

**GOAL SETTING ON TEACHER JOB SATISFACTION IN RWAMWANJA REFUGEE SETTLEMENT
PRIMARY SCHOOLS**

Kyarikunda Edrida Evaline

Metropolitan International University

Abstract

The study aimed at goal setting on teacher job satisfaction in Rwamwanja refugee settlement primary schools. The study used mixed methods research design combining both quantitative and qualitative approaches which was utilized in order to obtain both numerical data through standardized questionnaires as well as deeply explore experiences and perspectives via in-depth interviews, thereby providing a holistic understanding of the topic. The target population that this study seemed to generalize findings to was all the primary school teachers who were employed across the 15 schools located within Rwamwanja refugee settlement, with the most recent estimates putting the total number of teachers around 150. From this overall population, a random sample of 108 teachers were selected through a simple random sampling technique ensuring each member of the population has an equal probability of being chosen, to participate in the quantitative aspect involving survey questionnaires. From the findings, the Test Value was 0, the t-statistics was 43.420, with $PV=0.000$ with mean 3.18148 at confidence interval difference 95%. This implied that goal setting and teacher job satisfaction had a mean significantly different from 0, with mean difference 3.181. The extremely low P-value (0.000) indicates high significant statistical significance and the 95% confidence interval was relatively narrow, suggesting a high level of confidence in the results. Therefore, the relationship between goal setting and teacher job satisfaction was strong. Upon the 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.

Key words: goal setting, teacher, job satisfaction and refugee settlement

Background of the study

Teacher job satisfaction is a critical factor in ensuring the quality of education and the overall well-being of educators in any educational setting. In the context of refugee settlement primary schools, where teachers face unique challenges (Paul & Kazaara, 2023), understanding the relationship between goal setting and teacher job satisfaction becomes particularly crucial. Goal setting theory, proposed by Locke and Latham (1990) suggests that setting specific and challenging goals can enhance motivation and

performance. In the context of teaching, goal setting provides direction (Winny et al., 2023), purpose, and a sense of accomplishment, leading to increased job satisfaction. When teachers in refugee settlement primary schools set attainable yet ambitious goals, they experience a higher level of job satisfaction due to a greater sense of competence and fulfillment (Micheal et al., 2023). Refugee settlement primary schools often face unique challenges, including limited resources, language barriers, trauma-affected

Received: 16.12.2023

Accepted: 21.12.2023

Published on: 30.12.2023

students, and diverse cultural backgrounds (Christopher, Moses, Muhindo, & Nturanabo, 2022). Teachers in these settings encounter complex classroom dynamics and must cater to the diverse needs of their students, making their job satisfaction distinct from that of teachers in traditional primary schools (Seth & Ntirandekura, 2022). While limited research explicitly explores the connection between goal setting and teacher job satisfaction in refugee settlement primary schools, broader studies in educational contexts offer valuable insights. For instance, a study by (Emmanuel et al., 2023) found a positive relationship between goal setting and job satisfaction in various occupational settings, suggesting that this relationship may also be relevant for teachers in refugee settlement primary schools (Godfrey et al., 2023). Teacher autonomy in goal setting has been identified as a critical factor in fostering job satisfaction among educators (Skaalvik & Skaalvik, 2017). In the context of refugee settlement primary schools, where teachers often face numerous challenges, having the freedom to set contextually relevant goals can significantly contribute to their sense of efficacy and job satisfaction (Klassen et al., 2013). Empowering teachers to have a say in their goal setting process can lead to a stronger commitment to achieving those goals, ultimately impacting their overall satisfaction with their profession.

Problem Statement

Teachers play a critical role in educating refugee children and youth. However, their job can be challenging given the context of a refugee settlement with limited resources. Ensuring teacher job satisfaction and retention is important for providing continuity and quality of education (Victoria et al., 2023). Rwamwanja refugee settlement in Uganda hosts over 120,000 refugees from neighboring Democratic Republic of Congo. There are 15 primary schools in the

Professional development and support play a vital role in influencing teachers' goal-setting practices and job satisfaction (Anthony et al., 2023). Research by Kyriacou (2011) highlights the positive impact of targeted professional development on teachers' goal-setting abilities and overall job satisfaction. Additionally, support from school administrators and colleagues can enhance teachers' ability to achieve their goals, thereby positively affecting job satisfaction (Klassen et al., 2013). When teachers feel supported in their professional growth and have access to resources and training, they are more likely to set meaningful goals and experience a greater sense of accomplishment, contributing to higher job satisfaction levels (Moses, 2022). Therefore, goal setting is a significant factor in influencing teacher job satisfaction in refugee settlement primary schools. Setting meaningful and attainable goals, along with autonomy and support, can positively impact teachers' job satisfaction. Understanding this relationship is crucial for designing targeted interventions to enhance the well-being of teachers working in challenging environments. The unique challenges faced by refugee settlement primary schools necessitate context-specific strategies to support teachers in their goal-setting process and improve their overall job satisfaction (Anthony et al., 2023).

Received: 16.12.2023**Accepted: 21.12.2023****Published on: 30.12.2023**

settlement operated by the Office of the Prime Minister (OPM) and UNHCR to provide basic education. However, teacher absenteeism and turnover have been issues affecting learning outcomes. An assessment of the primary schools found that teachers lack clear individual goals and targets to work towards (Micheal et al., 2023). They are not involved in setting their own performance objectives or designing development plans. Most teachers reported feeling unmotivated in their work due to a lack of direction and feedback on their performance (Christopher, Moses, Muhindo, & Komunda, 2022a). Without clear goals, teachers struggle to feel a sense of achievement or progression in their career. This likely contributes to low job satisfaction and higher rates of absenteeism and attrition. When teachers leave frequently, it disrupts the learning environment for refugee children who need stability the most. The problem is that the current system does not adequately support teacher goal setting and performance management which are important for boosting job satisfaction. If not addressed, it will continue negatively impacting the quality of education and educational outcomes for refugee children in Rwamwanja. Therefore, there is a need to introduce a structured goal setting and performance appraisal process involving teachers (Christopher, Willies, Crispus, & James, 2022). This could help motivate teachers by giving them a sense of purpose and accountability. In turn, it may help improve teacher retention and the continuity of learning for refugees.

Main objective of the study

To determine the effect of goal setting on teacher job satisfaction in Rwamwanja refugee settlement primary schools

Methodology

A mixed methods research design combining both quantitative and qualitative approaches was utilized in order to obtain both numerical data through standardized questionnaires as well as deeply explore experiences and perspectives via in-depth interviews, thereby providing a holistic understanding of the topic. The target population that this study seemed to generalize findings to was all the primary school teachers who were employed across the 15 schools located within Rwamwanja refugee settlement, with the most recent estimates putting the total number of teachers around 150. From this overall population, a random sample of 108 teachers were selected through a simple random sampling technique ensuring each member of the population has an equal probability of

being chosen, to participate in the quantitative aspect involving survey questionnaires. In addition, 20 teachers were purposively identified and recruited for one-on-one interviews based on certain criteria such as gender, years of experience, subject taught, to maximize variability of views represented. For data collection, a structured questionnaire which contained both closed-ended and open-ended questions was developed and pre-tested with a small group of teachers not involved in the main study in order ensure comprehension and appropriateness of the tool. The questionnaire aimed at collecting demographic information as well as quantify perceptions related to current practices supporting teacher development, factors influencing job satisfaction levels, motivation

Received: 16.12.2023

Accepted: 21.12.2023

Published on: 30.12.2023

factors among others through rating scales. For data management and analysis, quantitative data from closed-ended questionnaire responses was cleaned, coded and entered into SPSS to facilitate descriptive statistical analysis techniques including calculation of percentages, measures of central tendency (Nelson et al., 2022). Qualitative data from open-ended

questionnaire responses underwent thematic analysis involving reading, coding, categorizing and interpretation. Finally, triangulation across the quantitative and qualitative findings occurred to validate and strengthen the overall results and draw integrated conclusions.

RESULTS

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

Table 1: 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 positively impacts my job satisfaction as a teacher.	4(3.7%)	2(1.9%)	3(2.8%)	58(53.7%)	41(38%)
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) (Christopher, Moses, Muhindo, & Komunda, 2022a). 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. The findings concur with the Locke and Latham (1990) goal setting theory that setting specific and challenging goals can enhance motivation and performance. Similarly, (Christopher, Moses, Muhindo, & Muhammad, 2022) 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. 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 (Wegulo et al., 2023).

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 (Christopher, Moses, Muhindo, & Komunda, 2022b). 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 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 (Moses et al., 2022).

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 (Christopher, Moses, Muhindo, & Komunda, 2022b). 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 (Annet 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 (Mark et al., 2023). 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 (Paul & Kazaara, 2023). 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. 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 (Musaibah et al., 2023). 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. 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 2: SPSS Inferential analysis determining the relationship between goal setting and teacher job satisfaction in Rwamwanja refugee settlement primary schools

One-Sample Test

Received: 16.12.2023

Accepted: 21.12.2023

Published on: 30.12.2023

	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 2 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. 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 (Nelson et al., 2023). Therefore, the relationship between goal setting and teacher job satisfaction is strong.

Discussion of findings

The findings revealed that majority of respondents agree or strongly agree that setting clear and achievable goals positively impacts their job satisfaction. It is also essential to acknowledge that some teachers expressed uncertainty, disagreement, or strong disagreement regarding the impact of goal setting on job satisfaction. The communication of specific and measurable goals by school administration has mixed perceptions among teachers. 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. Also, the findings revealed that not all teachers believe that regularly achieving set goals is necessarily correlated with increased job satisfaction. 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.

Also, 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.

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.

Recommendation

Received: 16.12.2023

Accepted: 21.12.2023

Published on: 30.12.2023

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.

References

- Annet, N., Andrew, N., Kazaara, A. G., Christopher, F., & Moses, N. (2023). *Impact of Budgeting On the Profitability of a Manufacturing Company , a Case Study of Harris International*. 7(2), 112–126.
- Anthony, D., Kazaara, A. G., Kazaara, A. I., Ismail, L., & Prudence, K. (2023). *The Impact of Teachers ' Teaching Methods on Students ' Performance in English Subject in Secondary Schools In Uganda , A Case Study Of Selected Secondary Schools In Kampala & Wakiso*. 7(3), 290–297.
- Christopher, F., Moses, N., Muhindo, M. E., & Komunda, T. R. (2022a). *Employee Training and Organizational Performance : A Case Study of African College of Commerce and Technology in Kabale District , South Western Uganda : 6(5), 1–7.*
- Christopher, F., Moses, N., Muhindo, M. E., & Komunda, T. R. (2022b). Employee Training and Organizational Performance: A Case Study of African College of Commerce and Technology in Kabale District, South Western Uganda. *International Journal of Academic Pedagogical Research*, 6(5), 1–7.
- Christopher, F., Moses, N., Muhindo, M. E., & Muhammad, M. (2022). *Rewards and Employee Performance in an Organization : A Case Study of African College of Commerce and Technology in South Western Uganda*. 6(4), 414–428.
- Christopher, F., Moses, N., Muhindo, M. E., & Nturanabo, M. (2022). *The Influence of Intrinsic and Extrinsic Motivation on Employees ' Performance : A Case Study of African College of Commerce and Technology in South Western Uganda*. 6(4), 321–329.
- Christopher, F., Willies, W., Crispus, N., & James, M. (2022). *Perfomance Appraisal Process*. 6(7), 113–114.
- Emmanuel, E., Rebecca, N., Kazaara, A. G., & Nicholas, K. (2023). *The Effects Of Job Training On Performance Of Local Government Employees In ganda : A Case Study Of Molo Sub- County , Tororo District . 7(2), 65–73.*
- Godfrey, W., Silvia, N., Kazaara, A. G., Nelson, K., Christopher, F., Deus, T., Micheal, T., & Catherine, M. (2023). *The Effect Of Teacher ' s Instructional Methods On The Learners Academic Performance In Mathematics Subject In Secondary Schools , A Case Study Of Buwesswa Secondary School In Manafwa District*. 7(2), 100–

107.

- Mark, N., Kazaara, A. G., Deus, T., Nelson, K., Catherine, M., Christopher, F., Benefansi, I., & Brighton, B. (2023). *Analysis of Students ' Enrollment and Graduation Rates in Gulu University in Uganda . A Case Study of Gulu University*. 7(2), 1–9.
- Micheal, T., Nicholas, K., Kazaara, A. G., & Nelson, K. (2023). *The Effect of Teacher ' s Motivation on Academic Performance of Students in Kole District a Case Study of Alito Sub-County*. 7(2), 64–72.
- Moses, N. (2022). *Delegation of Responsibilities and Teachers ' Performance in Selected Secondary Schools in Kabale Municipality*. October.
- Moses, N., Christopher, F., Muhindo, M. E., & Alex, A. (2022). *Task Oriented Management and Organisational Performance in Manufacturing Firms : A Case Study of Hima Cement Factory , Kasese District*. 6(4), 298–306.
- Musaibah, N., Kazaara, A. G., Kazaara, A. I., & Deus, T. (2023). *The Organizational Factors Affecting Employee Performance in Non-Governmental Organizations in Uganda . A Case Study of the Uganda Women Parliamentary Association*. 7(3), 221–231.
- Nelson, K., Christopher, F., & Milton, N. (2022). *Teach Yourself Spss and Stata*. 6(7), 84–122.
- Nelson, K., Kazaara, A. G., & Kazaara, A. I. (2023). *Teach Yourself E-Views*. 7(3), 124–145.
- Paul, W., & Kazaara, A. G. (2023). *Assessing How Employee Job Rotation Affects Workers Productivity In Organizations . A Case Study of Action against Hunger , Kiryandongo District .* 7(3), 168–173.
- Seth, A., & Ntirandekura, M. (2022). *Delegation of Responsibilities and Teachers ' Performance in Selected Secondary Schools in Kabale Municipality*. 6(6), 31–48.
- Victoria, N., Nelson, K., Kazaara, A. G., & Kazaara, A. I. (2023). *The Impact Of Staff Development On The Pupils ' Academic Performance In Primary Schools In Kimaanya Sub-County , Masaka District A Case Study Of Kimaanya Sub-County , Masaka District*. 7(3), 179–186.
- Wegulo, N. A., Kazaara, A. G., Kazaara, A. I., Deus, T., Moses, N., & Charles, N. (2023). *Effect Of Public Sector Monitoring And Evaluation On Promoting Good Governance In Uganda , A Case Study Of Ministry Of Local Government*. 7(3), 227–239.
- Winy, N. D., Kazaara, A. G., Kazaara, A. I., & Deus, T. (2023). *Effect Of Motivation On Employee Performance In Non- Government Organizations (NGOS): A Case Of Mbale City*. 7(3), 67–71.