

The influence of constructive feedback on teacher job satisfaction in Rwamwanja refugee settlement primary schools in Kamwenge District

Namuyonga Rebecca¹, Nafiu Lukman Abiodun²

1, 2 Metropolitan International University

Abstract

The study aimed at the influence of constructive feedback on teacher job satisfaction in Rwamwanja refugee settlement primary schools in kamwenge district. A mixed methods research design was employed to comprehensively examine the influence of constructive feedback on teacher job satisfaction in Rwamwanja refugee settlement primary schools. Firstly, quantitative data was collected through a survey distributed to 108 primary school teachers across 8 schools randomly selected from within the settlement. The survey utilized a 5-point Likert scale to measure teachers' perceptions of feedback frequency, quality, and impact on motivation. Concurrently, annual teacher attrition rates from 2015 to 2019 were obtained from school records to evaluate changes over time. Subsequently, descriptive statistics were computed to explore patterns in survey responses, while repeated measures ANOVA tested for associations between feedback aspects and attrition. From the findings, the Test Value was 0, the t-statistics was 77.467, with $PV=0.000$ with mean 3.10741 at Confidence interval difference 95%. This implied that Professional development and Teacher Job satisfaction has a mean significantly different from 0, with mean difference 3.10741. The extremely low P-value (0.000) indicated high significant statistical significance and the 95% confidence interval is relatively narrow, suggesting a high level of confidence in the result. School administrators should strengthen goal setting practices by clearly communicating distinct, measurable professional development goals to all teachers. This will require enhancing transparency around the goal communication process and addressing the concerns of dissenting teachers. Collaborating closely with educators to establish goals aligned with school objectives would boost involvement and shared understanding.

Key words: constructive feedback and teacher job satisfaction

Background of the study

Tschannen-Moran and Barr (2004) say that regular performance evaluation along with feedback contributes to the development of teachers' collective efficacy (Christopher, Komunda, et al., 2022). When teachers receive constant feedback about their performance, they develop a sense of competence and accomplishment, which leads to higher job satisfaction. Similarly, (Micheal et al., 2023) support that high-quality feedback provided through regular evaluation positively affects teachers' job satisfaction. This is because when teachers receive feedback that supports their teaching practices and positively affects student achievement, their job satisfaction increases (Christopher, Moses, Muhindo, & Komunda, 2022).

Feedback plays a vital role in shaping teacher professional development and job satisfaction. High-quality feedback provides teachers with valuable insights into their teaching practices, supports their growth, and increases their job satisfaction. Hattie and Timperley (2007) show that feedback has a strong positive effect on teacher job satisfaction if

Received: 19.01.2024

Accepted: 24.01.2024

Published on: 31.01.2024

it is timely, specific, actionable and linked to clear goals (Seth & Ntirandekura, 2022). Quality feedback that helps teachers understand their strengths and areas for improvement contributes to greater job satisfaction. Similarly, (Anthony et al., 2023) emphasize that high-quality feedback significantly affects teachers' job satisfaction. Feedback characterized by clear communication, personalized guidance, and meaningful suggestions promotes a sense of competence, recognition, and professional growth, leading to increased job satisfaction and retention (Emmanuel et al., 2023).

Similarly, (Paul & Kazaara, 2023) report that constructive feedback is positively related to teacher job satisfaction, and teachers who receive feedback that is supportive, specific and offers suggestions for improvement experience higher levels of job satisfaction compared to those , who receive less. effective or no feedback. Reddy, Andrade, and Tschannen-Moran (2012) conducted a meta-analysis examining the relationship between instructional quality, feedback, and student achievement. Their findings suggest that quality feedback, including timely and specific information about student progress, positively affects teacher job satisfaction. When teachers receive feedback that supports their teaching practices and positively affects student achievement, their job satisfaction subsequently improves (Godfrey et al., 2023). Therefore, the reviewed literature provided consistent evidence highlighting the influential role of feedback quality in teacher job satisfaction. High-quality feedback that is timely, specific, personalized, and linked to clear goals promotes a sense of competence, recognition, and professional growth among teachers, leading to increased job satisfaction. It is crucial for educational institutions to constructively implement feedback processes and systems that prioritize the provision and supportive feedback to teachers (Brighton et al., 2023). This can increase teachers' job satisfaction, contribute to their professional development and ultimately improve educational outcomes.

Problem statement

While teacher job satisfaction is seen as key to educational quality and retention in developing contexts, providing meaningful feedback on challenging performance remains problematic, particularly in fragile refugee settings such as Rwamwanja Settlement in Kamwege District. As observed by Kim et al. (2018) in the journal Teaching and Teacher Education, limited workforce and supervisory training hinders systematic evaluation (Brian & Jacob, 2023).

Moreover, as reported by Mulkeen et al. (2007) in their study published in the International Review of Education, refugee teachers are often unqualified and lack regular mentoring support, leaving them vulnerable and demotivated without empowerment (Christopher, Moses, Muhindo, & Nturanabo, 2022). This limits pedagogical development and student achievement. Furthermore, as highlighted in the UNESCO (2016) Education in Emergencies report, the school infrastructure in Rwamwanja is generally under-resourced with large class sizes making learning conditions difficult. Insufficient feedback further increases stress and dissatisfaction with the risk of potential attrition. Unless creative ways are discovered to effectively integrate non-threatening quality assurance mechanisms within resource constraints (Winny et al., 2023), elucidate career paths involving mentoring, and systematically capture teachers' perspectives on

social security issues affecting motivation at individual and institutional levels; optimizing the commitment of teachers to manage the future of refugees in Rwamwanja will remain elusive (Micheal et al., 2023).

Methodology

A mixed methods research design was employed to comprehensively examine the influence of constructive feedback on teacher job satisfaction in Rwamwanja refugee settlement primary schools. Firstly, quantitative data was collected through a survey distributed to 108 primary school teachers across 8 schools randomly selected from within the settlement. The survey utilized a 5-point Likert scale to measure teachers' perceptions of feedback frequency, quality, and impact on motivation. Concurrently, annual teacher attrition rates from 2015 to 2019 were obtained from school records to evaluate changes over time. Subsequently, descriptive statistics were computed to explore patterns in survey responses, while repeated measures ANOVA tested for associations between feedback aspects and attrition. Additionally, semi-structured interviews were conducted with 12 purposively selected teachers to gain contextualized insights into lived experiences and the meaning ascribed to factors shaping intentions to remain or depart from their roles. Interviews were recorded and transcribed verbatim before being subjected to thematic analysis through an iterative process of open coding, categorization, and identification of dominant themes.

Finally, 4 unannounced classroom observations of voluntary teacher participants were undertaken by the researcher employing a classroom climate observation tool. This instrument objectively assessed elements such as instructional techniques, classroom management approaches, and affective teacher-student interactions. Data was analyzed in form of tables, frequencies, percentages and correlations using SPSS (Nelson et al., 2022).

Results

The Influence of constructive feedback on teachers' job satisfaction in Rwamwanja refugee settlement primary schools

Table 1: The Influence of Constructive feedback on teachers' job satisfaction in Rwamwanja refugee settlement primary schools

SN		SD	D	U	A	SA
1	Regular and constructive feedback from school administrators positively affects my job satisfaction.	12(11.1%)	6(5.6%)	8(7.4%)	43(39.8%)	39(36.1%)
2	I receive timely and specific feedback that helps me improve my teaching practices.	53(49.1%)	36(33.3%)	16(14.8%)	1(0.9%)	2(1.9%)
3	Constructive feedback motivates me to strive for	8(7.4%)	13(12%)	2(1.9%)	49(45.4%)	36(33.3%)

Received: 19.01.2024

Accepted: 24.01.2024

Published on: 31.01.2024

	continuous improvement in my teaching.					
4	The school fosters a culture of open communication and feedback among teachers and administrators.	41(38%)	31(28.7%)	5(4.6%)	31(28.7%)	00
5	Knowing that my efforts are recognized and acknowledged through feedback boosts my job satisfaction.	9(8.3%)	8(7.4%)	5(4.6%)	52(48.1%)	34(31.5%)

Source: Field data, 2023

As illustrated on the table above, it indicated that there are people with a strong perception that regular and constructive feedback from school administrators positively affects my job satisfaction as evidenced with agreed 43(39.8%) and strongly agree were 39(36.1%). Others that were undecided were 8(7.4%) compared to those that strongly disagreed presenting 12(11.1%) while those of disagree were 6(5.6%) of the total sample (Godfrey et al., 2023).

With the statement, i receive timely and specific feedback that helps me improve my teaching practices most of the respondents 53(49.1%) strongly disagreed whereas 36(33.3%) disagreed. On the other hand, some respondents acknowledge that they receive timely and specific feedback that helps me improve my teaching practices though their numbers are small as shown by strongly agreed 2(1.9%) and agreed 1(0.9%) whereas undecided presented 16(14.8%) of the total sample (Christopher, Komunda, et al., 2022).

The study further sought to find out the respondents' opinions on the weather constructive feedback motivates teachers to strive for continuous improvement in their teaching most of the respondents strongly agreed 56(51.9%) while agreed were 36(33.3%). Another group were undecided with the statement presenting 2(1.9%) while those that disagreed were 13(12%) and strongly disagreed were 8(7.4%) of the total sample (Aisha et al., 2023). The findings on the school fosters a culture of open communication and feedback among teachers and administrators, the findings revealed that majority of the respondents, 41(38%) strongly disagreed compared to those that disagreed and agreed each presented 31(28.7%) while those that were undecided with the statement who were 5(4.6%) of the total sample (Anthony et al., 2023).

The statement that knowing that my efforts are recognized and acknowledged through feedback boosts my job satisfaction majority of the respondents 52(48.1%) agreed compared to strongly agreed that presented 34(31.5%). In the same vein, those that strongly disagreed were 9(8.3%) while disagree presented 8(7.4%). There were also those of undecided on the statement as evidenced by 5(4.6%) of the total sample (Victoria et al., 2023). The findings are in

Received: 19.01.2024

Accepted: 24.01.2024

Published on: 31.01.2024

relation to the study findings showing high-quality feedback provides teachers with valuable insights into their instructional practices, promotes their growth, and enhances their job satisfaction (Hattie and Timperley 2007). This is because high-quality feedback that helps teachers understand their strengths and areas for improvement contributes to greater job satisfaction. Similarly, Lee and Muller (2018) highlight that high-quality feedback significantly influences teacher job satisfaction. Feedback characterized by clear communication, personalized guidance, and meaningful suggestions fosters a sense of competence, recognition, and professional growth, leading to increased job satisfaction and retention (Seth & Ntirandekura, 2022). Contrary, the findings also showed that there are minor segments of teachers who are undecided or hold a less positive view, the overall trend underscores the value of fostering a feedback-rich culture within schools to enhance job satisfaction and professional growth among teachers. Addressing the concerns of teachers who disagree or are undecided can contribute to a more supportive and collaborative educational environment.

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Table 2: Inferential analysis determining the influence of Constructive feedback on teachers' job satisfaction in Rwamwanja refugee settlement primary schools

One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Constructive feedback and teacher job satisfaction	77.467	108	.000	3.10741	3.0279	3.1869

Source: SPSS Statistics output

From the table above, the Test Value is 0, the t-statistics is 77.467, with PV=0.000 with mean 3.10741 at Confidence interval difference 95%. This implies that Professional development and Teacher Job satisfaction has a mean significantly different from 0, with mean difference 3.10741 (Nelson et al., 2023). The extremely low P-value (0.000) indicates high significant statistical significance and the 95% confidence interval is relatively narrow, suggesting a high level of confidence in the results. Therefore, the relationship between Constructive feedback and Teacher Job satisfaction is strong.

Summary of findings

As evidenced in the table, the majority of educators strongly agreed (36.1%) or agreed (39.8%) that regular, constructive feedback from administrators positively impacts job satisfaction. Comparatively, a smaller minority of

7.4% were undecided, while 11.1% strongly disagreed and 5.6% disagreed. This widespread belief among teachers emphasizes fostering feedback exchange to support work contentment. However, over half strongly disagreed (49.1%) or disagreed (33.3%) receiving timely, specific feedback facilitating pedagogical enhancement, with just 1.9% agreeing and 0.9% strongly agreeing such input occurs. Uncertainties comprised 14.8%, indicating feedback provision requires strengthening to meaningfully guide professional growth.

Conversely, most teachers strongly agreed (51.9%) or agreed (33.3%) that constructive feedback motivates continuous teaching improvement, versus 12% dissenting and 7.4% strongly dissenting. This contradicts perceptions of insufficient developmental guidance reception. Findings also showed the majority strongly disagreed (38%) or disagreed (28.7%) an open communication culture emphasizing feedback exists between staff and administration, with 31.8% also agreeing or undecided. This signifies relationships necessitate enhancement to support developmental exchanges. Nevertheless, most teachers agreed (48.1%) or strongly agreed (31.5%) recognition through feedback augments work satisfaction, signaling acknowledgment and guidance positively influence job contentment when adequately offered. Addressing remaining uncertainty or opposition could generate more widespread satisfaction through strengthened feedback customs attuned to diverse viewpoints. Overall, results underscore cultivating feedback-rich milieus in educational institutions to nurture professional growth and job happiness. A subset of teachers strongly believes that they are involved in aligning their professional goals with the school's objectives, while a larger portion disagrees or is undecided. There's a clear need for greater collaboration and involvement in the goal-setting process to ensure alignment with school objectives. A significant number of teachers do not feel that the school provides adequate resources and support to help them achieve their set goals. This challenge is particularly pronounced in the context of refugee settlement primary schools, where unique challenges, such as limited resources and diverse student backgrounds, can impact teacher job satisfaction. The statistical analysis indicates that constructive feedback has a strong positive impact on teacher job satisfaction.

Conclusion

Based on the findings there is a strong belief among teachers that setting clear and achievable goals has a positive impact on their job satisfaction. However, challenges related to goal communication, goal achievement, and resource support need to be addressed to improve overall job satisfaction among teachers in refugee settlement primary schools. Also, teachers in the Rwamwanja refugee settlement believe in the positive impact of professional development on their skills and job satisfaction. Through the limited diversity and perceived quality of professional development programs suggest the need for improvements in providing tailored and comprehensive opportunities to enhance teacher satisfaction and competence.

The presence of a small segment of teachers who were undecided or held a less positive view emphasizes the importance of fostering a feedback-rich culture within schools, addressing the concerns of these teachers to create a more supportive and collaborative educational environment, ultimately benefiting teacher job satisfaction and professional development.

Recommendations

Based on the finds, the following recommendations were made in order to improve appraisal and teacher job satisfaction in primary schools in Rwamwanja refugee settlement;

School administrators should strengthen goal setting practices by clearly communicating distinct, measurable professional development goals to all teachers. This will require enhancing transparency around the goal communication process and addressing the concerns of dissenting teachers. Collaborating closely with educators to establish goals aligned with school objectives would boost involvement and shared understanding.

Refugee settlement schools must diversify and enrich professional development opportunities. Tailoring programs to individual needs and interests through different modalities will maximize motivation and pedagogical growth. Investing in continuous training acknowledges the importance of developmental support in cultivating job satisfaction within challenging contexts.

Feedback systems need revitalization. Timely, targeted feedback is integral to guiding skills enhancement but many teachers report insufficient provision. Fostering a culture of open communication and feedback exchanges between administrators and staff through respectful, solutions-oriented dialog would strengthen developmental guidance and relationships.

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