

APPRAISAL PRACTICES AND TEACHERS' JOB SATISFACTION: A CASE STUDY OF PRIMARY SCHOOLS IN RWAMWANJA REFUGEE SETTLEMENT, KAMWENGE DISTRICT

Kyarikunda Edrida Evaline

Metropolitan International University

ABSTRACT

Teacher job satisfaction plays a crucial role in ensuring the quality of education and the overall well-being of educators and students alike. However, over the past decade, numerous studies have pointed out a concerning decline in teacher job satisfaction in primary schools most especially among the refugee settlements (Riggert et al., 2017). This study was carried out on the relationship between appraisal practices and teacher job satisfaction in Rwamwanja refugee settlement primary schools in Kamwenge district. The study employed a cross-sectional survey design. 108 head teachers and teachers from refugee settlement schools were included using simple random and purposive sampling. Data was collected using questionnaires and analyzed through Statistical and logical techniques. It was found out that goal setting is significant in enhancing teacher job satisfaction, with implications for improving communication, collaboration, and resource support within schools. The study further revealed a significant positive perception among teachers regarding the potential benefits of professional development programs. However, there are concerns related to the organization and adequacy of these programs, as well as their impact on job satisfaction. Addressing these concerns and enhancing the quality and diversity of professional development opportunities can lead to increased satisfaction and commitment among teachers. It was found out that majority of respondents agree or strongly agree that setting clear and achievable goals positively impacts their job satisfaction. While a significant portion believes in the effectiveness of goal communication, there are concerns, including disagreement and uncertainty. This suggests room for improvement in the clarity and transparency of goal communication. The study recommended thus; Schools should emphasize the importance of clear and achievable goal setting for teachers and improve communication regarding professional development goals, schools should enhance their professional development programs to provide more diverse and tailored opportunities that cater to the unique needs and interests of teachers, efforts should be made to ensure that schools provide adequate resources and support to help teachers achieve their goals and align them with the school's objectives, especially in resource-constrained settings like refugee settlement schools and schools should promote a culture of collaboration and involvement among teachers, allowing them to actively participate in goal alignment and providing constructive feedback.

Keywords: Appraisal Practices, Teachers and Job Satisfaction

Background to the Study

Teacher job satisfaction refers to the overall level of contentment, fulfillment, and happiness that teachers experience in their professional role (W. Godfrey et al., 2023). It encompasses various aspects such as job

conditions, work environment, professional development opportunities, recognition, and the sense of accomplishment derived from teaching (Anthony, Kazaara, & Kazaara, 2023). Job satisfaction is crucial for teacher

motivation, commitment, and the overall quality of education provided to students (Anthony, Kazaara, Kazaara, et al., 2023). Appraisal practices, on the other hand, involve the systematic evaluation and feedback given

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to teachers regarding their performance, competencies, and professional growth (Victoria et al., 2023). Appraisal practices aim to enhance teaching effectiveness, provide opportunities for improvement, and align teachers' efforts with organizational goals (Seth & Ntirandekura, 2022). The purpose of teacher appraisal is to support professional development, promote accountability, and inform decision-making processes (Liu, Xiao, & Zhou, 2020). Teacher job satisfaction and appraisal practices are closely intertwined, as appraisal practices can significantly influence teachers' job satisfaction levels. When appraisal practices are well-designed, fair, and provide meaningful feedback, they can contribute to increased job satisfaction among teachers (S. Godfrey et al., 2023). Teacher job satisfaction is an important aspect of educational institutions as it influences the quality of education provided. In the

context of Rwamwanja refugee settlement schools, various factors may affect teacher job satisfaction. These factors include the living conditions within the settlement, limited resources and infrastructure, language barriers, cultural differences, and the traumatic experiences that many refugees have faced (Christopher, Moses, et al., 2022). Teachers working in these schools also face challenges related to the high student-to-teacher ratios, diverse student backgrounds, and limited professional development opportunities. Appraisal practices in Rwamwanja refugee settlement schools aim to assess and evaluate teacher performance (W. Godfrey et al., 2023), provide constructive feedback, and identify areas for professional growth. However, the specific appraisal practices implemented in Rwamwanja refugee settlement schools vary depending on the resources available, the organization

managing the schools, and the policies in place (Liddell, 2017). Some common appraisal practices may include classroom observations, student feedback, self-assessments, and portfolio reviews (Rashid et al., 2023). However, the lack of training in teaching and appraisal practices may lead to dissatisfaction among the teachers, who may feel unsupported in their roles. Teacher job satisfaction is crucial for their motivation, commitment, and retention in the profession. Low levels of job satisfaction can lead to high teacher turnover rates, affecting the quality of education in the schools. Therefore, understanding the contextual background to appraisal practices and teacher job satisfaction in refugee settlement primary schools in Uganda is essential to ensure that teachers are adequately supported and motivated to provide quality education despite operating under difficult conditions (Allan et al., 2023).

Statement of the problem

Teacher job satisfaction plays a crucial role in ensuring the quality of education and the overall well-being of educators and students alike. However, over the past decade, numerous studies have pointed out a concerning decline in teacher job satisfaction in primary schools most especially among the refugee settlements (W. Godfrey et al., 2023). This issue is critical to address, as dissatisfied teachers are more likely to experience burnout, reduce their effectiveness in the classroom (Mark et al., 2023), and may even leave the teaching profession altogether (Riggert et al., 2017). The issue of teacher job satisfaction and appraisal practices in refugee school setting has gained

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significant attention due to its impact on the quality of education provided to refugee students and the host communities (Christopher, Willies, et al., 2022). Refugee schools face unique challenges such as limited resources, overcrowded classrooms, language barriers, trauma-related issues, and cultural diversity, which can significantly influence the job satisfaction of teachers (Anthony, Kazaara, Kazaara, et al., 2023). Furthermore, appraisal practices play a crucial role in evaluating and supporting teachers' professional development, but their effectiveness in refugee school settings remains unclear (Ntirandekura et al., 2022). The lack of comprehensive research on the teacher job satisfaction and appraisal practices in refugee schools hinders the development of evidence-based strategies to enhance teacher well-being and improve educational outcomes for refugee students. Therefore, there is an urgent need for research that investigates the effect of appraisal practices on teacher job satisfaction in Rwamwanja refugee settlement primary schools in Kamwenge district with the aim of informing policy and practice to create supportive and empowering environments for teachers and promote positive educational experiences for refugee students (Emmanuel et al., 2023).

Specific Objectives

1. To establish the relationship between goal setting on teacher job satisfaction in Rwamwanja refugee settlement primary schools
2. To assess the effect of Professional Development Support on teacher job satisfaction in Rwamwanja refugee settlement primary schools
3. To investigate the influence of constructive feedback on teacher job satisfaction in Rwamwanja refugee settlement primary schools

Methodology

This study employed a cross-sectional survey design while using a quantitative approach. This involved collecting data from a diverse group of individuals or subjects at a single point in time in this case the primary schools under the study. It provides valuable insights into the current status of the subjects being studied and allows researchers to make inferences about the broader population. The study was carried out in Rwamwanja refugee settlement primary schools which are located in Kamwenge district. The district is sharing boundaries with seven Districts namely; Kasese in the West, Kabarole in the North West and extreme North, Kyenjojo in the North, Kyegegwa in North East, Kazo in the East, Kitagwenda in the south, and Ibanda in the East and South East. There are 5 primary schools in the settlement, three (3) of which are run by UNHCR/WTU: Rwamwanja primary, Mahani primary, Nteziryayo primary and the newest – Kyempango primary UNHCR, through WTU, recruited 100 trained teachers across the settlement. Child rights clubs have been set up in 5 schools in Rwamwanja (Mahani primary, Nteziryayo primary, Rwamwanja primary, Nkoma church of Uganda primary) along with Parent Teacher Associations (PTAs) and School Management Committees (SMCs). The study population included head teachers and teachers from refugee settlement schools; accordingly, 4 heads of schools, 4 deputy heads of schools, and 100 teachers from the selected schools under study. This was done following office records at Refugee offices, education department (Staff Records, 2023).

Table 1: Showing Study population.

School	Staff members	
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	Head teachers	Deputy head teachers	Teachers	Total
Nteziryayo Primary	01	01	25	27
Rwamwanja Primary	01	01	25	27
Mahani primary	1	1	25	27
Kyempango primary	1	1	25	27
Total				108

Simple random and Purposive sampling procedures were employed in this study. Purposive sampling was used to select heads of schools and Deputy Heads of schools. This is appropriate because the population was too small for a random sample. According to Etikan, (2016) purposive sampling enables all the population that met the criteria to be included in the study. Therefore, the technique made it possible to get deep insights from the respondents about the study variables. Simple random sampling involved selecting a sample unit by unit with equal probability of selection for each unit at each draw and the sample should include individuals who share traits with the general population (Rahman, *et al.*, 2022). Therefore, since the population of the teachers shared the same role and operate in the same working environment, simple random method was employed while using their school staff list during data collection to select a representative sample.

Table 2: Showing Sampling Procedure

Category of respondents	Number	Sampling procedure
Head teachers	4	Purposive sampling procedures
Deputy head teachers	04	Purposive sampling procedures
Teachers	100	Simple Random Sampling
Total	108	

Source: UNHCR Office Records, (2023)

Statistical and logical techniques were used to describe, summarize, and compare data. Preliminary checks were done where data is cleaned, edited and later coded using SPSS (Nelson et al., 2022). Quantitative analysis was done. For the quantitative data, the measures of central tendency such as mean; variations such as standard deviation; and frequencies such as percentages were used to give summaries of the data. Inferential statistics were performed, and the Pearson's correlation coefficient was used to determine if relationships existed between the different constructs of the independent variable and the dependent variable, including the strength and direction. This was done at a 95% confidence. Regression analysis was then used to determine the effects the several predictors had on the outcome.

RESULTS

To establish the relationship between Goal setting on teacher job satisfaction in Rwamwanja refugee settlement primary schools

Table 3: The relationship between goal setting on teacher job satisfaction in Rwamwanja refugee settlement primary schools

SN	Statements	SD	D	U	A	SA
1	Setting clear and achievable goals	4(3.7%)	2(1.9%)	3(2.8%)	58(53.7%)	41(38%)

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	positively impacts my job satisfaction as a teacher.					
2	The school administration communicates specific and measurable goals for my professional development.	22(20.4%)	14(13%)	16(14.8%)	31(28.7%)	25(23.1%)
3	Regularly achieving the set goals makes me feel more satisfied with my job as a teacher.	35(32.4%)	46(42.6%)	3(2.8%)	16(14.8%)	8(7.4%)
4	I am involved in the process of setting my professional goals in alignment with the school's objectives.	36(33.3%)	40(37%)	3(2.8%)	16(14.8%)	13(12%)
5	The school provides adequate resources and support to help me achieve my set goals.	35(32.4%)	46(42.6%)	2(1.9%)	16(14.8%)	9(8.3%)

Source: Field data, 2023

Regarding setting clear and achievable goals positively impacts their job satisfaction as teachers, majority of respondents 41(38.0%) strongly agree while a substantial number of respondents 58(53.7%) agreed with the statement. A smaller percentage of respondents 3(2.8%) are undecided (U) about the impact of goal setting on job satisfaction whereas minority of respondents 2(1.9%) disagree (D) with the statement, and an even smaller percentage 4(3.7%) strongly disagree (SD) (Ronald et al., 2023). This implies that majority of the teachers believe that setting clear and achievable goals has a positive impact on their job satisfaction as it can be reflected on a number of respondents who expressed agreement with the statement (Sub-county et al., 2023). The findings concur with the Locke and Latham (1990) goal setting theory that setting specific and challenging goals can enhance motivation and performance. Similarly, (Locke & Latham, 1990; Bandura, 1991) shows that setting provides direction, purpose, and a sense of accomplishment, leading to increased job satisfaction. However, it is important to appreciate that presence of varying perceptions among a smaller portion of teachers, including those who are undecided, disagree or strongly disagree (Zowena et al., 2023). These diverse perceptions indicate that while goal setting is generally associated with enhanced job satisfaction among teachers, there are individual differences in how teachers perceive this relation. On the statement the school administration communicates specific and measurable goals for my professional development, a notable percentage of respondents 22(20.4%) strongly disagree (SD) with the statement, 14(13.0%) of the respondents simply disagree (D) with the statement and 16(14.8%) respondents are undecided about whether the school administration communicates specific and measurable goals for their professional development (Kazaara et al., 2023). In addition, 31(28.7%) of the respondents expressed a strong agreement while 25(23.1%) of the respondents agrees with the statement. This implies that while a notable number of teachers expressed uncertainty, there is also a significant portion who believed that the communication of such

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goals is effective their respective schools. The data suggest that there is a room for improvement in clarity and transparency of goal communication, as well as a need to address the concerns of teachers who disagreed or were undecided.

The findings revealed a range of perceptions among teachers when it comes to the relation between regularly achieving the set goals and job satisfaction. A notable number of respondents disagreed with the statement indicating that regularly achieving the set goals is important towards job satisfaction though small number agreed with the statement. This indicates that achieving goals may not necessarily correlate with increased job satisfaction for all teachers. The findings contradict with the available literature which shows that study goal attainment serves as a significant mediator in the relationship between goal setting and job satisfaction (Locke & Latham, 1990). As illustrated on the table, most of the respondents 35(32.4%) strongly disagree that regularly achieving the set goals makes them feel more satisfied with their job as teachers while 46(42.6%) of the respondents simply disagree with the statement. Also 3(2.8%) of the respondents were undecided on the statement, 16(14.8%) of the respondents were in agreement while 8(7.4%) strongly agrees with the statement (Lydia et al., 2023).

It was revealed from the findings that a significant percentage of respondents 36(33.3%) strongly disagree that they are involved in the process of setting their professional goals in alignment with the school's objectives and an additional substantial portion of respondents 40(37.0%) simply disagree with the statement 3(2.8%) of respondents are undecided about the statement. Also a relatively smaller group of respondents 16(14.8%) agree with the statement while 13(12.0%) strongly agrees with the statement, indicating that there is a subset of teachers who feel strongly involved in aligning their goals with the school's objectives. This indicates a need for greater involvement and collaboration in the goal-setting process to ensure that teachers' goals are more closely aligned with the school's objectives. This implies that school administration should emphasize the importance of fostering a culture of collaboration and engagement within the school to ensure that teachers are more involved in setting their goals in alignment with the school's objectives. Effective communication and a shared vision between teachers and the school administration can contribute to a more productive and collaborative educational environment. This is because teachers feel empowered and engaged in aligning their professional goals with the school's objectives (Brian & Jacob, 2023).

The findings revealed that a significant percentage of respondents 35(32.4%) strongly disagree (SD) that the school provides adequate resources and support to help me achieve my set goals while a substantial portion of respondents 46(42.6%) simply disagree (D) with the statement, indicating that they do not believe they are involved in aligning their professional goals with the school's objectives. Those of that were undecided presented 2(1.9%) of the respondents. In addition, a relatively smaller group of respondents 16(14.8%) agree with the statement 9(8.3%) of the respondents strongly agrees with the statement, indicating that there is a subset of teachers who feel strongly involved in aligning their goals with the school's objectives (Racheal et al., 2023). This implies that most of the teachers do not feel that the school adequately supports their goal achievement and alignment with school objectives. These challenges are often affecting refugee schools consequently teacher job satisfaction. This concurs

with the available literature refugee settlement primary schools often face unique challenges, including limited resources, language barriers, trauma-affected students, and diverse cultural backgrounds (UNHCR, 2022).

The relationship between goal setting and teacher job satisfaction in Rwamwanja refugee settlement primary schools

Table 4: Inferential analysis determining the relationship between goal setting and teacher 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
Goal setting and Teacher job satisfaction	43.420	108	.000	3.18148	3.0362	3.3267

Source: SPSS Statistics output

From the table 4 above, the Test Value is 0, the t-statistics is 43.420, with PV=0.000 with mean 3.18148 at confidence interval difference 95%. This implies that goal setting and teacher job satisfaction has a mean significantly different from 0, with mean difference 3.181 (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 goal setting and teacher job satisfaction is strong.

Effect of Professional Development Support on teachers' job satisfaction in Rwamwanja refugee settlement primary schools

Table 5: Professional Development Support and teachers' job satisfaction in Rwamwanja refugee settlement primary schools

SN		SD	D	U	A	SA
1	Participation in professional development programs enhances my skills and job satisfaction as a teacher.	2(1.9%)	9(8.3%)	14(13%)	27(25%)	56(51.9%)
2	The school offers a variety of professional development opportunities to cater to different needs and interests.	41(38%)	44(41%)	3(2.8%)	14(13%)	6(5.6%)
3	Professional development programs are well-organized and beneficial	44(41%)	56(51.9%)	-	3(2.8%)	5(4.6%)

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	for my teaching practices.					
4	The professional development support provided by the school positively impacts my overall job satisfaction.	56(51.9%)	27(25%)	14(13%)	9(8.3%)	2(1.9%)
5	Engaging in professional development activities encourages me to stay committed to my teaching profession.	10(9.3%)	6(5.6%)	2(1.9%)	59(54.6%)	31(28.7%)

Source: Field data, 2023

As illustrated on the table 5 above, it indicated that there are people with a strong perception that participation in professional development programs enhances their skills and job satisfaction as teachers as evidenced with strongly agreed 56(51.9%) and agree presented 27(25%). Others that were undecided were 14(13%) compared to those that strongly disagreed presenting 2(1.9%) while those of disagree were 9(8.3%) of the total sample. This demonstrates a clear trend of positive perception among teachers regarding the relationship between participation in professional development programs and the enhancement of their skills and job satisfaction (Christopher, Komunda, et al., 2022). This concurs with Kyriacou (2011) that Professional development and support play a vital role in influencing teachers' goal-setting practices and job satisfaction. While there is a small segment of teachers who have fewer positive perceptions or are undecided, the overall trend emphasizes the value of investing in and providing professional development programs to support the growth and job satisfaction of teachers in the educational field.

Also, on the statement the school offers a variety of professional development opportunities to cater for different needs and interests, the findings revealed that 41(38%) strongly disagreed compared to those that disagreed 44(41%). There were also those respondents that were undecided on the statement presenting 3(2.8%). On the other hand, those that agreed with the statement were 14(13%) while those that strongly agreed were 6(5.6%) of the total sample. This implies that most of the refugee schools in Rwamwanja refugee settlement do not cater for such though it's important in improving the diversity and effectiveness of professional development programs within the school. This is supported by Ingersoll & Strong, (2011) that Effective professional development can equip teachers with new strategies, innovative teaching methods, and the confidence to address the unique challenges they encounter in refugee settlement primary schools. Therefore, study findings underscore the importance of enhancing professional development programs and the potential benefits of providing more tailored and comprehensive opportunities for professional growth and development.

The study further sought to find out the respondents' opinions on the statement professional development programs are well-organized and beneficial for my teaching practices majority of the respondents disagreed 56(51.9%) compared to those that strongly disagreed 44(41%). Another category of the respondents agreed with the statement presenting 3(2.8%) while those that strongly agreed were 5(4.6%) of the total sample. This implies that they believe

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the school offers some professional development opportunities but may not fully cater to their specific needs and interests.

With the statement, the professional development support provided by the school positively impacts my overall job satisfaction most of the respondents 56(51.9%) strongly disagreed whereas 27(25%) disagreed. On the other hand, some respondents acknowledge that existence of professional development opportunities at the school though their numbers are small as shown by agreed 9(8.3%) and strongly agreed 2(1.9%) unlike undecided presenting 14(13%) of the total sample. The findings correlate with the available literature that professional development recognizes the diverse needs and experiences of teachers, providing targeted support based on their individual strengths and areas for growth such as tailored professional development opportunities can lead to more significant gains in teacher job satisfaction and instructional effectiveness (Guskey& Yoon, 2009). This mean that most of the school lacks such opportunities or even where they provide it's not for all the teachers but a few of them due to the resource envelope in those respective schools.

The statement on engaging in professional development activities encourages me to stay committed to my teaching profession, the findings revealed that majority of the respondents, 59(54.6%) agreed compared to those that strongly agreed 31(28.7%). The study further revealed that there are those that strongly disagreed with the statement presenting 10 (9.3%) compared to those that disagreed 6(5.6%) while 2(1.9%) were undecided. This underscores the prevailing sense of dissatisfaction among the majority of teachers regarding the organization and benefits of professional development programs for their teaching practices. This highlights that a significant number of schools and teachers do not provide for such programs as well as organizing them at their respective schools. However, it is important to recognize that there is a minority of teachers who perceive value in the professional development programs provided by the school. These findings suggest that some teachers find these programs to be somewhat well-organized and beneficial, albeit in the minority. Therefore, addressing the concerns of teachers who disagree and enhancing the quality of these programs can lead to increased satisfaction and a more positive perception among teachers, ultimately contributing to their professional growth and teaching practices.

The relationship between Professional Development Support and teachers' job satisfaction in Rwamwanja refugee settlement primary schools

Table 6: SPSS Inferential analysis determining the relationship between Professional Development Support and 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

Professional development and Teacher Job satisfaction	56.947	108	.000	2.64259	2.5506	2.7346
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Source: SPSS Statistics output

From the table above, the Test Value is 0, the t-statistics is 56.947, with PV=0.000 with mean 2.64259 at Confidence interval difference 95%. This implies that Professional development and Teacher Job satisfaction has a mean significantly different from 0, with mean difference 2.64259. 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 Professional development and Teacher Job satisfaction is strong.

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

Table 7: Constructive feedback and 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 continuous improvement in my teaching.	8(7.4%)	13(12%)	2(1.9%)	49(45.4%)	36(33.3%)
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. 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

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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. 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. 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.

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. The findings are in 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. 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.

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.

Recommendations

Schools should emphasize the importance of clear and achievable goal setting for teachers and improve communication regarding professional development goals. This can include providing training and resources for goal setting and transparent communication.

Schools should enhance their professional development programs to provide more diverse and tailored opportunities that cater to the unique needs and interests of teachers. This can involve collaboration with external organizations and educational experts.

Efforts should be made to ensure that schools provide adequate resources and support to help teachers achieve their goals and align them with the school's objectives, especially in resource-constrained settings like refugee settlement schools.

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