environment is quite different from Rwanda. Kazienamul (2007) conducted the study on the headmaster's managerial ability under school-based management and its relationship with school improvement: a study in city secondary schools of Bangladesh.

6.1 Research Gap

As evidence from the literature review, many studies have been done on management both in schools and other business organizations in African, Asian, and European countries. However, the literature reviewed has not said everything on factors affecting job satisfaction for primary or secondary education in Rwanda. Since the goal of every organization is the achievement or realization of the set goal and mission, it is still not clear in Rwanda to what extent the public schools have realized their set goals and missions. Thus, the job satisfaction acquired by the school's paramount to the realization of this goal that leads to the attainment of quality education, which is measured by the rate of passing the standardized national examinations in Rwanda. Thus the aim of this research will thus focus on relating the reviewed literature on management skills in our Rwandan experience hence filling the existing gap on the influence of factors affecting job satisfaction for primary or secondary education in Rwanda.

6.2 Research Design

A research design involves a series of decisions regarding the way the research is expected to be conducted. According to Fanta & Upadhyay, (2009) a research design is an assemblage of conditions for specifying relationships among variables in a study. In the present study, a cross-sectional survey descriptive research design was used. The descriptive design describes phenomena as they exist. It is issued to identify and obtain information on the characteristics of a particular problem or issue. The descriptive research design was selected because it will

have the advantage of producing a good amount of responses from a wide range of stakeholders.

6.3 Sample Size

According to Peslak & Stanton, (2007) in sampling from a small population of respondents drawn from a population about which a researcher is interested in getting the information so as to arrive at a conclusion, to determine the sample size for the small population, we use the normal approximation to the hypergeometric distribution. In this study, a sample of 124 respondents of managers and teachers among stakeholders will be used by answering questionnaires for the purpose of getting the findings of the study.

First of all, you should be working with a finite population and if the population size is known, the Yamane formula for determining the sample size is given by:

$$n = N / (1 + Ne^2)$$

Where:

n= corrected sample size, N = population size, and e = Margin of error (MoE), e = 0.05 based on the research condition.

$$n = N / (1 + Ne^2)$$

$$n = 124 / (1 + 124 * (0.05)^2)$$

$$n = 95$$

A sample of 95 respondents will be selected out of 124 members.

Table 3: Sample Composition of the Study

Strata name	Target population size
Managers and officers	9
Teachers	95
TOTAL	124
Sample size	95

Source: GSMK/APACE 2022

Table 4: The respondents' non-monetary incentives factors

Non-monetary incentive factors affect teachers' job satisfaction

Variables	1	2	3	4	5	Total Weight	weigh ted average	Rank ing
The nature of the job	3	4	24	164	300	495	0.868	1
Interpersonal relationships	4	2	42	144	295	487	0.854	2
Additional life insurance	0	12	24	208	240	484	0.849	3

Healthcare benefits	3	10	27	196	240	476	0.835	4
Free lunches (snacks, or beverages, Outstanding employee plaques)	1	14	15	240	205	475	0.833	5
Restaurant coupons	5	6	54	136	270	471	0.826	6
Job "swapping"	3	2	57	216	185	463	0.812	7
Loan assistance	3	20	39	172	225	459	0.805	8
Trainers	5	4	78	192	165	444	0.779	9
Free cell phone or other technology products	5	16	48	204	170	443	0.777	10
Flex time	11	4	51	184	190	440	0.772	11
Employee Appreciation Week	5	20	81	156	165	427	0.749	12
Saying Thank You	4	2	40	124	250	420	0.737	13
Preferred office / classroom / team selection	7	11	9	187	200	414	0.726	14
Relocation costs	2	1	17	180	190	390	0.684	15
Daycare	1	14	15	150	205	385	0.675	16
Tuition Reimbursement	3	4	51	126	180	364	0.639	17
Financial advising services	3	2	37	176	125	343	0.602	18
Gym membership	3	10	29	122	175	339	0.595	19
Personalized items (shirts, jackets, brief cases, planners, mugs, hats)	4	4	78	92	145	323	0.567	20
Recognition of birthdays	5	6	28	104	120	263	0.461	21

Source: Primary data 2022

Based on Table 10, Non-monetary incentives play a significant role in the perception of the employee regarding the reward climate in the workplace and job satisfaction indicated by the nature of the job (Workload, Class size, Autonomy, Rewards, and recognition) with a weighted average of 0.868 at first ranking, when teachers had to administer excessive and burdensome recording and recordkeeping in voluminous portfolios this may not enhance enthusiasm in the fraternity and uplift levels job satisfaction.

Interpersonal relationships (Relationships with colleagues, Relationships with superiors, Relationships with learners, Relationships with the community and parents/guardians) take the second ranking with a weighted average of 0.854, which means that teachers have a strong desire for personal growth and achievement and hence welcome collegial support. good relationships with their colleagues accounted for high levels of job satisfaction. Collegial opportunities will have a motivational effect on teachers' job satisfaction. Community participation in the day-to-day running of the school is of paramount importance, the local community, in particular parents who are involved in school activities, develops a sense of efficacy that communicates itself to the children and this leads to positive academic results.

Additional life insurance, Health care and benefit, Free lunches (snacks, or beverages, Outstanding employee plaques), and Restaurant coupons were ranked in the third, fourth, fifth, and sixth place having weighted average of 0.849, 0.835, 0.833, and 0.826 respectively

which indicate that job satisfaction plays a significant role in the health and well-being of employees. Job satisfaction relates to health variables. Dissatisfied employees report more physical symptoms such as sleep problems and upset stomachs as well as psycho-somatic disorders and emotional problems that include anxiety and depression, demotivated and dissatisfied workers are generally stressed out, reason why Additional life insurance, Health care, and benefit, Free lunches (snacks, or beverages, Outstanding employee plaques), and Restaurant coupons are key factors among secondary school teachers' job satisfaction.

At the mentioned raking: Job "swapping", Loan assistance, Trainers, Free cell phone or other technology products, Flex time, Employee Appreciation Week, Saying Thank You (Verbal recognition), Preferred office/classroom/team selection, Relocation costs, Daycare, Tuition Reimbursement, Financial advising services, Gym membership, Personalized items (shirts, jackets, briefcases, planners, mugs, hats), and Recognition of birthdays as followed respectively are the most common and powerful tool that is being used in the organization to drive employee engagement and job satisfaction based on respondents results.

Table 5: Testing the influence of demographic factors on job satisfaction

Correlations			
		Teacher demographic factors affect their job satisfaction	Factors affecting job satisfaction among secondary school teachers
teacher demographic factors affect their job satisfaction	Pearson Correlation	1	.537**
	Sig. (2-tailed)		.000
	N	95	95
Factors affecting job satisfaction among secondary school teachers	Pearson Correlation	.537**	1
	Sig. (2-tailed)	.000	
	N	95	95
**. Correlation is significant at the 0.01 level (2-tailed).			

From the above table, we can see that the correlation coefficient between the variables 'Teacher demographic factors affects their job satisfaction and 'Factors affecting job satisfaction among secondary school teachers' is 0.537 and the p-value for the two-tailed test of significance is less than 0.0005(values less than 0.0005 are shown as 0.000 in SPSS output) from these figures this can be concluded that there is a strong positive correlation between variables 'Teacher demographic factors affect their job satisfaction and 'Factors affecting job satisfaction among secondary school teachers and that this correlation is significant at the significance level of 0.01. We can accept there is a significant relationship

between the demographic factors and job satisfaction among secondary school teachers at GSMK/APACE.

Table 6: Testing the influence of monetary incentives factors on job satisfaction

Correlations			
		Monetary incentives influence teachers' job satisfaction in their workplace	Factors affecting job satisfaction among secondary school teachers
Monetary incentives influence teachers' job satisfaction in their workplace	Correlation Coefficient	1.000	.629**
	Sig. (2-tailed)	.	.000
	N	95	95
Factors affecting job satisfaction among secondary school teachers	Correlation Coefficient	.629**	1.000
	Sig. (2-tailed)	.000	.
	N	95	95
**. Correlation is significant at the 0.01 level (2-tailed).			

From the above table, we can see that the correlation coefficient between the variables 'Monetary incentives influences teachers' job satisfaction in their workplace' and 'Factors affecting job satisfaction among secondary school teachers' is 0.629 and the p-value for the two-tailed test of significance is less than 0.0005(values less than 0.0005 are shown as 0.000 in SPSS output) from these figures this can be concluded that there is a strong positive correlation between variables 'Monetary incentives influence teachers' job satisfaction in their workplace' and 'Factors affecting job satisfaction among secondary school teachers' and that this correlation is significant at the significance level of 0.01. We can accept there is a significant relationship between monetary incentives and job satisfaction among secondary school teachers at GSMK/APACE.

Table 7: Testing the influence of non-monetary incentives factors on job satisfaction

Correlations		
	Non-monetary incentives affect teachers' job satisfaction in their workplace	Factors affecting job satisfaction among secondary school teachers

Non-monetary incentives affect teachers' job satisfaction in their workplace	Correlation Coefficient	1.000	.524**
	Sig. (2-tailed)	.	.000
	N	95	95
Factors affecting job satisfaction among secondary school teachers	Correlation Coefficient	.524**	1.000
	Sig. (2-tailed)	.000	.
	N	95	95
**. Correlation is significant at the 0.01 level (2-tailed).			

From the above table, we can see that the correlation coefficient between the variables 'Non-monetary incentives influences teachers' job satisfaction in their workplace' and 'Factors affecting job satisfaction among secondary school teachers' is 0.524 and the p-value for the two-tailed test of significance is less than 0.0005 (values less than 0.0005 are shown as 0.000 in SPSS output) from these figures this can be concluded that there is a strong positive correlation between variables 'Non-monetary incentives influence teachers' job satisfaction in their workplace' and 'Factors affecting job satisfaction among secondary school teachers' and that this correlation is significant at the significance level of 0.01. We can accept there is a significant relationship between non-monetary incentives and job satisfaction among secondary school teachers at GSMK/APACE.

The purpose of this study was to determine factors that affect teachers' job satisfaction in secondary schools in Rwanda and to come up with remedial solutions. Demographic factors, monetary incentives, and non-monetary incentives are traditionally accepted in the international scenario and it is evident that monetary incentives (bonuses, salaries, increments, paid holidays), and non-monetary incentives (the nature of the job, interpersonal relationships, additional life insurance, healthcare benefits, free lunches, etc) have importance in the institution. Now-a -days institutions are recognizing the importance of non-monetary rewards, and Institutions are realizing the importance of employee recognition. If employees are well recognized for their efforts, then they feel satisfied and become willing to put more effort. In many institutions are also realizing the importance of recognition and businesses are offering titles like "employee of the month" or "employee of the year" to outstanding employees. There are a number of ways to appreciate and reward the employees for their efforts without spending money only. The following specific questions were raised in the study:

- (i) To what extent do teacher demographic factors affect their job satisfaction?
- (ii) How do monetary incentives affect teachers' job satisfaction in their workplace?
- (iii) Do non-monetary incentives influence teachers' job satisfaction?

The data were gathered mainly through questionnaires, interviews, and document analysis. The data obtained were analyzed using Statistical Package for Social Sciences (SPSS) for better interpretation of data by frequencies, percentages, weighted average method, and

correlations of coefficient. Based on the analysis of the data, the following major findings were identified:

Regarding the demographic factors the study identified that good cooperation with administration and job tenure teachers in the schools, local leader visits teachers when teaching and advise them, and teachers' age and gender are fully involved in the decision-making in the administration of their school are factors that affect job satisfaction among secondary school teachers at GSMK/APACE and there is a significant relationship between the demographic factors and job satisfaction among secondary school teachers at GSMK/APACE.

The study revealed that the major factors of monetary incentives that affect job satisfaction among secondary school teachers at GSMK/APACE are: increase in salaries, taking up more responsibilities and boosting their social status, Bonuses, Contests, profit Sharing, piece rates, and offering employees matching retirement fund contributions significantly related to job satisfaction among secondary school teachers at GSMK/APACE.

As shown above, the major factors of non-monetary that influence the current status of teachers' job satisfaction were: the nature of the job (workload, class size, autonomy, rewards and recognition), interpersonal relationships (relationships with colleagues, relationships with superiors, relationships with learners, relationships with the community and parents/guardians), life insurance, health care and benefit, free lunches (snacks, or beverages, outstanding employee plaques), and restaurant coupons, Job "swapping", loan assistance, trainers, free cell phone or other technology products, flex time, employee appreciation week, saying thank you, Preferred office / classroom / team selection significantly are related to job satisfaction among secondary school teachers at GSMK/APACE.

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