



East African Journal of Arts and Social Sciences

ejass.eanso.org

Volume 8, Issue 2, 2025

Print ISSN: 2707-4277 | Online ISSN: 2707-4285

Title DOI: <https://doi.org/10.37284/2707-4285>



EAST AFRICAN
NATURE &
SCIENCE
ORGANIZATION

Original Article

Assessing the State of Job Satisfaction of the Academic Staff for Quality Instruction Outputs in Uganda's Private Universities

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Article DOI: <https://doi.org/10.37284/eajass.8.2.3225>

Date Published: ABSTRACT

30 June 2025

Keywords:

Job Satisfaction,
Quality Instruction,
Academic Staff,
Private
Universities,
Uganda.

The paper assesses the current state of job satisfaction among the academic staff in tandem with the provision of quality instruction in Ugandan private universities. The main objective of the study was to establish the relationship between the state of job satisfaction of the academic staff and the corresponding quality of instruction to the students. The study was anchored on Herzberg's Theory of the pragmatist research paradigm, and convergent parallel methods research approaches. The study employed a self-administered questionnaire (SAQ), interview guides, and focus group discussions (FGD) to collect data from 339 academic staff, 20 heads of department, and 12 Quality Assurance Officers. Additionally, correlation, regression, and thematic analyses were applied to establish the relationships between the predictor and outcome variables and to collect themes for qualitative data. The results showed no significant relationship between job satisfaction and quality instruction ($r=.115$, $p=NS$). Regarding the influence of job satisfaction on quality instruction, job satisfaction explained 1.3 % of the variation in quality instruction ($R^2 = .013$). In conclusion, there was no significant relationship between job satisfaction and quality instruction, nor did job satisfaction influence quality instruction by the academics in Uganda's private universities. It was highly recommended that private universities should provide better financial incentives to motivate the academic staff to improve the quality of instruction to students.

APA CITATION

Okurut, J. R., Okongo, W. & Rwothumio, J. (2025). Assessing the State of Job Satisfaction of the Academic Staff for Quality Instruction Outputs in Uganda's Private Universities. *East African Journal of Arts and Social Sciences*, 8(2), 474-485. <https://doi.org/10.37284/eajass.8.2.3225>

CHICAGO CITATION

Okurut, John Robert, Wilberforce Okongo and Joseph Rwothumio. 2025. "Assessing the State of Job Satisfaction of the Academic Staff for Quality Instruction Outputs in Uganda's Private Universities". *East African Journal of Arts and Social Sciences* 8 (2), 474-485. <https://doi.org/10.37284/eajass.8.2.3225>

HARVARD CITATION

Okurut, J. R., Okongo, W. & Rwothumio, J. (2025) "Assessing the State of Job Satisfaction of the Academic Staff for Quality Instruction Outputs in Uganda's Private Universities". *East African Journal of Arts and Social Sciences*, 8(2), pp. 474-485. doi: 10.37284/eajass.8.2.3225

IEEE CITATION

J. R., Okurut, W., Okongo & J., Rwothumio "Assessing the State of Job Satisfaction of the Academic Staff for Quality Instruction Outputs in Uganda's Private Universities". *EAJASS*, vol. 8, no. 2, pp. 474-485, Jun. 2025.

MLA CITATION

Okurut, John Robert, Wilberforce Okongo & Joseph Rwothumio "Assessing the State of Job Satisfaction of the Academic Staff for Quality Instruction Outputs in Uganda's Private Universities". *East African Journal of Arts and Social Sciences*, Vol. 8, no. 2, Jun. 2025, pp. 474-485, doi:10.37284/eajass.8.1.3225

INTRODUCTION

Ugandan private university academics are featured among their several counterparts in the national, regional, and global universities that are still grappling with the challenges of providing quality academic instruction to their students. To clarify the issue, quality instruction is a core conversation in higher education institutions (HEIs) that is expected to contribute to the cultural and economic development of nations (Patfield, 2022). The concept of quality academic instruction refers to the use of effective teaching methods, effective assessment, and delivery of the relevant curriculum content (Henard & Roseveare, 2012). It focuses on (OECD, 2014) effective teaching methods, assessment of learning, and student support services, in addition to (UNICEF, 2023), the use of appropriate instructional materials, dissemination of the relevant content, and the use of child-centered methods. Worldwide, the demand for quality academic instruction is an issue, especially in developing countries (Suresh & Kumaravelu, 2017). For example, Abu (2008) noted that some private universities in Bangladesh sold certificates, provided easy-to-get degrees, and had very low standards of teaching.

Similarly, in India, 32 institutions of higher learning closed in 2012 for failure to maintain standards and to attract students (Nagaraju, 2012). Aziz (2010) observed that in Afghanistan, private universities sailed and passed students because they had paid tuition. In Africa, private universities are equally grappling with quality instruction (Afolabi & Idowu, 2019). In Malawi, for example, there is no

quality framework for higher education, universities are poorly staffed, and there are no basic instructional materials for quality instruction (Ministry of Education, Science, and Technology, 2019). According to Abiodun-Oyebanji and Omojola (2018), in Nigeria, university education generally falls short of quality instruction content delivery because of several outdated curricula and poor methods of training.

Meanwhile, a study by the Inter-University Council in East Africa (2014) found that 49% of university graduates were not adequately taught to work in their skills-based competences as opposed to an emphasis on substantive knowledge. Nevertheless, these studies reveal contextual and population gaps. Hence, the need for a study to establish the relationship between job satisfaction and quality instruction in private universities in Uganda. Focusing on the principal objective of establishing the relationship between job satisfaction and quality instruction in private universities in Uganda, the study tested the following hypothesis statement:

H01: There is no statistically significant relationship between the job satisfaction of the academic staff and the quality of instruction in private universities in Uganda.

LITERATURE REVIEW

Theoretical Review

This study was informed by Herzberg's Two Factor Theory, which was developed in 1959 (Yusoff et al., 2013). Herzberg's Two Factor Theory proposes a set of factors instrumental to quality instruction,

namely, job satisfiers (motivators) and job dissatisfiers (hygiene factors). Job-satisfiers refer to those factors that bring fulfilment to the lecturers about their jobs. Hygiene factors, on the other hand, are factors that do not bring satisfaction to the lecturers but prevent them from becoming unhappy (Khan et al., 2021). According to Herzberg (1959), high levels of motivator factors contribute to high job satisfaction, hence quality instruction, while the provision of hygiene-related factors prevents lecturers from being unhappy. However, to ensure quality instruction among the faculty, job satisfaction should be considered.

Several scholars have used Herzberg's two-factor theory to underpin their studies. For instance, Akdemir (2020) used Herzberg's theory to underpin the impact of teachers' motivation and their commitment to work in Turkey. Similarly, Hilmi (2016) used Herzberg's theory to explain the relationship between job satisfaction and motivation levels in Turkey. Moreover, Singh and Bhattacharjee (2019) used Job Herzberg's theory to understand the satisfaction levels and job performance of academicians in India... However, none of the above studies used Herzberg's theory to explain the relationship between job satisfaction and quality instruction in private universities in Uganda. Hence, the need to use Herzberg's theory to underpin the relationship between the job satisfaction of the academic staff and the quality of instruction in private universities in Uganda.

Job Satisfaction of the Academic Staff and Quality Instruction

Job satisfaction, according to Tria (2023), refers to "a positive emotional state resulting from the appraisal of one's job". Sutrisno (2016) states that job satisfaction consists of several factors that influence attitudes in the workplace. Baluyos et al. (2019) contend that when teachers are satisfied with their job, their participation and commitment to work increase, hence delivering quality in the process. Several studies (Harrison et al., 2023; Allida & Lima, 2023; Cortez et al., 2021; Werang et

al., 2017; Otieno, 2022; Baluyos et al., 2019; Kwizera et al., 2021; Jermisittiparsert et al., 2019; Yee, 2018; Ngwale, 2021) have investigated the relationship between job satisfaction and quality instruction in educational settings. However, contextual, conceptual, population, and methodological gaps arise from the foregoing studies. For instance, Harrison et al. (2023) found there was an association between job satisfaction and quality instruction across Eastern and Western settings.

Reports by Allida and Lima (2023) compared job satisfaction and quality instruction of the faculty in selected faith-based universities in Haiti and showed that a moderate relationship existed between job satisfaction and performance in terms of quality instruction. Furthermore, Cortez et al. (2021) related job satisfaction and work performance, and the study demonstrated that teachers were very satisfied with their work, but there was no relationship between this satisfaction with quality instruction. Similarly, Werang et al. (2017) assessed teachers' job satisfaction and its influence on the performance of elementary school teachers in Indonesia. The study discovered that job satisfaction significantly improved the performance of teachers in terms of quality instruction.

In addition to the foregoing studies, Otieno (2022), who surveyed job satisfaction and employee performance in public universities in Kenya, revealed that teachers taught well when they were satisfied with their jobs. In another context, Baluyos et al. (2019) conducted a study about job satisfaction and its impact on quality instruction and found that job satisfaction was related to quality instruction by teachers in the Philippines. Kwizera et al. (2021) examined job satisfaction and its effect on academic staff performance in three chartered private universities in Burundi and demonstrated a significant positive relationship between the job satisfaction of academic staff and job performance.

Another study by Jermisittiparsert et al. (2019) showed that job satisfaction influenced the quality

of performance among workers in educational institutions in Thailand. Relatedly, Yee (2018) analysed job satisfaction and work performance among academic staff in Malaysian private universities and found that job satisfaction increased the commitment of the academic staff. In Tanzania, Ngwale (2021) analysed the job satisfaction of the teachers and their performance, and the results indicated a significant relationship between the two variables. From the above literature review, there is a glaring indication that all the studies were conducted outside Uganda, and this therefore justifies the need to conduct a similar study in Uganda. In addition, the values, beliefs, traditions and behaviour vary widely, let alone the level of development and resources that differ greatly. More of the studies reviewed above targeted different populations. The researcher acknowledged these as gaps warranting a study. Hence, the need for an investigation into the job satisfaction of the academic staff and quality instruction in private universities in Uganda.

METHODOLOGY

The study utilised a convergent parallel mixed-method research design as a lens. As noted by Saraswati et al. (2021), a convergent parallel mixed-methods research design is a synthesis of quantitative and qualitative approaches aimed at understanding the problem more deeply. In the same vein, the study adopted a pragmatist research

paradigm because it gives liberty for a researcher to use a variety of methods and approaches that enhance the validity and reliability of research findings. Using a survey questionnaire, structured interviews, and Focus Group Discussions, the study collected data from four of Uganda's private universities. We opted for these methods because we found them cost-effective, time-saving, and reaching a wide audience with minimal researcher bias.

The study population comprised the academic staff, Heads of Department, and the Quality Assurance Officers who were recruited using probabilistic and non-probabilistic sampling strategies (Kyu-Seong 2022). The overall sample consisted of 400 lecturers, 20 Heads of Department, and 12 Quality Assurance Officers, calculated using a proportionate sampling strategy. The validity and reliability of the research instruments were tested and presented. As shown in Table 1, the CVI for the sub-scales ranged from 0.77 to 0.81, hence, were above the recommended threshold of 0.70. Similarly, the Alpha coefficients of the questionnaire were above 0.70 and, therefore, were deemed reliable for data collection (Bisel & Adame, 2017). Descriptive statistics (means and standard deviations), inferential statistics (correlations and multi-regressions), as well as thematic analysis, were used to analyse the data.

Table 1: Content Validity Index (CVI) and Alpha Coefficients of the Questionnaire Instrument

Constructs	CVI	Alpha
Quality Instruction		
1. Effective Teaching Methods	.78	.73
2. Effective Assessment of Learning	.77	.90
3. Students' Support Services	.80	.79
Job Satisfaction		
1. Intrinsic job satisfaction	.80	.71
2. Extrinsic job satisfaction	.81	.82

As for the interview guide, a pilot on the Heads of Department from one of the local private universities was conducted (Cobern & Adams,

2020). Piloting the qualitative instruments was an avenue for clarity, rephrasing, and ordering (Aung et al., 2021). Furthermore, triangulating the study

instruments was the basis for reliability (Gray, 2018).

Limitations

This study experienced difficulty in obtaining some documents that could have informed the study. Information regarding the number of academic staff per faculty was not readily available in some universities. Second, some questionnaires were incomplete and therefore were not included in the

data analysis. These questionnaires could have helped in understanding the problem. The study was focused on chartered private Christian universities in the Buganda region, limiting the generalizability of the research findings.

RESULTS AND DISCUSSION

This section presents the demographic characteristics of the 339 lecturers who participated in the study.

Table 2: Background Characteristics of Lecturers

Gender	N	%
Female	203	59.9
Male	136	40.1
Age groups		
30 years and below	56	16.5
31 to 40 years	156	46.0
41 years and above	127	37.5
Education		
Bachelor's Degree	21	6.2
Master's Degree	255	75.2
Ph. D	63	18.6
Academic Rank		
Graduate Fellow	4	1.2
Assistant lecturer	98	28.9
Lecturer	169	49.9
Senior Lecturer	51	15.0
Associate Professor	10	2.9
Professor	7	2.1
Tenure		
Less than a year	20	5.9
between 1 and 5 years	103	34.5
between 6 and 10 years	122	36.0
Over 11 years	94	27.7

Source: Primary Data

Results in Table 2 showed that there were 59.9% (203) female lecturers compared to 40.1% (136) male lecturers, implying that the study was not biased in terms of gender. Furthermore, results revealed that 83% (319) of the participants were 31 years and above, hence could have enabled them to provide a reliable evaluation of their work environment. Further, in line with educational background, the majority of the lecturers, 75% (255), hold a Master's Degree.

Given that the majority of respondents did not have the minimum requirements needed for university lecturers, a PhD, they could have been facing performance evaluation and job satisfaction challenges, and were able to provide revealing information on the issues that were being investigated. It was further revealed that a larger proportion 80% (371) of respondents were at lower ranks of university teaching, prospecting better terms of employment so we're able to provide credible information on issues that were being

investigated. In the case of tenure at the University; 94% (319) had been at the university for 1 to 11 years, indicating that most respondents had stayed long enough in their work environment, and so could provide a reliable evaluation of its working conditions.

Quality Instruction

Quality Instruction was the dependent variable, and it was assessed as effective teaching methods, assessment of learning, and student support services. The status of these aspects is presented in Table 3.

Table 3: Descriptive Statistics on Teaching Methods

Aspect	Mean	SD	Rating
Quality Instruction Items			
<i>Effective Teaching Methods (Aggregate mean= 3.93; SD 0.85)</i>	=		
When teaching, my students have a chance to present their findings			
	4.35	.70	Agree
My students have a chance to do things practically during the lessons	4.20	.83	Agree
My students ask several questions during my lessons	4.23	.78	Agree
My students can use the knowledge acquired in class to solve day-to-day challenges	4.05	.76	Agree
My students can use the knowledge acquired in class under different circumstances	4.07	.76	Agree
My students are put into small groups whenever I teach them	3.64	.96	Agree
My students are assigned different roles whenever they are in group work	3.95	.82	Agree
My students are ever attentive during my lectures	3.85	.90	Agree
My students do not engage in other activities other than those related to my lectures	3.12	1.06	Not sure
The teaching methods at our university are effective.	3.86	.91	Agree
Score	3.93	.85	Agree

Source: Primary Data

The results in Table 3 reveal that generally, respondents agreed (mean=3.93, SD=0.85) to teaching effectively. They agreed they give students opportunities to present their findings (mean=4.35, SD=.70), allow students a chance to do things practically during the lessons (mean=4.20, SD=.83), students ask several questions during my lessons (mean=4.23, SD=.78), students can use the knowledge acquired in class to solve day-to-day challenges (mean=4.06, SD=.76) and students can use the knowledge acquired in class under different circumstances (mean=4.07, SD=.76) . So, most respondents believed their teaching methods fostered student engagement, practical application, and active participation, there was variability in perceptions of student attentiveness and focus. Additionally, although group work and the

assignment of roles are common, they are not universally implemented across lessons.

On the use of various methods, one Head of the Department stated as follows: “We use a variety of methods when lecturing. However, this depends on the faculty. For example, in the agriculture and education faculties, there is more use of demonstration, field trips, and projects”. Another HoD stated that they used two modes of instruction, namely synchronous and asynchronous, in their university. Whereas the synchronous mode was used mainly for undergraduate students, the asynchronous method was used for postgraduate students because they were required to manage their learning.

Table 4: Descriptive Statistics on Assessment of Learning

Aspect	Mean	SD	Rating
<i>Assessment of Learning (Aggregate Mean=4.22; SD=0.75)</i>			
I can give clear reasons why I have to judge my students' performance	4.18	.91	Agree
I describe what I have to assess/judge about my students	4.11	.85	Agree
I can explain the different methods of assessment	4.30	.79	Agree
I have a clear knowledge of how to use assessment information	4.30	.72	Agree
I have a clear knowledge of the different tools of assessment	3.85	.48	Agree
I have a clear knowledge of the different types of assessment	4.30	.72	Agree
I have a clear knowledge of the learners' cognitive ability	4.19	.71	Agree
I provide my students with feedback regarding their coursework	4.40	.76	Agree
I provide feedback to my students in time	4.30	.79	Agree
Assessment of learning in this university is effective.	4.25	.75	Agree
Score	4.22	.75	Agree

Source: Primary Data

In connection with the assessment of learning, respondents affirmed that (mean=4.22, SD=.75) they do well in most areas of assessment. This was the case with explaining the different methods of assessment (mean=4.30, SD=.79), having clear knowledge of how to use assessment information (mean=4.30, SD=.72), having clear knowledge of the different types of assessment (mean=4.30, SD=.72), providing students with feedback regarding their coursework (mean=4.40, SD=.79), and providing feedback to students in time (mean=4.30, SD=.79), hence there was strong agreement on provision of feedback practices and the ability to explain assessment methods.

However, there was variability in opinions about the reasons for judging student performance, which may indicate differing understandings or approaches. Knowledge of assessment tools is the weakest area, suggesting potential for professional development or training in this aspect.

Although the assessment was a well-conducted activity in the universities, one Head of Department complained as follows:

“We are experiencing a situation whereby too much attention is given to the examinations at the expense of instruction. The semesters are short, and there is hardly enough time for teaching. Ample time should be spent on teaching, and examinations should come at the end of the year”.

Another Head of the Department informed the researcher about the negative consequences that have been brought by Artificial Intelligence when assessing students. She said, “With the advent of Artificial Intelligence, students are putting minimal effort into their work. However, the university is cracking down on such students by subjecting every essay that is submitted to an anti-plagiarism test”.

Table 5: Descriptive Statistics on Student Support Services

Aspect	Mean	SD	Rating
<i>Student Support Services (Aggregate Mean = 3.89; SD = 0.83)</i>			
My students are aware of the different university offices they can go to for help	4.13	.89	Agree
My students seek the services of the University Counselor	3.38	.92	Agree
I get time to help those students who have problems with my lectures	4.04	.77	Agree
I equip my students with the necessary study skills such as library skills, planning, and note-taking	4.10	.78	Agree
My students are aware of the most up-to-date relevant textbooks regarding their course	3.87	.82	Agree
My students are aware of the various career options available to them	3.96	.82	Agree
My students are aware of the current developments in their careers	3.83	.83	Agree
My students can use the most up-to-date applications of ICT in their learning	3.81	.84	Agree
The students' support services at this university are generally good.	3.85	.79	Agree
Score	3.89	.83	Agree

Source: Primary Data

As far as student support is concerned, results in Table 5 show that respondents agreed (mean=3.89, SD=.83) that their students were generally well-supported. They agreed that students are aware of the different university offices they can go to for help (mean=4.13, SD=.89), they get time to help those students who have problems with my lectures (mean=4.04, SD=.77), equip my students with the necessary study skills such as library skills, planning and note-taking (mean=4.10, SD=.78), students are aware of the most up-to-date relevant textbooks regarding their course (mean=3.87, SD=.82), students are aware of the various career options available to them (mean=3.96, SD=.82) and their students are aware of the current developments in their careers (mean=3.83, SD=.83).

However, there was weakness in counselling services and the latest ICT applications and equipping students with the necessary study skills, such as library skills. Although results showed that counselling services are wanted across the universities, interviews with the heads of departments showed there was a counselling department in every university. Contrary, the HoDs indicated that students were supported in terms of ICT.

Satisfaction of Academic Staff

This section looked at the status of job satisfaction of the academic staff in private universities, the independent variable. This included intrinsic and extrinsic job satisfaction. The results are presented in Table 6.

Table 6: Descriptive Statistics on Job Satisfaction

Aspect	Mean	SD	Rating
<i>Intrinsic</i>			
As a lecturer at this university, I am successful	3.56	.93	Agree
As a lecturer at this university, I am not about to lose my Job	3.58	1.05	Agree
As a lecturer at this university, my job gives me the freedom to shape my work	3.97	.78	Agree
As a lecturer at this university, I have a good working relationship with my colleagues	4.30	.69	Agree
As a lecturer at this university, I am involved in the management of programs/activities	3.45	1.25	Agree
Score	3.77	0.94	Agree
<i>Extrinsic</i>			
As a lecturer at this university, I am satisfied with the salary that I get	2.49	1.18	Not sure
As a lecturer at this university, my payment from the university is adequate for normal expenses	2.57	1.22	Not sure
As a lecturer at this university, my job has the facilities that I need	2.99	1.14	Not sure
As a lecturer at this university, my supervisor is supportive	3.94	.82	Agree
As a lecturer at this university, I have the opportunity to advance on the job	3.71	1.07	Agree
Score	3.14	1.09	Not sure
Overall score	3.46	1.01	Agree

The results in Table 6 show that respondents agreed (mean=3.46, SD=1.01) to having job satisfaction. This mainly came from the good (mean=3.77, SD=.94) intrinsic satisfaction that they had. In summary, lecturers generally feel a sense of success and job security, with the majority expressing that they have the freedom to shape their work and maintain good working relationships with colleagues. However, they had dissatisfaction with their salary and the adequacy of payment for normal expenses, with a large proportion disagreeing or strongly disagreeing with these statements. Facilities were also a concern, as many were neutral or dissatisfied.

However, lecturers expressed high satisfaction with their supervisor's support and feel that they have opportunities for advancement, reflecting a positive relationship with their immediate leadership and career progression, though financial aspects remain a major point of dissatisfaction. Overall, intrinsic job satisfaction is generally high, especially in terms of good working relationships with colleagues and autonomy in shaping work. Therefore, lecturers

derive much of their satisfaction from intrinsic factors like relationships and autonomy, but external rewards, particularly salary and financial compensation, are areas of major dissatisfaction.

Inadequate remuneration for the lecturers was one of the most pressing issues that were reported by all the heads of the department. One of the heads of the department reported as follows: "Lecturers are not well paid in private universities, and that is why there is a lot of moonlighting". From another university, it was reported that lecturers had the liberty to quit if they felt that their pay was little. Lecturers also lacked space in all the sampled private universities. One of the HoDs said, "We do not have enough space in this university, and that is why you can see we are crowded up here". Another university head noted that their work was affected due to the lack of office space. All these affected the job satisfaction of the academic staff.

To Examine the Relationship between Job Satisfaction of the Academic Staff and Quality Instruction in Private Universities in Uganda.

The objective of the study was to examine the relationship between the job satisfaction of the academic staff and the quality of instruction in private universities in Uganda. It had been hypothesised that no statistically significant

relationship existed between the job satisfaction of the academic staff and the quality of instruction in private universities. Pearson's correlation was used to test this assertion. The findings are presented in Table 7.

Table 7: Correlation Matrix for Job Satisfaction and Quality of Instruction

Variables	1	2	3	4	5	6	7
1-Quality Teaching	1						
2-Teaching methods	.735**	1					
3-Student support	.700**	.410**	1				
4-Assessment of learning	.731**	.256**	.251**	1			
5-Job satisfaction	.115	.096	.188**	.021	1		
6-Intrinsic Job Satisfaction	.086	.075	.079	.040	.773**	1	
7-Extrinsic Job Satisfaction	-.017	.015	.149**	-.096	.896**	.537**	1

Key: Levels of significance: **= $P < 0.01$; * $p < 0.05$; no asterisk = not significant

The results in Table 7 showed no significant relationship between job satisfaction and quality instruction ($r = .115$, $p = \text{NS}$). The relationship between quality instruction and all the indicators of job satisfaction intrinsic ($r = .086$, $p = \text{NS}$) and extrinsic ($r = -.017$, $p = \text{NS}$) were also very small and insignificant. Therefore, job satisfaction does not play a role in the quality of instruction of lecturers in private universities. Hence, we retain the null hypothesis and conclude that there is no statistically significant relationship between the job satisfaction of the academic staff and the quality of instruction in private universities in Uganda. This finding is supported by Cortez et al. (2021), who established

that job satisfaction was not related to quality instruction in Nueva Ecija. The study also resonates with the findings of Ching (n.d), who established that there was no correlation between job satisfaction and the performance of teachers in Quezon.

Regression Analysis for Job Satisfaction and Quality Instruction

A multi-regression analysis was conducted to determine the influence of job satisfaction and the quality of instruction in private universities in Uganda. The results are presented in Table 8.

Table 8: Multiple Regression of Job Satisfaction and Quality Instruction

Job satisfaction	Standardized Coefficients Beta (β)	Significance (p)
Intrinsic Job Satisfaction	.132	.061
Extrinsic Job Satisfaction	-.088	.213
$R^2 = 0.013$		
Adjusted $R^2 = .006$		
$F = 1.814$, $p = .165$		

a. *Dependent Variable: Quality instruction*

b. *Predictors: Extrinsic and intrinsic job satisfaction*

The results in Table 8 show that job satisfaction explained 1.3 % of the variation in quality instruction ($R^2 = .013$). This means that 98.7% of the variation in quality instruction was accounted

for by other factors not considered under this model. Intrinsic satisfaction made a positive contribution ($\beta = .132$, $p = 0.061 > 0.05$), though it was not significant, while extrinsic satisfaction made a

negative, non-significant contribution ($\beta = -.088$, $p = 0.213 > 0.05$).

CONCLUSIONS

In line with the objective of the study, it was concluded that job satisfaction does not predict nor does it influence the quality of instruction in private universities in Uganda. It was further concluded that lecturers enjoyed good working relationships, autonomy, tenure, and involvement in university programs, indicating that they were internally satisfied with their jobs. On the other hand, lecturers expressed dissatisfaction with the pay, with the majority stating that it was inadequate for normal expenses. It was also concluded that universities tended to pay full-time lecturers first and part-time lecturers later.

RECOMMENDATIONS

In light of the findings of this study, private universities should increase the salaries of the lecturers. Furthermore, private universities should pay both full-time and part-time lecturers at the same time.

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