CHAPTER VI

SUMMARY: FINDINGS, EDUCATIONAL IMPLICATIONS, RECOMMENDATIONS AND CONCLUSION
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6.1 SOCIAL AND CONCEPTUAL CONTEXT OF THE STUDY

The major aim of this study was to examine the relationship between organisational climate and teacher job satisfaction in secondary schools of the Buganda and Busoga Regions of Uganda. Uganda is an East African country bordered by Kenya in the East, Tanzania in the South, Rwanda in the South-West, The Democratic Republic of Congo in the West and The Sudan in the North. It covers a geographical area of 241, 038^2 and it currently has a population of about 20 million. Its unique flora and fauna, its natural biological and physical tourist attractions, the ideal weather conditions, and the people with their rich traditions, culture and hospitality earned it the monumental name of "The Pearl of Africa" (Sir Winston Churchill, 1908).

However, Uganda underwent institutional breakdown, rapid economic decline and civil strife during the period 1971 to 1989. This period witnessed the massive brain drain of the cream of its manpower. In an effort to get back on course, the Ugandan Government has emphasised privatisation, which has robbed the teaching profession of its much-needed personnel. In order to check the exodus of teachers from the teaching profession, means will have to be devised to keep them satisfied with their jobs. Furthermore, with the advance in technology and therefore easier access to information on how schools can be better administered, those working in schools will demand for better working environments. With the onset of Universal Primary Education in the country, the secondary school section cannot afford to lose its teachers who have to bear the load of the increasing numbers of pupils coming in from the primary school section.
The importance of this study therefore lies in addressing some of these issues that had hitherto not been addressed because of lack of empirical data. One of the key issues in the study was the improvement of human relations in school administration. Hence the study sought to answer some of the questions that educational administrators have concerning the nature of organisational climate in schools of the Buganda and Busoga Regions of Uganda; what kind of organisational climate favours teacher job satisfaction; the degree to which secondary school teachers in the Buganda and Busoga Regions are satisfied with their jobs, and what particular aspects of the job they are satisfied with or not satisfied with. Buganda and Busoga Regions were specifically chosen because they offer a unique mix of teachers since they contain the most urbanised and some of the least urbanised areas of the country respectively.

School organisational climate was described as the state or condition that characterises the school organisation, resulting from the social interaction between the Headteacher and teachers, and amongst the teachers. Under school organisational climate, the concepts that were reviewed related to the school as an organisation, the school as a system, and school organisational climate. The major Classical Organisation theories reviewed were those of Taylor (1911), Weber (1947), Urwick (1944), Gullick (1946), Fayol (1949), and Mayo (1933) and his colleagues. Newer theories included the Contingency Theory, the Information Processing System, and the Learning Organisation. These theories have important implications for the practice of educational administration. The understanding and application of Systems Theory was cited as being of major importance in understanding and directing human behaviour. The administrator's role in organisational climate was highlighted; however, it was emphasised that teachers also have their part to play in creating a favourable organisational climate.

The section on the teacher and the teaching job principally dealt with the definition of a teacher, the qualities of a good teacher, and the teachers' working conditions, which basically involve provisions for leave, teaching and co-curricular loads, physical conditions, personal and academic freedom, and adequate rewards. Professional, social and personal qualities were cited as the major criteria for the definition of a good teacher. Some of the teachers' working conditions facilitate their doing a good job, while others have been neglected, and they therefore hinder the teachers in their work. The present state of the teaching job in Uganda was discussed, with emphasis on the fact that Ugandan teachers are a demotivated,
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dispirited force who no longer enjoy the high status that they used to have in society. Some of this has been of their own doing, but some of it is as a result of society's underestimation of the teacher's importance and his/her contribution to social reconstruction and development.

Teacher job satisfaction was defined as a teacher's self-reported quality, state or degree, attitude or perception and acceptance of the difference between what s/he expects from the teaching job and what s/he actually receives therefrom. Motivation was singled out as one of the major determinants of job satisfaction. The theories of motivation which were reviewed were those of Maslow (1954), Alderfer (1972), McClelland (1953), Herzberg (1968), McGregor (1964), Adams (1964), Vroom (1964) and Porter & Lawler (1968). The Reinforcement and Job Characteristics theories were also reviewed. The differences between extrinsic and intrinsic motivation were discussed, with extrinsic motivation being brought about by factors other than the content of the job, and intrinsic motivation resulting from the nature of the job itself. Money was highlighted as one of the most contentious issues related to job satisfaction. Other factors that determine job satisfaction that were considered were the placement and training of people, inability to perform the job adequately, and leadership. It was noted that the employee expresses dissatisfaction in active and passive ways that are constructive or destructive.

The Review of Related Studies showed that organisational climate, teacher job satisfaction, and the relationship between the two variables have been studied at all levels of the school system all over the world. Some of the researchers' findings did not concur with each other. Two major studies that were of primary interest to the investigator were those of Halpin & Croft (1963) and Gaba (1980) which resulted in the designing of the Organisational Climate Description Questionnaire (OCDQ) and the Teacher Job Satisfaction Scale (TJSS) respectively, which were used in the present study. Herzberg's (1968) study which led to the formulation of the Two-Factor Theory was also of major interest to the investigator because she strongly subscribes to it.
6.2 METHOD AND PROCEDURE

The present study was limited to the Buganda and Busoga Regions of Uganda, as well as to full-time secondary school teachers employed in only one school. Vocational institutions were not part of the study. The sample to which the OCDQ and the TJSS were administered comprised 400 teachers. Stratified random sampling was used, and the regions, schools' sponsorship (Government/Private), location (rural/urban) and sex of the teachers were the major strata. For the oral interviews, twelve former teachers were contacted, and the major questions centred around why the teachers had left the teaching job and what they found to be satisfying or not satisfying in the teaching profession.

The statistical tools used in the quantitative analysis were the Analysis of Variance (ANOVA), the Pearson Product Moment of Correlation, and the t-test. The oral interviews were analysed qualitatively.

One major assumption was that the teachers who responded to the questionnaires gave their opinions honestly. The interpretation and discussion of the results were subject to the nature and size of the population, as well as to the errors inherent in the tools used.

6.3 PROBLEM, OBJECTIVES AND HYPOTHESES

Problem

The problem under investigation was: “A Study of the Relationship between Organisational Climate and Teacher Job Satisfaction in Secondary Schools of the Buganda and Busoga Regions of Uganda.”
Objectives

The investigator aimed to study:-

1. The organisational climate of schools in Buganda and Busoga Regions.

2. The organisational climate of Government rural schools and Government urban schools of the two regions.

3. The organisational climate of Private rural schools and Private urban schools of the two regions.

4. Gender differences in perception of organisational climate.

5. Perceptions of organisational climate of teachers of various age-groups.

6. The job satisfaction of teachers of the two regions.

7. The job satisfaction of teachers of Government rural schools and Government urban schools of the two regions.

8. The job satisfaction of teachers of Private rural schools and Private urban schools of the two regions.


10. The job satisfaction of teachers of various age-groups.

11. The relationship between the organisational climate of schools and job satisfaction of the teachers in the two regions.

12. The relationship between organisational climate and teacher job satisfaction in the schools located in each region.

13. The correlation between the dimensions of organisational climate and the subscales of teacher job satisfaction.
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Hypotheses

In order to realise the above objectives, the following hypotheses were designed:-

1. There exists a significant difference in organisational climate between schools in the Buganda and Busoga Regions.

2. There is no significant difference between the organisational climate of Government rural schools and Government urban schools of the two regions.

3. There exists a significant difference in the organisational climate of Private rural schools and Private urban schools of the two regions.

4. There exists a significant difference between male and female teachers in their perception of organisational climate.

5. There is no significant difference between teachers of various age-groups in their perception of organisational climate.

6. There exist significant differences in the job satisfaction of the teachers of the two regions.

7. There is no significant difference in the job satisfaction of teachers of Government rural schools and Government urban schools of the two regions.

8. There exist significant differences in the job satisfaction of teachers of Private rural schools and Private urban schools of the two regions.

9. There exists a significant difference in the job satisfaction of male and female teachers.

10. There is no significant difference in the job satisfaction of teachers of various age-groups.
11. There exists a significant positive correlation between the organisational climate of schools and job satisfaction of the teachers in the two regions.

12. There is no significant difference between the two regions in the relationship between organisational climate and teacher job satisfaction.

13. There exists significant correlation between the dimensions of organisational climate and the subscales of teacher job satisfaction.

6.4 FINDINGS

In Chapter 5, the results for the data analysis for organisational climate, teacher job satisfaction, and the relationship between the two variables were presented. In this section, the major findings are summarised.

6.4.1 ORGANISATIONAL CLIMATE

• Hypothesis 1 (There exists a significant difference in organisational climate between schools in the Buganda and Busoga Regions) was rejected since there was no significant difference in the organisational climate of the schools in the two regions. Nevertheless, the schools in Busoga Region had a very slightly higher mean score than the ones in Buganda Region.

• Hypothesis 2 (There is no significant difference between the organisational climate of Government rural schools and Government urban schools of the two regions) was rejected. Nevertheless, the teachers who were working in Government schools located in the rural areas had a slightly more favourable perception of organisational climate than did the ones working in the Government schools located in the urban areas.

In Busoga Region, the teachers working in Government urban schools had a very slightly more favourable perception of organisational climate than did their colleagues working the Government rural schools. In Buganda Region, the reverse was true: the teachers working the Government rural schools had a more favourable perception of organisational climate.
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than did the ones working in the Government urban schools.

The Government rural schools located in Buganda Region had a higher average score on organisational climate than did the schools in the Busoga Region. The situation was the other way around with the Government urban schools: it was Busoga Region that had a higher average score on organisational climate than did Buganda Region.

• Hypothesis 3 (There exists a significant difference in the organisational climate of Private rural schools and Private urban schools of the two regions) was rejected, since was no significant difference between the organisational climate of private rural schools and private urban schools of the two regions. Nevertheless, the teachers working in the Private urban schools had a slightly more favourable perception of organisational climate than did their counterparts working in the Private rural schools.

In Busoga Region, the teachers in the Private rural schools had a higher average score on organisational climate than did their colleagues working in the Private urban schools. On the contrary, it was the teachers working in the Private urban schools of Buganda Region who had a higher average score on organisational climate than did their colleagues working in the Private rural schools in Buganda Region.

The Private rural schools in Busoga Region had a much higher average score on organisational climate than did the Private rural schools in Buganda Region. Similarly, the Private urban schools in Busoga Region had a higher average score on organisational climate than did the ones in Buganda Region.

• Hypothesis 4 (There exists a significant difference between male and female teachers in their perception of organisational climate) was rejected since there was no significant difference between male and female teachers in their perception of organisational climate. Nevertheless, the male teachers had a slightly more favourable perception of organisational climate than did their female colleagues.

• The differences in organisational climate of schools in the two regions, those located in the rural and urban areas, and those between male and female teachers were not found to be significant as was reflected in the result for the Main Effect.
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- The 2-way interaction between location and region was not found to be significant. In Busoga Region, the teachers working in the rural areas had a slightly higher score on organisational climate than did the ones working in the urban areas. In Buganda Region, it was the other way around: the teachers working in the urban areas had a slightly higher average score on organisational climate than did their colleagues working in the rural areas.

- The 2-way interaction between gender and location was insignificant. In both rural and urban areas, the male teachers had a slightly higher average score on organisational climate than did the female teachers. The male teachers working in the rural areas had a slightly higher score on organisational climate than did their male colleagues working in the rural areas. The situation was different for the female teachers: it was the female teachers working in the urban areas who had a slightly higher average score on organisational climate than did their female colleagues working in the rural areas.

- The 2-way interaction between gender and region was insignificant. In both regions, the male teachers had a higher average score on organisational climate than did their female colleagues. The male teachers working in Busoga Region had a higher average score on organisational climate than did their male counterparts working in Buganda Region. For the female teachers, it was the other way around: the ones working in Buganda Region had a higher score on organisational climate than did their female colleagues working in Busoga Region.

- The 3-way interaction between gender, region and location was not significant.

- The male teachers working in the rural schools of Busoga Region had a higher score on organisational climate than did their male colleagues working in the rural schools of Buganda Region.

- Similarly, the female teachers working in the rural areas of Busoga Region had a higher score on organisational climate than did their female colleagues working in the rural schools of Buganda Region.

- For both regions, the male teachers working in the rural schools had a higher score on organisational climate than did their female colleagues working in rural schools.
- In Busoga Region, the male teachers working in urban areas had a higher average score on organisational climate than did their female colleagues. In Buganda Region, the reverse was true: it was the female teachers who were working in the urban areas who had a higher average score on organisational climate than did their male colleagues.

- In Busoga Region, there was almost no difference at all in the perception of organisational climate between male teachers working in the rural areas and those working in the urban areas. In Buganda Region, the male teachers working in the rural areas had a higher average score on organisational climate than did their male colleagues who were working in the urban areas.

- For the female teachers, the differences were more pronounced. In Busoga Region, the female teachers working in rural areas had a higher average score on organisational climate than did their female colleagues working in the urban areas. In Buganda Region, it was the female teachers working in the urban areas who had a higher score on organisational climate than did their female colleagues working in the rural areas.

- Hypothesis 5 (There is no significant difference between teachers of various age-groups in their perception of organisational climate) was rejected. The 35-39 age-group had the highest score on organisational climate, next was the 20-24 age-group, followed by the 30-34 age-group, and then the 25-29 age-group, and the 40+ age-group had the least score on organisational climate.

- The Main Effect of the differences in organisational climate of teachers of various age-groups, rural and urban schools, schools in the two regions was not significant.

- The Main Effect of the 2-way interaction between teacher age-group and location, teacher age-group and region, and region and location was not significant.

- The 2-way interaction between teacher age-group and location was significant at .05 level.

- The 2-way interaction between teacher age-group and region was not significant.
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• The inter-dimensional correlations of organisational climate showed thirteen positive correlations which were significant at .05 level; twelve negative correlations which were significant at .05 level; one positive correlation which was insignificant, and two negative correlations which were insignificant.

• The results of this study showed that it was possible to categorise the schools in the Buganda and Busoga Regions into the six climate types described by Halpin and Croft (1963). Eleven schools had Open Climate, seven schools had Autonomous Climate, four schools had Controlled Climate, three schools had Familiar Climate, three schools had Paternal Climate, and eleven schools had Closed Climate. One school did not fall into any specific climate category.

6.4.2 TEACHER JOB SATISFACTION

• Hypothesis 6 (There exists a significant difference in the job satisfaction of the teachers of the two regions) was rejected, since a significant difference at .05 level was found to exist between the job satisfaction of the teachers of the two regions. The teachers in Busoga Region were much more satisfied with their job than the teachers in Buganda Region.

The teachers in Buganda Region and those in Busoga Region differed significantly at .05 level with regard to the Headteacher, Board of Governors, Colleagues, Emoluments, Facilities and Miscellaneous aspects of job satisfaction. There were no significant differences between the two regions in the teachers' satisfaction with the Society and the Students. The teachers in Busoga Region were more satisfied with their job than those in Buganda Region in all aspects of job satisfaction except for Facilities and Students, where the teachers in Buganda Region were more satisfied with their job than those in Busoga Region. In both regions, the teachers were most satisfied with their Colleagues and least satisfied with Emoluments.

• Hypothesis 7 (There is no significant difference in the job satisfaction of teachers of Government rural schools and Government urban schools of the two regions) was rejected, since a significant difference at .05 level was found to exist in the job satisfaction of teachers.
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of Government rural schools and Government urban schools of the two regions. The teachers who were working in Government schools located in the rural areas were more satisfied with their job than were the ones working in the Government schools located in the urban areas.

In Busoga Region, the teachers working in Government rural schools were much more satisfied with their job than their colleagues working the Government urban schools. In Buganda Region, the same was true: the teachers working the Government rural schools were much more satisfied with their job than the ones working in the Government urban schools.

The teachers working in the Government rural schools located in Buganda Region were much more satisfied with their job than their colleagues working in these schools in Busoga Region. The situation was the other way around with the Government urban schools: it was the teachers working in these schools in Busoga Region who were more satisfied with their job than the ones working in such schools in Buganda Region.

• Hypothesis 8 (There exists a significant difference in the job satisfaction of teachers of Private rural schools and Private urban schools of the two regions) was rejected, since there was a significant difference at .05 level between the teachers working in the Private rural schools and those working in the Private urban schools of the two regions. The teachers working in the Private rural schools were much more satisfied with their job than their counterparts working in the Private urban schools.

In Busoga Region, the teachers working in the Private rural schools were much more satisfied with their job than their colleagues working in the Private urban schools. Similarly, the teachers working in the Private rural schools of Buganda Region were much more satisfied with their job than their colleagues working in the Private urban schools.

The teachers working in the Private rural schools in Busoga Region were much more satisfied with their job than those working in the Private rural schools in Buganda Region. Similarly, the teachers working in the Private urban schools in Busoga Region were much more satisfied with their job than the ones working in such schools in Buganda Region.
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• The teachers working in Government schools and those working in Private schools differed significantly at .05 level with regard to the TJSS subscale of Board of Governors. They did not differ significantly in their satisfaction with the Headteacher, Society, Colleagues, Emoluments, Facilities, Students and Miscellaneous aspects of the job. The teachers working in the Government schools were more satisfied with their job than those working in the Private schools except for the subscale of Society where there were hardly any differences between the two groups of teachers, and Emoluments where the teachers in Private schools expressed greater satisfaction than did their counterparts working in the Government schools. In both Government and Private schools, the teachers were most satisfied with their Colleagues and least satisfied with Emoluments.

• The teachers working in schools located in rural areas and those working in schools located in urban areas differed significantly at .05 level in their satisfaction with the Headteacher, Board of Governors, Society, Emoluments and Miscellaneous aspects of the job. They did not differ significantly in their satisfaction with their Colleagues, the Students and the Facilities provided. The teachers working in the rural schools were more satisfied in all aspects of the job than those working in the urban schools. In both rural and urban schools, the teachers were most satisfied with their Colleagues and least satisfied with Emoluments.

• Hypothesis 9 (There exists a significant difference in the job satisfaction of male and female teachers) was rejected, since there was no significant difference in job satisfaction between male and female teachers. Nevertheless, the male teachers were very slightly more satisfied with their job than their female colleagues.

• Male and female teachers did not differ significantly in their satisfaction with regard to all the subscales of the TJSS. Nevertheless, male teachers were more satisfied than female teachers with the Headteacher, the Board of Governors, Society and Emoluments. There was hardly any difference at all between their satisfaction with their Colleagues. Female teachers were more satisfied than male teachers with Facilities, Students and Miscellaneous issues. Both male and female teachers were most satisfied with their Colleagues and least satisfied with Emoluments.

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• The differences in the job satisfaction of teachers working in the schools in the two regions, those working in schools located in the rural and urban areas, and between male and female teachers were significant at .05 level as was reflected in the result for the Main Effect.

• On the whole, the 2-way interactions between location and region, location and gender, and region and gender were found to be significant at .05 level (Main Effect).

- The 2-way interaction between location and region was not found to be significant. In both regions, the teachers working in the rural areas were much more satisfied with their job than the ones working in the urban areas.

- The teachers working in the rural areas of Busoga Region were more satisfied with their job than those working in the rural areas of Buganda Region. The same was true of the urban areas: those working in the urban areas of Busoga Region were more satisfied with their job than were their counterparts working in urban areas of Buganda Region.

- The 2-way interaction between gender and location was insignificant. In the rural areas, the female teachers were more satisfied with their job than the male teachers. In the urban areas, it was the other way around: the male teachers working in the urban areas were more satisfied with their job than the female teachers working in the urban areas.

The male teachers working in the rural areas were more satisfied with their job than their male colleagues who were working in the urban areas. The situation was the same for the female teachers: it was the female teachers working in the rural areas who were more satisfied with their job than their female colleagues working in the urban areas.

- The 2-way interaction between gender and region was significant at .05 level. In Busoga Region, the female teachers were more satisfied with their job than their male colleagues. On the contrary, the male teachers who were working in Buganda Region were much more satisfied with their job than their female counterparts working there.

The male teachers who were working in Busoga Region were more satisfied with their job than their male colleagues working in Buganda Region. The same was true for the female teachers working in that region.
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teachers: those working in Busoga Region were much more satisfied with their job than those who were working in Buganda Region.

- The 3-way interaction between gender, region and location was not significant.

- The male teachers working in the rural schools of Buganda Region were more satisfied with their job than their male colleagues working in the rural schools of Busoga Region.

- The female teachers working in the rural areas of Busoga Region were much more satisfied with their job with their job than their female colleagues working in the rural schools of Buganda Region.

- In Busoga Region, the female teachers working in the rural schools were much more satisfied with their job than their male colleagues working in rural schools. In Buganda Region, it was the other way around: the male teachers working in the rural schools were more satisfied with their job than their female colleagues working in the rural schools.

- In Busoga Region, the female teachers working in urban areas were more satisfied with their job than their male colleagues. In Buganda Region, the reverse was true: it was the male teachers who were working in the urban areas who were more satisfied with their job than their female colleagues.

- The male teachers working in urban schools of Busoga Region were more satisfied with their job than their male colleagues working in the urban schools of Buganda Region.

- Similarly, the female teachers working in urban schools of the Busoga Region were more satisfied with their job than those working in urban schools of the Buganda Region.

- In each region, the male teachers who were working in rural areas were more satisfied with their job than their male colleagues working in the urban areas.

- In each region, the female teachers who were working in rural areas were much more satisfied with their job than those who were working in the urban schools there.
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• Hypothesis 10 (There is no significant difference in job satisfaction between teachers of various age-groups) was rejected. In ascending order, the group that was least satisfied with their job was the 40+ age-group, next was the 30-34 age-group, followed by the 35-39 age-group, then the 25-29 age-group, and the 20-24 age-group was most satisfied with their job.

• On the whole, the differences in job satisfaction between teachers of various age-groups, rural and urban schools, and schools in the two regions were significant at .05 level (Main Effect).

• On the whole, the 2-way interactions between location and teacher age-group, region and teacher age-group, and region and location were not significant (Main Effect).

- The 2-way interaction between teacher age-group and location was not significant.

- The 2-way interaction between teacher age-group and region was not significant.

• Significant differences at .05 level were found to exist in the satisfaction of teachers of various age-groups with their Headteacher, the Society, Emoluments and Miscellaneous issues. There were no significant differences between the teachers of various age-groups in their satisfaction with their Colleagues, the Students, the Board of Governors and the Facilities provided.

- The teachers who were most satisfied with their Headteacher were the 20-24 group and the ones that were least satisfied with their Headteacher were the 30-34 group;

The teachers that were most satisfied with the Board of Governors were the 35-39 age-group, and the ones that were least satisfied with the Board of Governors were the 40+ age-group;

The teachers who were most satisfied with the Society were the 20-24 age-group, and the ones who were least satisfied with the Society were the 40+ age-group;
The teachers who were most satisfied with their Colleagues were the 35-39 age-group, and the ones who were least satisfied with their Colleagues were the 20-24 age-group;

The teachers who were most satisfied with Emoluments were the 20-24 age-group, and the ones who were least satisfied with Emoluments were the 40+ age-group;

The teachers who were most satisfied with Facilities were the 25-29 age-group, and the ones who were least satisfied with the Facilities were the 30-32 age-group;

The teachers who were most satisfied with the Students were the 35-39 age-group, and the ones who were least satisfied with the Students were the 40+ age-group;

The teachers who were most satisfied with Miscellaneous aspects of the job were the 20-24 age-group, and the ones who were least satisfied with Miscellaneous issues relating to the job were the 40+ age-group.

The 20-24 age-group was most satisfied with the Headteacher; the rest of the age-groups were most satisfied with their Colleagues. All teacher age-groups were least satisfied with Emoluments.

• A comparison of schools headed by male and female Headteachers showed that the teachers in these schools differed significantly at .05 level in their satisfaction with the Facilities provided in these schools. Otherwise, the gender of the Headteachers did not create significant differences in the satisfaction of teachers with the Headteacher, the Board of Governors, the Society, Colleagues, Emoluments, Students, and Miscellaneous issues relating to the job. In both schools headed by male and female Headteachers, the teachers were most satisfied with their Colleagues and least satisfied with Emoluments.

• All the twenty-eight inter-subscale correlations of the TJSS were positive and significant at .05 level.

• The schools in the two regions were divided into four groups of ten schools each according to the level of job satisfaction of their teachers as represented by the mean scores of each school. The schools with the lowest mean scores were categorised as having teachers who were Least Satisfied with their job; the second set of ten mean scores
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was described as having teachers who were Moderately Satisfied with their job; the third category of ten schools was described as having teachers who were Highly Satisfied with their job, and the category with the ten highest mean scores was described as having teachers who were Very Highly Satisfied with their job.

It was found that nine schools in Buganda Region had teachers who were Least Satisfied with their job, and Busoga Region had one school that fell in this category. Therefore, there were more teachers in Buganda Region who were Least Satisfied with their job than there were in Busoga Region.

Seven schools in Busoga Region had teachers who were Moderately Satisfied with their job, and three schools in Buganda Region had teachers who were Moderately Satisfied with their job. Therefore, there were more teachers in Busoga Region who were Moderately Satisfied with their job than there were in Buganda Region.

Seven schools in Busoga Region had teachers who were Highly Satisfied with their job, and three schools in Buganda Region had teachers who were Highly Satisfied with their job. Therefore, there were more teachers in Busoga Region who were Moderately Satisfied with their job than there were in Buganda Region.

Five schools in Busoga Region had teachers who were Very Highly Satisfied with their job, and five schools in Buganda Region had teachers who were Very Highly Satisfied with their job. This means that there were as many teachers in Busoga Region who were Very Highly Satisfied with their job as there were in Buganda Region.

Of the twenty-four Government schools, five had teachers who were Least Satisfied with their job; six had teachers who were Moderately Satisfied with their job; five had teachers who were Highly Satisfied with their job, and eight had teachers who were Very Highly Satisfied with their job.

Of the sixteen Private schools, five had teachers who were Least Satisfied with their job; three had teachers who were Moderately Satisfied with their job; six had teachers who were Highly Satisfied with their job, and two had teachers who were Very Highly Satisfied with their job.
Of the seventeen rural schools, two had teachers who were Least Satisfied with their job; one had teachers who were Moderately Satisfied with their job; seven had teachers who were Highly Satisfied with their job, and seven had teachers who were Very Highly Satisfied with their job.

Of the twenty-three urban schools, eight had teachers who were Least Satisfied with their job; eight had teachers who were Moderately Satisfied with their job; four had teachers who were Highly Satisfied with their job, and three had teachers who were Very Highly Satisfied with their job.

Twelve people (six males and six females) who were formerly teaching in schools in Buganda Region and Busoga Region were interviewed in order to find out the reasons why they left teaching, and to get their opinion on what specific aspects of the teaching job they saw as leading to satisfaction and those that led to job dissatisfaction. Every teacher had a different story to tell. However, they all concurred on one point: teacher remuneration was very poor, and this was one of the major causes of teacher job dissatisfaction. Other major causes mentioned were the Headteacher-teacher relationship and lack of promotion opportunities. The factors that were highlighted as leading to job satisfaction were intrinsic, that is, that the nature of the job itself led to satisfaction; the utilisation of one's mental and other abilities; the contribution one made to society by shaping the minds of the young ones, and the lack of major conflict with colleagues which characterises other professions. It was noted that teacher job satisfaction boils down to what one expects to get out of the profession, and it also largely depends on individual personality.

6.4.3 THE RELATIONSHIP BETWEEN ORGANISATIONAL CLIMATE AND TEACHER JOB SATISFACTION

Hypothesis 11 (There exists a significant positive correlation between the organisational climate of schools and the job satisfaction of the teachers in the two regions) was retained. The correlation was positive and significant at .05 level.

The sub-hypothesis related to Busoga Region was also retained, the correlation having been found to be significant at the .05 level. This correlation was a positive one. In contrast, the
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A third sub-hypothesis stated that there exists a significant positive correlation between the Openness of organisational climate of schools and the job satisfaction of teachers. This sub-hypothesis was retained. Organisational climate and teacher job satisfaction were related variables. There existed significant differences amongst the teachers working under different organisational climates in relation to job satisfaction. The trend of scores revealed that as one moved from more Closed to more Open Climate, the mean scores of teacher job satisfaction went on increasing, that is, the more Open the school climate was, the higher the teacher job satisfaction.

The schools in Busoga Region had more Open climate, and therefore had more highly satisfied teachers than did the schools in Buganda Region.

- Overall, there were twenty-one schools which had more Open Climate. Ten urban schools had more Open Climate and eleven rural schools had more Open Climate. Fifteen Government schools had more Open Climate and six Private schools had more Open Climate.

- In Busoga Region, twelve schools had more Open Climate. Six urban schools in Busoga Region had more Open Climate and six rural schools also had more Open Climate. Eight Government schools in Busoga Region had more Open Climate and four Private schools had more Open Climate.

- In Buganda Region, nine schools had more Open Climate. Four urban schools in Buganda Region had more Open Climate and five rural schools also had more Open Climate. Seven Government schools in Buganda Region had more Open Climate and two Private schools had more Open Climate.

- Overall, there were eighteen schools which had more Closed Climate. Thirteen urban schools had more Closed Climate and five rural schools had more Closed Climate. Nine Government schools had more Closed Climate and nine Private schools had more Closed Climate.
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- In Busoga Region, eight schools had more Closed Climate. Four urban schools in Busoga Region had more Closed Climate and four rural schools also had more Closed Climate. Four Government schools in Busoga Region had more Closed Climate and four Private schools had more Closed Climate.

- In Buganda Region, ten schools had more Closed Climate. Nine urban schools in Buganda Region had more Closed Climate and one rural school had more Closed Climate. Five Government schools in Buganda Region had more Closed Climate and five Private schools also had more Closed Climate.

- One Private rural school in Buganda Region could not be categorised as having more Open or more Closed Climate.

• Hypothesis 12 (There is no significant difference between the two regions in the relationship between organisational climate and teacher job satisfaction) was rejected, since the two regions differed significantly at .05 level in their relationship between organisational climate and teacher job satisfaction.

• Hypothesis 13 (There exists significant correlation between the dimensions of organisational climate and the subscales of teacher job satisfaction) was retained. Sub-hypotheses relating to the individual regions were also used to study the correlations within the regions. In both the main hypothesis and the sub-hypotheses, the majority of correlations were found to be significant at the .05 level.

An indepth study of the correlations between the dimensions of organisational climate and the subscales of teacher job satisfaction yielded the following results:-

- In all cases (both overall and regionally), the organisational climate dimension of HINDRANCE was negatively correlated with all the subscales of teacher job satisfaction.

- In all cases (both overall and regionally), the organisational dimension of DISENGAGEMENT was found to be negatively correlated with all the subscales of teacher job satisfaction.
Summary

In all cases (both overall and regionally), the organisational climate dimension of **ESPRIT** was found to be positively correlated with all the subscales of teacher job satisfaction.

The organisational climate dimension of **INTIMACY** was found to be positively correlated with all the subscales of teacher job satisfaction, except in the case of the correlation with the subscale Society in Buganda Region, which was a negative correlation.

The organisational climate dimension of **PRODUCTION EMPHASIS** showed no particular trend in the direction of its correlation with the subscales of teacher job satisfaction. However, in most of the cases, the correlation was insignificant.

In all cases (both overall and regionally), the organisational climate dimension of **CONSIDERATION** was positively correlated with all the subscales of teacher job satisfaction.

The organisational climate dimension of **THRUST** was found to be positively correlated with all the subscales of teacher job satisfaction, except in the case of the correlation with the subscale of Society in Busoga Region, which was a negative one.

The organisational climate dimension of **ALOOFNESS** was found to be negatively correlated with all the subscales of teacher job satisfaction, except in the case of the correlation with the subscale of Manager in Busoga Region, which was a positive one.
6.5 EDUCATIONAL IMPLICATIONS

The findings from this study have important educational implications for various groups of people.

Administrative Authorities

Administrative authorities in the educational sphere have the responsibility of facilitating the creation of a favourable environment in educational institutions, since the findings from the study show that more Open climate is associated with higher levels of teacher job satisfaction. This can be achieved in the following ways:-

- The programme for teacher-training institutions should be widened, strengthened, and enriched; courses in school administration should cover wider areas, especially in relation to organisational climate. During pre-service training, teachers should be made aware of the beneficial influence of various aspects of an Open climate in schools.

- For those teachers and Headteachers who are already in the field, in-service training should be arranged in order to sensitise them on this issue, and to highlight the benefits of mutual understanding between them. This means that there should be an on-going programme in the major teacher-training institutions designed specially for this, for example, at quarterly intervals or every six months - taking into account the large number of teachers and Headteachers in the field.

Educational Policy-Makers

- The results of this study showed that the teachers in both regions, those in Government and Private schools, those in rural and urban areas, the male and female teachers, and those in schools headed by male and female Headteachers, and those in all age-groups except the ones aged 40+ all concurred on the level of their satisfaction with the various aspects of the job, namely, that Emoluments were least satisfactory, followed by Facilities.
Summary

Policy-makers should take up this issue very seriously, especially with the unprecedented onset of privatisation in the country. Policies should therefore be put in place to pay special attention to the improvement of the teaching service conditions, and especially to the remuneration of teachers and the provision of up-to-date and adequate Facilities together with provisions for their maintenance as was the cry from the literature reviewed as well as from the empirical data.

As a matter of policy, before a teacher is appointed as Headteacher, s/he should undergo training in developing good human relations which is ultimately helpful in creating a favourable organisational climate in schools. The above-mentioned programme would be ideal for such teachers as they anticipate the shouldering of responsibilities as executive and academic heads.

Headteachers and Teachers

The Headteacher is the key person in any school. S/he is not only responsible for his/her behaviour in as far as the various aspects of organisational climate are concerned (Headteacher Behaviour - Production Emphasis, Consideration, Thrust, Aloofness), but s/he is more or less responsible for the behaviour of the teachers (Teachers' Behaviour - Hindrance, Disengagement, Esprit, Intimacy). The results of the present study brought to light the areas of organisational climate and teacher job satisfaction that needed strengthening. Consideration and Thrust were positively correlated with all the subscales of teacher job satisfaction. The interpretation was that the teachers were very much interested in seeing more of these qualities in their Headteachers. Production Emphasis did not show any particular trend in the direction of its correlation with the subscales of teacher job satisfaction, which was interpreted as the Headteacher having to bear in mind that this is a delicate area which needs to be handled with utmost caution. Aloofness was negatively correlated with all the subscales of teacher job satisfaction, which implied that the teachers wished to see less of this exhibited by their Headteachers. The Teacher Behaviour dimensions of Esprit and Intimacy were also positively correlated with the subscales of teacher job satisfaction, and similarly, the teachers indicate that they wished to see their Headteachers facilitating them to enjoy these. On the other hand, Hindrance and Disengagement were negatively correlated with all the subscales of teacher job satisfaction,
Summary

which implied that the teachers wished to work with a Headteacher who did not hinder their work or cause them to be disengaged from their tasks. These are big challenges for the Headteachers.

However, organisational climate is a relationship between the Headteachers and the teachers, and therefore these issues cannot be addressed by the Headteachers unless they know exactly how the teachers feel about them. In the light of the findings of this study, the Headteachers and teachers should start a dialogue amongst themselves concerning the issues raised and discussed here. The OCDQ used in this study (or any other appropriate tool) can be useful in evaluating their interpersonal behaviour and effecting necessary changes in attitudes and behaviour. In addition, as we saw in the review of literature, job satisfaction needs to be monitored periodically since it is bound to change as the conditions under which the teacher work change. When taken, all these measures are bound to make a healthy impact on the total functioning of the schools.

6.6 RECOMMENDATIONS FOR FURTHER RESEARCH

In the field of research, it is difficult to explore a theme exhaustively owing to various limitations. The present study is no exception. Many more researches need to be conducted to generate worthwhile data for educational practitioners in order to optimise the realisation of educational objectives. It is believed that if further systematic research is conducted into this problem and its related areas, it will add immensely to the present stock of knowledge about this important aspect of education. Therefore, the investigator recommends that the following unexplored areas related to this study be investigated:-

- The present research dealt with only the secondary school level. It would be beneficial if it were replicated at the primary and tertiary levels.

- The present study was confined to the Buganda and Busoga Regions. The study could be replicated with samples from other parts of the country.
6.7 CONCLUSION

This study is set in the Buganda and Busoga Regions of Uganda, which comprise the most urbanised and some of the least urbanised areas of the country. Organisational climate and teacher job satisfaction in Uganda are major areas of concern as the country recovers from the wounds of the recent past that witnessed the exodus of the cream of its brains. With the unprecedented emergence of privatisation, the education sector will have to compete favourably with other sectors in retaining its staff. Furthermore, with the onset of the Universal Primary Education which means more children entering the secondary schools, and therefore the ensuing need for teaching staff at secondary school level, these issues can no longer be ignored – hence the concerns of this study, which are the improvement of human relationships in school administration and teacher job satisfaction.

The present study principally used the descriptive method of inquiry. Thirteen hypotheses were framed to facilitate the realisation of the objectives of the study; of these, five were in relation to organisational climate, five were in relation to teacher job satisfaction, and three were in relation to the relationship between organisational climate and teacher job satisfaction. The principal tools used for data collection were A.W. Halpin and D.B. Croft's (1963) Organisational Climate Description Questionnaire, A.N. Gaba's (1980) Teacher Job Satisfaction Scale, and oral interviews. The data from the two questionnaires were analysed quantitatively with the major statistical techniques being ANOVA, the Pearson Product Moment of Correlation, and the t-test. Mean scores were also used for the interpretation and discussion of the results. The oral interviews were analysed qualitatively.

The major finding in the present study was that there exists a positive and significant relationship between the organisational climate of schools and the job satisfaction of teachers in the Buganda and Busoga Regions of Uganda: as one moved from more Closed Climate to more Open Climate, the mean scores of teacher job satisfaction went on increasing. This finding was in line with many of the studies reviewed, and the theories examined provided a framework within which the interpretation and discussion of results were understood. Although in some cases the results of other studies differed from what the investigator found in the present study, all of them concurred on one point: schools, like all other formal organisations, require favourable organisational climate in order to fulfill their aims and objectives, and one of these is the satisfaction of the needs of the people (teachers) who work there.
Summary

In as much as the investigator is of the view that the present study has opened up a new chapter particularly in the study of organisational climate in Uganda, there is a lot more to be explored in these areas. The results of this study, coupled with findings from other researches have major implications for the policies and practice of educational administration in Uganda. Furthermore, findings from such researches will go a long way in formulating a theory of organisational behaviour in general and administrative behaviour in particular in the Ugandan setting.