

**ASSESSMENT OF FACTORS AFFECTING JOB SATISFACTION AMONG
SECONDARY SCHOOL TEACHERS AT GSMK/APACE IN RWANDA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by The Open University of Tanzania a dissertation titled: **“Assessment of Factors Affecting Job Satisfaction Among Secondary School Teachers At GSMK/APACE in Rwanda”**. In partial fulfillment of the requirements for the award of a Degree of Masters of Human Resources Management of The Open University of Tanzania.

.....

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.....

Date

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DECLARATION

I, **Mutete Senyabuhengeri Grace**, declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Master of Human Resource Management of The Open University of Tanzania.



Signature

Date

DEDICATION

I dedicate this dissertation to my Heavenly Father and my family, especially to my lovely mother Mukarugwiza Eugenie. Also, I dedicate this work to my lovely husband Rudahigwa Oswald, my children Asa, Asaya, and Assiel and my lovely brothers and sisters for being supportive to me when I struggled to ensure that this work is complete.

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ABSTRACT

This study was done to determine the factors affecting job satisfaction of teachers in secondary schools at GSMK/APACE in Rwanda where the demographic factors, monetary incentives, and non-monetary incentives were used as independent variables. The study used a systematic sampling procedure to select 95 teachers for an interview. The data was analyzed by using descriptive and correlation analysis by using SPSS version 20. The study reveals that demographic factors, monetary incentives, and non-monetary incentives influence the satisfaction for secondary school teachers in Rwanda. The study recommends that monetary incentives and non-monetary incentives should be provided to secondary school teachers. Specifically, the study recommends that school managers need to create a working environment with good interpersonal relationships and provide secondary school teachers with workshops, training to improve secondary teachers' satisfaction and performance. Moreover, Policymakers in Rwanda should design policies to promote job satisfaction for teachers.

Keywords: Job satisfaction, teachers, secondary schools, Rwanda

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LIST OF ABBREVIATIONS

AED	Academy for Education
AGCSE	Advanced General Certificate of Secondary Education
APACE	Association des Parents Adventist pour la Contribution à l'Education
GSMK	Groupe Scolaire du Mont Kigali
JDI	Job Descriptive Index
JSS	Job Satisfaction Survey
MoE	Ministry of Education
MSQ	Minnesota Satisfaction Questionnaire
NGOs	Non-Government Organizations
REB	Rwanda Education Board
RNEC	Rwanda National Education Council
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Education Scientific and Cultural Organization
USAID	United States Agency for International Development

CHAPTER ONE

INTRODUCTION

1.1 Overview

Education is a lifelong concern aimed at carrying positive changes to the human being, his relatives and the humanity at large. And if education is to be used as an instrument to result in technological advancement and development in Rwanda, its quality, therefore, becomes something of huge meaning. Without mincing words, the quality of teachers read out the level of educational advancement which cannot be attained if teachers are to the highest degree dissatisfied with their jobs. Schlett & Ziegler, (2014) opined that job satisfaction as an affective or emotional response towards various facets of the job. From the second definition, an individual can be satisfied with one aspect of his/her job and be dissatisfied with other aspects. Job satisfaction can completely improve an employee work attitude because he is likely to be more motivated and devoted to achieving organizational goals or realizing the goals of secondary school education as spell out in the National Policy on Education. In an institution where people are familiarizing a high level of job satisfaction, complaints, grievances, absenteeism, turnover and termination are likely to be reduced to the barest minimum and there will be perfection in punctuality, a boost in workers' morale, and increase in the quality of output (Berghe, 2011).

Many researchers have addressed the importance of investigating job satisfaction amongst employees of a variety of organizations. However, the most valuable contribution is likely to be the one made by Aziri, (2011). He identified three reasons

to justify the importance of job satisfaction. First, human values are essential in orienting the organization by respecting and treating their staff fairly, which in turn will reflect positively on their emotions and wellbeing. Second, the behaviour of the organization's staff impacts on its operations, either positively or negatively. Third, the assessment of employee satisfaction is crucial in identifying the areas in need of improvement. The importance of job satisfaction has to convert progressively urgent in the learning context because both headteachers and teachers are dealing with the future of the community or society in which they operate. Zembylas & Papanastasiou, (2004) mentioned the importance of researching job satisfaction within the educational context with special emphasis on school headteachers.

1.2 Background to the Problem

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 is 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 of the social cognitive model of job satisfaction among

teachers in the United Arab Emirates 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 Academy for Education Development (AED), USAID and Ministry of Education (MoE). Similarly, UNESCO report on the 'Status of Teachers in Pakistan' published in October 2003, point out that nontransparent appointment practices, politicization, poor management, lack of transport and security are some of the major problems leading to inadequate teacher job 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 teaching and learning process. Teachers are the most valuable assets of educational systems. School could be successful through engagement of teachers in 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. As the major input of education quality, 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 daily. This unwholesome approach to work seems to suggest that these teachers are to a great extent dissatisfied with their jobs. This study assesses some factors that affect job satisfaction for secondary schools' teachers in Rwanda.

1.3 Problem Statement

Issue in the education system is a very challenge that decline in educator morale and rising educator's turnover where both are indicators of meager motivation and job satisfaction. Results of a comprehensive survey conducted on teacher motivation and incentives in Rwanda, a situational analysis and recommended priority actions made by Davis & Wilson, (2000). 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 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 reflect 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, to attain optimum output. According to Hater & Bass, (1975), the quality of education will fundamentally depend upon the devotion, attitude and on the professionalism of educators and positive changes can only be attained if there is commitment and participation. 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. And this calls for researcher the need to assess the factors affecting educator job satisfaction on performance at secondary school in Rwanda.

1.4 Objectives

1.4.1 General Objective

The general objective of this study is to assess the factors affecting job satisfaction for secondary education in Rwanda so as to suggest improvements that will increase performance and job satisfaction of teachers.

1.4.2 Specific Objectives

The research focused on the following specific 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.

1.5 Research Questions

The study will analyze the following research questions in order to achieve the study objectives:

- 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?

1.6 Scope of the Study

This research will concern with education sector in Rwanda in relation of factors affecting job satisfaction for secondary School GSMK/APACE in KIGALI district. The study is in the area of Human Resource Management and has covered the period 2013-2016.

1.7 Organization of the Study

This study is divided into five chapters: The first chapter is the introduction; it gives the background of the study, the statement of the problem, research questions, and objectives of the study, scope of the study, the second chapter is the literature review,

which describes generally the major concepts of the topic and other work related to the study. The third chapter is entitled “Material and Methods” it presents methods and techniques used in data collection, process of the study and the sample size. The fourth chapter focuses on data analysis and interpretation of the results. The last chapter is conclusion and recommendations.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Overview

This chapter reviews the key issues of the existing literature on factors affecting job satisfaction for secondary school in Rwanda. The study relates the findings of other studies on the importance and relationship between job satisfaction and teachers' performance for secondary schools in Rwanda. Most aspects to be looked at in this chapter are: definition of key concepts and different theories about them, background to teachers' performance and job satisfaction in Rwanda and elsewhere, the matching linkage between job satisfaction and teachers' performance.

2.2 Meaning of Key Concepts

2.2.1 Meaningfulness of the Job

The concept is defined as “the extent that an individual perceives their work as significant and important and the degree to which an individual perceives their job as affecting other people’s lives (Wrzesniewski & Dutton, 2001).

2.2.2 Job Satisfaction

The concept of job satisfaction does not have a conventional definition despite being widely researched by many scholars. Dalal & Credé, (2013) argue that there is no conventional definition of the concept of job satisfaction although many scholars have studied it for a long time. For the sake of this study, I cite some of the definitions presented by various scholars.

According to Scanlan & Still (2013), job satisfaction is an individual expression of personal wellbeing associated with doing the job required. The concept of job satisfaction according to Berghe, (2011) can be described as a general attitude towards one's job; the difference between the rewards received and what they actually believe they should receive. Additionally, Goris (2007) then, defines job satisfaction as "the fulfillment acquired by experiencing various job activities and rewards." Whereas, for de Menezes (2012) asserted that concept job satisfaction refers to the employee's feelings about her or his job. Similarly, job satisfaction is "a positive feeling about one's job resulting from an evaluation of its characteristics"(de Menezes, 2012).

2.2.3 Teacher Job Satisfaction

Biggs (2007) defines the concept of teacher job satisfaction 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 their different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs."

2.2.4 Job Dissatisfaction

Job dissatisfaction is not antonymous to job satisfaction. The term dissatisfaction denotatively refers to "a feeling that you are not pleased and satisfied". This is similar to Steffens & Steffens, (2005), who argue that an employee's attitudes towards her or his work are either positive or negative. In other words, teacher job

dissatisfaction refers to workers' negative or bad feelings or attitudes on their jobs. Similarly, if workers have negative attitudes towards their work, they are then said to be dissatisfied. Saari & Judge, (2004) defines job dissatisfaction as the degree to which employees dislike their works.

2.2.5 Secondary School

Secondary school is defined as term that is used to describe an educational institution where the final stage of schooling, known as secondary education, takes place; attendance is usually compulsory up to a specified age. Secondary education follows elementary or primary education, and may be followed by university or tertiary education (Dieker, 2001).

2.2.6 Teacher

Teachers can be seen as educators, tutors, instructors, coaches and trainers, according to the thesaurus function of Word. Steffens (2005) state that a teacher "is one who voluntarily elects to follow a profession which seeks to help youth to become equipped for life, to realize their potential and to assist them on their way to self-actualization and to ultimate adulthood". In the context of this study, 'teacher' refers to someone who provides curricular knowledge, skills, attitudes and values to learners at school.

2.2.7 Job Performance

Levy & Williams, (1998), reveal that job performance comprises apparent behaviors that people observe in their job that are important in achieving organizational goals

and these behaviors must be pertinent to the goals of the organization. The burgeoning literature of organizational behavior and organizational psychology suggest that, job satisfaction and performance relationship is the most researched area (Levy & Williams, 1998). Chang et al, (2009) describe this relationship as Holy Grail of industrial/organizational psychology and the rationale behind the rising interest in the study of the relationship between the two variables by various organizations around the world is to recognize the components of employee's satisfaction for appropriate control.

2.3 Overview of Job Satisfaction

Fisher (2000) compile that various definitions of satisfaction, it's necessary to explore the different attitudes and responses workers will reflect towards their jobs. It's these attitudes and behavior that actually determines 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. They aimed 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 motivations and reinforcements for it to yield

satisfaction and produce better results in a secondary school environment (Porter, Steers, et al, 1974).

2.3.1 Theory of Motivation/Satisfaction

According to Poggi, (2010), there are various theories which are related with motivation and satisfaction. However, this study used Maslow's Need Hierarchy and Herzberg's Two Factor Theory because they are closely related with this study.

2.3.1.1 Herzberg's Two Factor Theory

The research conducted by Herzberg (1959) asserted that employees may be satisfied or dissatisfied from their jobs. The characteristics related to job satisfaction-motivators included advancement, recognition, the work itself, achievement, growth and responsibilities. Herzberg referred to these characteristics as Motivators. The characteristics related to dissatisfaction-demotivators included working conditions, supervision, interpersonal relationships, company policy and administration.

2.3.1.2 Maslow's Theory of Motivation/Satisfaction

Maslow's (1943) arranged needs in a hierarchical order from 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, another high level of needs emerges. Spector (2003) categorized the needs as higher or lower needs as indicated in figure 2.1.

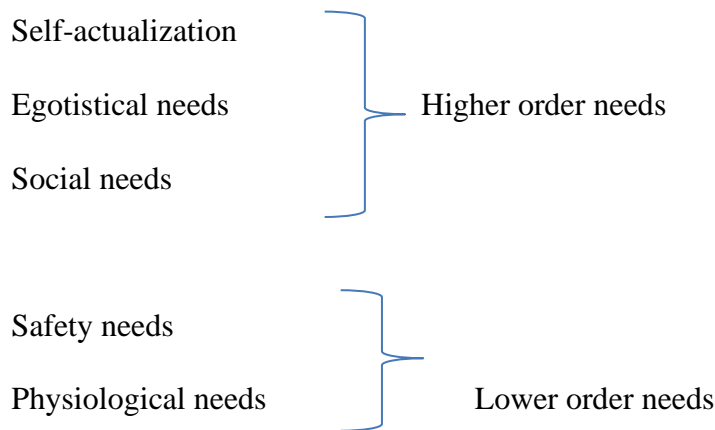


Figure 2.1: Identifying the theory of Motivation/Satisfaction

Source: Spector, (2003)

2.3.2 Motivation of Teachers

Motivation of teachers helps to retain teachers at their work places and it includes “materials and psychological needs” as pay increase 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. 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. Lavy, (2007) also revealed that teachers, who are not motivated by financial rewards, can be encouraged with non-financial rewards these, 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 classroom by motivated teachers who plan for teaching, put into practice what they have learned(Hester & Stone, 2015).

According to Armstrong (2010) focused on role of teachers in providing good quality education in public secondary schools through motivation where it suggested some initiatives to increase the teacher's level of motivation that will improve the education system. The organizational culture affects the performance of the employees positively or negatively. As in organization different employees from different culture and background and with different languages so there thinking level is also different. When organizations do not make a proper culture in organization so definitely employees will feel stress because of bad communication between employees and their superiors and their performance towards their job will not meet the set standards. His study found that the bad working and living conditions harm the teacher's performance. It is essential to consider the terms and conditions of service for motivating and retaining teachers (Lyons & Ben-Ora, 2002).

2.3.3 Factors That Can Affect Teachers' Job Performance

2.3.3.1 Working Environment

According to Ladd, (2011) teachers' working conditions affect their ability to provide quality education where many aspects of school life and educational policy go into teachers' perceptions of their employment. As mentioned, the condition of infrastructure, availability of textbooks and learning materials, heavy workload of teaching, lack of office space to work in, and class sizes all influence the teachers' performance. The Rwanda government has placed great importance on quality

education and recognizes it as an essential component for development needs of the society (Konu, et al, 2010). Establishing learning environments that facilitate positive learning outcomes for all students is to be sure a challenge. Thus as well as planning for learning, there are aspects of the physical environment and the social emotional environment need young attention (Vansteenkiste & Deci, 2003).

2.3.3.2 Physical Environment

Physical environment is important in enhancing the teachers and student motivation. Hence it is important to ensure that required working tools and equipments are available.

2.3.3.3 Social Emotional Environment

The aspects of classroom and student behavior management continue to be of major concern to teachers and so research should be relevant to individual needs. Knowing children's names is one way of developing a social emotional environment (Jovanovic & Matejevic, 2014).

2.3.3.4 Professional Qualification

The professional variable was proved to have no influence of teachers towards teaching in Kimengi (2009) study. Okumbe's (2002) asserted that the level of job satisfaction among graduate teachers increased with their professional grade level.

2.3.3.5 Job Experience

The level of job satisfaction and motivation among workers increases with job experience.

Ilies & Judge, (2004) indicated that work orientation was related to the degree of job satisfaction among teachers.

2.3.3.6 Subject Combination

Medina (2012) revealed that there is a strong relationship between attitude towards teaching and job satisfaction.

2.3.3.7 Remuneration

Medina (2012) found that teachers' salary is an important factor that contributes to teachers' job satisfaction. He suggested that educational planners should consider the importance of increasing teachers' salaries in order to retain teachers in the teaching profession.

2.3.3.8 Job Security

Öztürk (2010) describes job security as the feeling which involves being able to hold onto the job, being sure all will be well with the job in future as in the past. He describes insecurity as a haunting fear that things may not last, that one may lose what she or he has now. Taha (2007) proposes that the need for job security tops in the list of priorities for many employees and labor union because of emerging threats from technology change.

2.3.3.9 Leadership

Taha (2007) contends that good leadership ensures that psychological and security needs for workers are adequately met. Pearson & Moomaw (2005) indicate that

effectiveness of leaders' behavior is measured by the degree to which the manager meets both the organizational goals and satisfies the employee needs.

2.3.3.10 Organizational Culture

Tahir & Sajid (2014) defines culture as the set of key values, beliefs and understanding that are shared by members of an organization. According to him, culture enhances the stability of the organization and helps member's interpret organizational activities and events thus reducing job dissatisfaction.

2.3.3.11 Promotions

The level of promotion has a stronger impact on job satisfaction as compared to recognition and achievement. The promotion to the next level will result in positive changes such as pay, autonomy and supervision (Valentine & Fleischman, 2008).

2.3.3.12 Supervision

According to Baron and Greenberg (2003), if workers view their superiors as fair and competent and sincere, the level of job satisfaction will be high and the vice versa is true.

2.3.4 Consequences of Job Satisfaction

The general concern for management is what will the outcome be, should an employee be satisfied or dissatisfied and how this will have an overall effect on the organization. Caution must be exercised not to create stereotypes since satisfaction/dissatisfaction is concerned with people (de Menezes, 2012).

Pushpakumari (2008) have indicated the effects of job satisfaction on employee productivity, absenteeism, and turnover.

2.3.5 Measurement of Job Satisfaction

Schnabel (2013) argued that the instrument that can measure the job satisfaction are the Job Descriptive Index, Job Satisfaction Survey and Minnesota Satisfaction Questionnaire.

2.4 Concept of Job Performance

Butler (2007) asserted that the performance of a teacher is determined by motivation, work environment and ability to do work. Taguchi (2015) explains that teacher performance as the most crucial input in the field of education. Vroom (1964) asserted that, satisfaction causes performance, performance causes satisfaction and reward cause both satisfaction and performance. However, Lundstrom, (2012) argue that job satisfaction does not have any link neither with turnover nor with quality of production.

2.5 Empirical Literature Review

2.5.1 Monetary and Non-monetary Incentives Influence on Job Satisfaction of Teachers

Chen (2010) found that teachers who had earned promotions in their schools were more satisfied with their job than others. Gius (2013) concluded that low salaries for bank cashiers made them to be less satisfied and hence were likely to quit their jobs.

Annierah, et al (2013) found that in Philippines teachers of Division of Cotabato city teachers were satisfied with school policies, supervision, pay, interpersonal relations, opportunities for promotion and growth, working conditions, work itself, achievement, recognitions and responsibility. This implies that teachers were satisfied with their job and also were productive one. Anari, (2012) found that, there was a positive relationship between teachers' motivation and job satisfaction in.

Adeyemi (2010) found that teachers were satisfied with their jobs in Nigeria. Sabitu, et al (2012) revealed that teachers were dissatisfied with the educational policies and administration, pay and fringe benefit, material rewards and advancement in Nigeria.

2.5.2 Demographic Factors and 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). Moreover, Chingos & Peterson (2011) found that work satisfaction among Chinese teachers increases with the increase in age. Additionally, Swai (2016) found that young Tanzanian teachers were less satisfied with their job than their older counterparts who felt being teachers by profession was a privilege and it implies that teachers differed significantly in job satisfaction concerning age.

On the contrary, (Hansen, 2005) found that secondary schools teachers in United Kingdom did not differ significantly in their job satisfaction with 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).

Similarly, Hosotani & Imai-Matsumura (2011) contend that employees with many years of service perceived higher job satisfaction than their colleagues with less job experiences. However, other research findings indicate that teachers in public and private schools did not differ in the job satisfaction levels significantly (Goldberg & Smith, 2014).

Toropova, Myrberg and Johansson (2020) by using Confirmatory factor analysis and structural equation revealed an extensive connection between teachers' school working conditions and teacher job satisfaction. The findings specifically revealed that teachers' workload, cooperation and perceptions of student discipline influenced largely the teachers' job satisfaction.

Rao, Shailashri, Chaudhuri and Kumar (2019) by using descriptive and correlation analysis found that demographic variables did not influence the job satisfaction in India. However, the correlation analysis indicated that job satisfaction is interrelated with job characteristics, social benefits, the job meaningfulness and administration, protection and support from a and retention. Sahito and Vaisanen (2019) reviewed the studies on factors of job satisfaction and dissatisfaction.

In 21 developing countries located in Asia and Africa including Iran, India, Turkey, Pakistan, China and Malaysia. The paper found that the factors affecting job

satisfaction were favorable working conditions, existence of promotional opportunities, reasonable remuneration, teachers' supporting environments, empowerment, and friendships state.

Wula et al. (2020) revealed that personal job satisfaction predicted the job performance for teachers in Southern Papua, Indonesia. The findings further revealed that other attractive activities such as political posts attracted many principals to join with. Szromek and Wolniak (2020) found that the level of teachers' satisfaction in the university depends on employability condition and the level of the research activities. However, the job satisfaction was negatively correlated with administrative tasks.

2.6 Research Gap

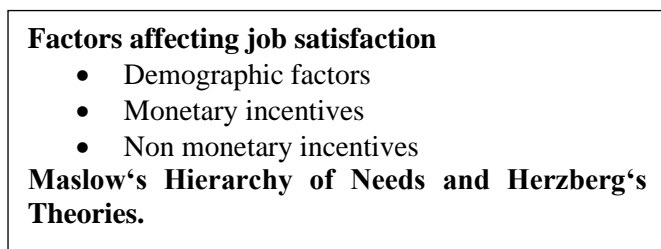
As evidence from the literature review, many studies have been done on management both in schools and other business organizations in African, Asian and European countries. However, the literature reviewed has not said everything on factors affecting job satisfaction for primary or secondary education 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 schools paramount to realization of this goal that lead to attainment of quality education, which is measured by the rate of passing the standardized national examinations in Rwanda. Thus the aim of this research focused 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.

2.7 Conceptual Framework

The conceptual framework shows the factors affecting job satisfaction and their effects on job performance by using Maslow's Hierarchy of Needs and Herzberg's Theories. It shows how independent variables are linked with dependent variables.

Independent variable



Dependent variable

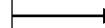


Figure 2.2: The conceptual framework

Source: Researcher's figure, 2020

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter presents the methodology that used during the research process. It defines areas of study, population and sample selection (size), research design. Data collection methods, data presentation and analysis, data sources, the research methodology facilitates the presentation of the research findings and it helps the reader to understand and to read easily the research results.

3.2 Research Philosophy

The philosophy depicts the broad framework which consists of perception, beliefs, theories and practices used in the research process. Therefore, the research philosophy depicts the procedures from which data can be gathered, collected and analyzed (Saunders et al., 2019). The major research philosophies are positivism, interpretivism and, pragmatism scholars believe that the factual knowledge is one which is obtained through systematic study, which involve quantitative large data set and testing of hypothesis. Saunders et al., (2019), further articulated that if the researchers are involved in the interpretation of data, it is regarded as interpretivism and this is normally associated with qualitative data while when both positivism and interpretivism are used (normally in mixed research design is regarded as pragmatism. For the sake of this study, positivism philosophy was applied since the data collection and analysis was quantitative.

3.3 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 issued to identify and obtain information on the characteristics of a particular problem or issue. Descriptive research design was selected because it has the advantage of producing good amount of responses from a wide range of stakeholders. Also, this design provides a meaningful and accurate picture of events and seeks to explain teachers' and their managers' perception and behavior based on the data collected. The advantage with this design is that it helps to find views as they are in their natural setting.

3.4 Study Area

The study area of this research will be at GSMK/APACE Secondary School in Rwanda. This study aimed to target human resource management of GSMK/APACE school with job satisfaction and job performance among stakeholders. Teachers and managers were selected due to its geographical location and the existed factors that stakeholders are encounter in attaining their work. Therefore, this study expects to get more useful information for the subject matter to pave a way for the management on how to overcome those challenges so that to enhance job satisfaction among stakeholders' performance by improving their working environment.

3.5 Population of the Study

A population is any group of individuals that has one or more characteristics in common and that are of interest to the researcher. Therefore, the target population of this study is included managers and teachers; where the total population size at GSMK/APACE was 124 members.

3.6 Sample Size and Sampling Techniques

This study used the purposive sampling method where staff working under GSMK/APACE has been chosen for an interview.

3.6.1 Sample Size

According to Peslak & Stanton (2007) in sampling from small population of respondents drawn from a population about which a researcher is interested in getting the information. To determine the sample size for small population, we use the normal approximation to the hyper geometric distribution. In this study, a sample of 95 respondents of managers and teachers among stakeholders was used by answering questionnaires to get 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:

From Peslak & Stanton, (2007) 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 was selected out of 124 members.

Table 3.1: Sample Composition of the Study

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

Source: GSMK/APACE (2016)

3.7 Data Collection Methods

In this study both primary and secondary data were collected. Primary data are those data which have been collected for the first time such as questionnaire while secondary data are those data that has been collected by someone else and exist somewhere.

3.7.1 Primary Data

Primary data is original and collected for the first time by the researcher. It is gathered through questionnaire and interviews. In this study data was gathered through questionnaire and interviewing the management and workers of GSMK/APACE secondary school. The reason of using primary data as a method of data collection is simply involves observation and questionnaire which enable the researcher to gather information which cannot be easily obtained.

3.7.2 Secondary Data

Secondary data are those data that are already available and were collected from secondary sources of data such as journals, books, newspapers, websites, publications and other documents available in libraries including research reports from distinguished academicians. In this study secondary data were collected by going through various documents like books, journals, websites which are relevant to the theme of the study to gather information on factors affecting job satisfaction on performance of secondary schools.

3.8 Data Collection Techniques/Tools

Data collection involves gathering of data using defined techniques in order to answer the pre- determined research question of the study (Kunis & Rauhut, 2008). The following methods were used to collect data.

3.8.1 Questionnaire

Questionnaire was used to collect data from respondents and the choice was basing on researcher's knowledge of different educational levels and their different opinions. There were questionnaires for different categories of workers; managers and staff members of GSMK/APCE. Structured, non-disguised questionnaire used both closed and opened ended questions.

3.8.2 Interview

For relevancy and the adequacy of this study, an interview technique will be used during a conversation with managers and teachers to understand their argument for

assessing factors affecting job satisfaction on performance of secondary school. This is a way of collecting information by asking questions to a person having knowledge concerning the study. It is a good method because if the enquirer does not understand anything, he/she may seek for more clarification (Hedgren & Weslien, 2008).

3.9 Data Analysis

The analysis also includes, classification and graphical of the collected data. The data was carefully organized, analyzed and presented so as to make them meet the objectives of the study in terms of drawing up the study's conclusions and recommendations. In order to make the research report simple and understandable, quantitative method was applied to facilitate analysis by using frequencies, percentages, weighted average method and correlation coefficients. Statistical Package for Social Sciences (SPSS) were used in analysis of data.

3.10 Validity of the Data

Validity is the ability of a measuring instrument or research study to measure what it claims to measure (Moore & Benbasat, 1991). Validity is concerned with whether the instrument covers the domain or items that it supports; instrument is valid if it measures what it is supposed to measure. The main task of the researcher was to look at the relevance, consistency and validity of the instruments to be administered for ease of elaboration, clarification, and proper interpretation. The research instruments pre-tested the research tool at GSMK/APACE Secondary schools. The schools were having similar characteristics as schools targeted for the study. The researcher thus increased the reliability of data by further elaborating the purpose of the study and

corrected the unclear items during pre-testing and thus enhancing the reliability of the collected data in the field.

3.11 Reliability of the Research Instruments

In order to test whether the instrument measured what it was meant to measure, (Clark & Watson, 1995), a pilot survey was conducted before the final data collection so as to measure the instrument's reliability for the final data. In order to determine the reliability of the sample items, Cronbach's Alpha coefficient was used to estimate the internal consistency of the items; the purpose of this was to test the interview questions, questionnaire and make any necessary amendments. The data from the reliability test shows that the Cronbach alpha was 0.763 signifying the reliability of data.

3.12 Variables and measurements of Data

Variables was measured by using the five Likert scale of strongly agree to strongly disagree while other variables were measured by using the descriptive statistics. The data used mainly ordinal and nominal scales. The variables were teachers' background and monetary and non- monetary incentive variables.

3.13 Limitations of the Study

This study involved only GSMK/APACE secondary school of Nyarugenge district in Rwanda, this may have reduced the chances of generalization of findings beyond Nyarugenge district. Also, financial constraints limited the coverage of this study.

3.14 Ethical Considerations

According to Bobek, et al (2013), ethics are norms that are expected to be followed, and may also be referred to as principles of good behavior. To adhere with research ethics, the researcher requested the consent of respondents before the interview, the researcher request the research clearance from the open university of Tanzania and the researcher avoided data falsification, fabrication and plagiarism.

CHAPTER FOUR

RESULTS AND DISCUSSION

3.1 Overview

This chapter covers the analysis and interpretation of the various data collected through the use of questionnaires and interview as per objectives of the study.

3.2 Results and Data Analysis

3.2.1 Gender of Respondents

The study involved gender distribution of respondents in order to answer the questionnaires provided as shown on the table.

Table 4.1: Gender of respondents

Respondents	Frequency	Percent
Male	58	61.1
Female	37	38.9
Total	95	100.0

Source: Primary data

The results from the above figure indicate that 38.9% of the respondents were female, while proportion of men was 61.1%. This indicates how the number of women teachers in secondary school is very low, which means that gender equality is yet a big issue, and women need to be empowered regarding teaching activities through secondary school. However, during the discussions with Managers and officers, respondents declared that women play a significant role in teaching activities, through which they participate in educating, capacity building, and taking care students like their own children. The findings imply that the job satisfaction for

female teachers was higher than the female teachers. Hence, the gender sensitivity of institution leader is still a need where the recruitment is focused on men by assuming that women cannot work in the teaching institution than men even in this time of technology, which is not true because women are confident as men.

3.2.2 Age of Respondents

According to the results, 30.5% of total respondents were young, aged between 20–29 years old; 42.1% was aged between 30–39 years and 22.1% were aged between 40–49 years old; 5.3% was aged between 50-59; while the category of respondents who have between 60 and over years old was only 00.0%. From the analysis figures above, it was found that a big proportion of workers of GSM/APACE are aged between 30 to 39 years. It is also important thing that there are a big number of the young members who provided to this institution the required workforce to participate in the success of job satisfaction due to the advancement in technology and hard work required in teaching activities, job satisfaction levels of younger employees fresh out of training faculties, as well as employees nearing retirement are significantly higher than those who are in-between.

Table 4.2: Age of respondents

Respondents	Frequency	Percent
20-29	29	30.5
30-39	40	42.1
40-49	21	22.1
50-59	5	5.3
60 and over	0	0.0
Total	95	100.0

Source: Primary data

3.2.3 The Respondents' Education Level

Education is an essential element on the path to professional success and job performance. Knowledge and skills are more likely for the current education institution. But the education level of A Level and Diploma in Education of teachers is still low because in secondary schools the degree required in education is Post Graduate in Education and Degree with Education where we have 23.1% and 26% respectively that covering 49.1% of all members, which means that the institution has qualified teachers to perform well. The level of education is an important factor in working and success of the institution by working with education. 45.3% of others show that teachers in different areas are working with experience on the field and with their skills from trainings and experience. A positive relationship implies that the higher the individual's qualifications, the higher would the individuals' job level be and consequently the higher is their job satisfaction.

Table 4.3: Qualifications of respondents

Respondents	Frequency	Percent
A Level	0	0.0
Dipl. Education	5	5.3
Degree with Education	25	26.3
Post Graduate in Education	22	23.1
Others	43	45.3
Total	95	100.0

Source: Primary data

3.2.4 The Demographical Factors And Leaders' Weighted Responses

As per the Table 4.4, good cooperation with administration and job tenure teachers in the schools is the key that can help as factor of job satisfaction among secondary

school teachers at the first ranking due to people who are satisfied with their jobs often don't quit and pursue other careers, thereby increasing job tenure which causes job satisfaction. Local leader visits you when teaching and advise you, age and gender are fully involved in the decision making in the administration of your school, the school is occupational level of performance is the result of dissatisfied teachers, school's performance in educational level is not impressive at the mentioned ranking respectively.

Table 4.4: Teacher's demographic factors affect job performance

Variables	1	2	3	4	5	Total Weight	Weighted average	Ranking
There is good cooperation with administration and job tenure teachers in the schools.	3	8	24	200	245	480	0.842	1
The local leader visits you when teaching and advise you.	5	0	42	172	260	479	0.840	2
Your age and gender are fully involved in the decision making in the administration of your school.	3	2	39	208	225	477	0.837	3
The school is occupational level of performance is the result of dissatisfied teachers.	5	2	57	148	260	472	0.828	4
Your school's performance in educational level is not impressive.	3	2	42	224	200	471	0.826	5

Source: Primary data

3.2.5 The Respondents' Monetary Incentives Factors

From the results of Table 4.5 implied that teachers' salary is an important factor at the first ranking with weighted average of 0.868 that contributes to teachers' job satisfaction, the importance of increasing teachers' salaries is to retain teachers in the

teaching profession. Job satisfaction is associated with taking up more responsibilities and boosting their social status, bonuses, contests, profit sharing, piece rates, offering employees matching retirement fund contributions, Paying for part or all of continuing education, Reward for meeting certain work goals at respective shown ranking because most employees stay in the same institution for a long time because of the economic gains they receive from that institution, reason why monetary reward was one of the most important explanatory variables for job satisfaction.

Table 4.5: Monetary incentives factors affect teachers' job satisfaction

Variables	1	2	3	4	5	Total Weight	weighted average	Ranking
Increase in salaries	3	4	24	164	300	495	0.868	1
Taking up more responsibilities and boosting their social status.	4	2	42	144	295	487	0.854	2
Bonuses, Contests	0	12	24	208	240	484	0.849	3
Profit Sharing	3	10	27	196	240	476	0.835	4
Piece Rates	1	14	15	240	205	475	0.833	5
Pay Raises	5	6	54	136	270	471	0.826	6
Offering employees matching retirement fund contributions.	3	2	57	216	185	463	0.812	7
Paying for part or all of continuing education.	3	20	39	172	225	459	0.805	8
Reward for meeting certain work goals.	5	4	78	192	165	444	0.779	9

Source: Primary data

3.2.6 The respondents' non-monetary incentives factors

Based on Table 4.6, 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 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 weighted average of 0.854, 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 at 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.

Table 4.6: Non monetary incentives factors affect teachers' job satisfaction

Variables	1	2	3	4	5	Total Weight	weighted average	Ranking
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

3.2.7 Testing the Influence of Demographic Factors On Job Satisfaction

From Table 4.7 we can see that the correlation coefficient between the variables ‘Teacher demographic factors affect their job satisfaction’ and ‘Factors affecting job satisfaction among secondary school teachers’ is 0.537 and the p value for 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 conclude that there is 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 significant relationship between the demographic factors and job satisfaction among secondary school teachers at GSMK/APACE.

Table 4.7: Objective one analysis

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).			

3.2.8 Testing the Influence of Monetary Incentives Factors On Job Satisfaction

From Table 4.8 we can see that the correlation coefficient between the variables ‘Monetary incentives influence teachers’ job satisfaction in their workplace’ and

‘Factors affecting job satisfaction among secondary school teachers’ is 0.629 and the p value for 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 conclude that there is 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 significant relationship between monetary incentives and job satisfaction among secondary school teachers at GSMK/APACE.

Table 4.8: Objective two analysis

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).			

3.2.9 Testing the Influence of Non-Monetary Incentives Factors On Job Satisfaction

From Table 4.9 we can see that the correlation coefficient between the variables ‘Non-monetary incentives influence teachers’ job satisfaction in their workplace’ and

‘Factors affecting job satisfaction among secondary school teachers’ is 0.524 and the p value for 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 conclude that there is 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 significant relationship between non-monetary incentives and job satisfaction among secondary school teachers at GSMK/APACE.

Table 4.9: Objective three analysis

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).			

3.2.10 Reliability Analysis On Monetary and Non-Monetary Incentives

The Results from reliability analysis show that the Cronbach’s Alpha for five items is 0.763. This means that there is correlation between monetary incentives and non-monetary incentives variables. The detailed results are presented in Table 4.10.

Table 4.10: Reliability statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.763	.763	5

Table 4.11: Inter-item correlation matrix

	Factors affecting job satisfaction among secondary school teachers	Monetary incentives influence teachers? job satisfaction in their workplace	Non-monetary incentives affect teachers? job satisfaction in their workplace	Teacher demographic factors affect their job satisfaction	Team members qualification
Factors affecting job satisfaction among secondary school teachers	1.000	.391	-.005	.688	-.015
Monetary incentives influence teachers? job satisfaction in their workplace	.391	1.000	.656	.499	.782
Non-monetary incentives affect teachers? job satisfaction in their workplace	-.005	.656	1.000	.056	.770
Teacher demographic factors affect their job satisfaction	.688	.499	.056	1.000	.100
Team members qualification	-.015	.782	.770	.100	1.000

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Overview

This chapter gives out the summary of the study, recommendations to the study based on findings, and suggestions for further research.

5.2 Summary of the Study

The purpose of this study was to determine factors that affect teachers' job satisfaction in secondary schools of Rwanda especially background variables and monetary and non-monetary motivation factors. The findings revealed that job satisfaction levels of younger employees fresh out of training faculties, as well as employees nearing retirement, are significantly higher than those who are in-between. The findings imply that job satisfaction for female teachers was higher than the male teachers. Furthermore, the findings show that teachers with higher qualifications were more satisfied than those with low qualifications.

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.

Also 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.

5.3 Conclusion

This study reveals that background factors, monetary motivation factors and non-monetary motivation factors influence job satisfaction for secondary school teachers at GSMK/APACE Rwanda.

5.4 Recommendations

It is concluded that in secondary schools' context of Rwanda; demographic factors, monetary incentives, non-monetary incentives are much necessary for high employee engagement and have a positive impact on job satisfaction among secondary school teachers. Employee engagement is necessary for job satisfaction. Employees will put their proper efforts in teaching and organizations will grow over time. Specifically, the study recommends the following:

- i) The government and other sponsors of secondary schools need to provide sufficient funds, to enable head teachers sustain the human resource in a rightful shape.
- ii) The ministry of education science and technology should devise viable means of motivating and satisfying teachers and visit them at their workplace to help them build interest and confidence in their profession.
- iii) School managers need to provide secondary school teachers with workshops, trainings, and seminars on how to improve on their profession and also how to deal with some of the issues that lead to discouragements and development opportunities, promotion and performance management as some of the factors that contribute to employee job satisfaction.
- iv) School managers need to provide secondary school teachers life insurance, health care and benefit, free lunches, compensation as a major factor that employees consider when deciding to leave or remain in an organization. Employees also consider their happiness when determining to stay with an organization
- v) School managers need to put in place and encourage more female teachers to take up secondary school teaching positions and gender issues concerning job satisfaction.
- vi) Teachers' salary should be reviewed to enhance teachers' job satisfaction. Remember that inadequate salaries have serious negative implications for the morale, status, and effectiveness of teachers, the quality of the education system, and for the development of the country as a whole. It is, therefore, very

fundamental to ensure that the salaries of teachers are linked to the cost of living and inflation rates.

vii) The school principal should create a working environment with good interpersonal relationships. Positive relationships with the principal, the students and the parents need to be nurtured and improved. For indicating the importance of interpersonal relationships for teachers' job satisfaction, the teachers need their significant others to be supportive, and friendly.

5.5 Policy Implication

Policy makers in Rwanda should design policies to promote the job satisfaction for teachers. The policy should cover both monetary and non-monetary motivational practices.

5.6 Contribution of the Study to Theories

The major theoretical contribution of this study is the use of monetary and non-monetary incentives and to enhance the secondary teachers' job satisfaction and this matches with both Herzberg's and Maslow's theories which emphasizes that intrinsic and extrinsic motivational factors and met needs are essential for promoting individual satisfaction.

5.7 Limitations of the Study

This study looked at employees working at Institute of GSMK/APACE Kigali Nyarugenge regarding the job satisfaction of monetary and non-monetary incentives. However, the limitations could be considered as an opportunity for future research on the

effect of work environment and performance of employees in different units. It may also include both public and private sectors.

5.8 Suggestions for Further Research

The information generated through this study research could be used to guide the same study in secondary schools in Rwanda to get more understanding on the importance of factors affecting job satisfaction among secondary school teachers and after providing the effective factors affecting job satisfaction. The following domains are recommended for further researches:

- i) Job satisfaction is not only an important topic to the secondary school teachers but also to the Elementary and Primary School Teachers and universities lectures. Future studies should be conducted among teachers from all types of schools separately. Such types of schools include government schools, and mixed schools.
- ii) As noted previously in this study, the limited literature exists in the data base on the job satisfaction among teachers at all levels. Lastly, as I mentioned previously in this study, teacher job satisfaction is a multidimensional phenomenon. Thus, the research did not exhaust all the job satisfaction facets or factors that the previous researchers and theorists identified. Future research should therefore include such aspects as principal's leadership style, organizational culture and many others.
- iii) This study showed the views of secondary school teachers in Rwanda regarding the factors influencing their job satisfaction. Future research should include the views and understanding of school principals, education leaders, Regional and/or

Ministry levels regarding the motivation, satisfaction, and status of teachers both at the secondary and elementary school levels, and the relationship of the job satisfaction of teachers and the quality of education.

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APPENDIX

QUESTIONNAIRE FOR ASSESSMENT OF FACTORS AFFECTING JOB SATISFACTION ON PERFORMANCE

This questionnaire aims at assessment of factors affecting job satisfaction on performance for secondary education in Rwanda. I will be grateful to you for your valuable contribution to this study by responding to this questionnaire. The Information you provide will be kept strictly confidential and will be used only for academic purposes without revealing who provided what information. Please be as frank and open as possible.

PART A: Individual particulars

Put tick (√) in the box provided for where you're appropriate

1. SEX

a.	Male	
b.	Female	

2. Tick the appropriate range within your age

a.	Less than 19 years old	
b.	20 – 29 years old	
c.	30 – 39 years old	
d.	40 – 49 years old	
e.	50 – 59 years old	
f.	60 and over	

3. Level of highest of Education attained

a.	A Level	
b.	Dipl. Education	
c.	Degree with Education	
d.	Post Graduate in Education	
e.	Others	

PART B

Please read the statements below and indicate your level of agreement or disagreement with them by ticking (✓) the appropriate box.

1. To what extent do teacher demographic factors affect their job satisfaction?

S/n	Statement regarding you and your School	Agree strongly	Agree	No opinion	Disagree	Disagree strongly
		5	4	3	2	1
1	Your age and gender are fully involved in the decision making in the administration of your school.					
2	The school is occupational level of performance is the result of dissatisfied teachers.					
3	There is good cooperation with administration and job tenure teachers in the schools.					
4	The local leader visits you when teaching and advise you.					
5	Your school's performance in educational level is not impressive.					

2. To what extent monetary incentives factors affect teachers' job satisfaction at their workplace?

S/n	Statements	Agree strongly	Agree	No opinion	Disagree	Disagree strongly
		5	4	3	2	1
1	Increase in salaries,					
2	taking up more responsibilities and boosting their social status,					
3	Bonuses, Contests,					
4	Profit Sharing,					
5	Piece Rates,					
6	Pay Raises,					
7	Offering employees matching retirement fund contributions,					
8	Paying for part or all of continuing education,					
9	Reward for meeting certain work goals.					

3. To extent non monetary incentives factors affect teachers' job satisfaction at their work place?

S/n	Statements	Agree strongly	Agree	No opinion	Disagree	Disagree strongly
		5	4	3	2	1
1	The nature of the job					
2	Interpersonal relationships					
3	Restaurant coupons					
4	Relocation costs					
5	Recognition of birthdays					
6	Free lunches (snacks, or beverages, Outstanding employee plaques)					
7	Tuition Reimbursement					
8	Preferred office/classroom/team selection					
9	Flex time					
10	Job "swapping"					
11	Personalized items (shirts, jackets, brief cases, planners, mugs, hats)					
12	Loan assistance					
13	Gym membership					
14	Trainers					
15	Healthcare benefits					
16	Additional life insurance					
17	Daycare					
18	Free cell phone or other technology products					
19	Financial advising services					
20	Saying Thank You					
21	Employee Appreciation Week					

Thank You for Your Participation