

Organizational Compassion, Employee Motivation and Job Satisfaction among Teachers
within Kampala District during the Covid-19 Pandemic

Kandole Nicole Ahebwa

A Research Dissertation Submitted to the Department of Educational, Social and
Organisational Psychology in Partial Fulfillment for the award of a Degree in Bachelor of
Industrial and Organizational Psychology of Makerere University

November, 2022

Declaration

I, Kandole Nicole Ahebwa do hereby declare that this dissertation is original and my own piece of work entailing acknowledged citations, quotations and references from the work and ideas of other people and has never been submitted to any other University or higher institution for learning for a similar academic award.

Signature: Nicole.....

Date: 9th November, 2022.....

Kandole Nicole Ahebwa

Approval

I certify that this dissertation entitled Organizational Compassion, Employee Motivation and Job Satisfaction among teachers within Kampala District during the Covid-19 Pandemic has been submitted for examination with my approval as a university research supervisor.

Signature: 

Date: 

Dr. Martin Baluku

Supervisor

Dedication

I dedicate this dissertation to my family members; my father, Mr. Milton Kandole, my mother Ms. Rosemary Ikoona and my sister Ms. Daisy Kandole.

Acknowledgements

I would like to first and foremost acknowledge the Lord almighty for granting me the gift of life and for having favor upon me that has enabled me to get this far in my education.

Furthermore, I would like to express my deepest sense of gratitude towards my supervisor, Dr. Martin Baluku, for his great endeavor and outstanding supervision by which it has been possible for me to make sense of this study thus far.

I would like to express my immense appreciation to my parents, family and friends for their love and support which has given me the zeal to work hard and achieve success in my education.

I would also like to thank the administration and teachers at Greenhill Primary School- Buwaate, St. Francis day and boarding Primary School- Ntinda and Seeta Junior School- Kasangati for their assistance and maximum cooperation during the data collection process.

Table of Contents

Declaration.....	i
Approval.....	ii
Dedication.....	iii
Acknowledgements.....	iv
List of Figures.....	vii
List of Tables.....	viii
Abstract.....	ix
Chapter One:Introduction.....	1
Background.....	1
Problem Statement.....	3
Purpose.....	3
Objectives.....	3
Significance.....	4
Scope.....	5
Conceptual Framework.....	6
Chapter Two:Literature Review.....	7
Organizational Compassion and Motivation.....	7
Motivation and Job Satisfaction.....	9
Organizational Compassion and Job Satisfaction.....	12
Hypotheses.....	14
Chapter Three:Methodology.....	15
Research Design.....	15
Study Population.....	15
The Sample.....	15

Instruments and Measurements	16
Procedure	16
Ethical Considerations	17
Data Management.....	18
Data Analysis	18
Limitations	18
Chapter Four:Results and Interpretation	19
Respondents Background Information	19
Hypothesis Testing	22
Chapter Five:Discussions, Conclusion and Recommendations	24
Organizational Compassion and Motivation	24
Motivation and Job Satisfaction.....	25
Organizational Compassion and Job Satisfaction	26
Conclusion	27
Recommendations	27
References	29
Appendices	36
Appendix 1: Research Questionnaire	36
Appendix 2: Letters of Data Collection.....	41

List of Figures

Figure 1: Conceptual Framework of the Study6

List of Tables

Table 1: Showing the response level on the background information of the respondents.....	20
Table 2: Correlations among the Study Variables	22

Abstract

The study sought to establish the relationship between organizational compassion, motivation and job satisfaction among teachers during the Covid-19 pandemic. The study gave an insight into the level of organizational compassion received by teachers during the Covid-19 pandemic, how it influenced their motivation and eventually how it influenced their job satisfaction. A quantitative research approach was used while conducting the study. The data was collected among teachers of primary schools in Kampala district. A cross sectional survey was employed for this study and a standardized self administered questionnaire was used to collect the data from the respondents. The collected data was analyzed using the Pearson Product Moment Correlation Coefficient. The research findings showed that organizational compassion has no significant relationship with amotivation, however that there is a positive significant relationship between organizational compassion and both intrinsic and extrinsic motivation. The results also revealed that amotivation has no significant relationship with job satisfaction, however that there is a positive significant relationship between intrinsic motivation and job satisfaction and a positive significant relationship between extrinsic motivation and job satisfaction. The study findings also showed that there is a positive significant relationship between organizational compassion and job satisfaction. A number of recommendations in regards to future research and people involved in the teaching sector were made.

Chapter One

Introduction

Background

Covid-19 is the disease caused by SARS-CoV-2, the corona virus that emerged in 2019. (Johns Hopkins Medicine). The virus was first reported from Wuhan city in China in December, 2019 which in less than three months spread throughout the globe and was declared a global pandemic by the World Health Organization (WHO) on 11th March, 2020 (Lone & Ahmad, 2020). Globally, as of 1st September, 2022, there have been 600,555,262 confirmed cases of Covid-19, including 6,472,914 deaths reported to the World Health Organization (World Health Organisation). Specifically in Uganda, from January, 2020 to September, 2022 a total of 168,891 confirmed cases of Covid-19 have been reported to the World Health Organization with 3,628 deaths (World Health Organization). However, Uganda has to date largely been able to achieve control transmission of the virus through lockdown, massive testing of people in quarantine, country's borders and their contacts in addition to health campaigns. (Olum & Bongomin, 2020)

At the peak of the pandemic, an estimated 85 million teachers worldwide were affected (Nakijoba, Ddungu, & Awobamise, 2022). The Economic Policy Research Centre, a think tank in Kampala reported in May of 2021 that 85% of private schools were not paying full teacher salaries due to financial challenges brought about by covid-19 (Mwesigwa, 2021). In addition, research done by Omona (2021) also indicated that teachers in Uganda faced a number of issues as a result of the lockdown due to the Covid-19 pandemic including confusion and stress to the teachers, loss of jobs, challenges in creating, maintaining and improving distance learning and high economic costs.

The different problems faced by the teachers during the Covid-19 pandemic had a significant impact on their job satisfaction. According to research done by Walker, Sharp &

Sims (2020), teachers who felt that they were not able to adequately support their pupils remotely during the pandemic tended to be less satisfied with their job. This could have been as a result of the limitations in the systems adopted by schools to support remote learning or it could reflect the challenges experienced by teachers in engaging their pupils and adapting their teaching to meet this new way of working. Stress is also another significant issue faced by teachers during the Covid-19 Pandemic. Research done by (Salem, 2020) on secondary schools in Tamil Nadu, India, sought to study the impact of occupational stress on job satisfaction of teachers during Covid-19. The study revealed that the online classes that were a result of the Covid-19 pandemic had a great contribution to the occupational stress of teachers which in turn reduced their job satisfaction.

Job satisfaction of employees is greatly affected by the level of compassion in the organization. According to studies, organizations that operate with compassion have employees with greater job satisfaction (Jacobs, 2022). Organizational compassion can lead to many solutions about issues concerning job satisfaction and it is where the future must lie for answers to address staff satisfaction and retention (Halder, 2018). According to Halder (2018), professionals can help themselves by practicing self compassion in their inner groups and there can be an effect on employee satisfaction rates through organizations developing and enhancing their organizational compassion and making the environment space pleasant.

There is a relationship between organizational compassion, motivation and job satisfaction. This study is intended to analyze the relationship between the variables and how they affect each other that is to say how organizational compassion has influenced motivation, how motivation influenced job satisfaction and how organizational compassion influenced job satisfaction among teachers during covid-19.

Problem Statement

The Covid-19 pandemic greatly affected different organizations including schools. Institutions or schools that lacked compassion towards the teachers during the Covid-19 pandemic caused them to disengage from their workplaces and withdraw their loyalty as they felt that their feelings and the challenges that they faced were not acknowledged. These organizations however are supposed to notice, feel and respond to the pain and suffering of the employees. As a result, employees' motivation decreased as workers dealt with declining mental health due to anxiety, worry for their health and financial security. This decrease in employee motivation at work also caused employees to be less satisfied with their jobs. This decreased job satisfaction is evidenced by the large numbers of teachers who resigned from the jobs seeking better opportunities.

Purpose

The purpose of this study was to analyze the relationship between organizational compassion, motivation and job satisfaction of teachers during Covid-19.

Objectives

1. To examine the relationship between organizational compassion and motivation of teachers during Covid-19.
2. To examine the relationship between motivation and job satisfaction of teachers amidst the Covid-19 pandemic.
3. To examine the relationship between organizational compassion and job satisfaction of teachers amidst the Covid-19 pandemic.

Significance

The study will provide information to the government that could help in formulating policies that ensure that the employees are satisfied with their jobs especially during times of crisis like the Covid-19 pandemic.

This study will provide information to employers on the importance of organizational compassion in educational institutions which includes noticing, feeling, assessing and responding to the pain and suffering of the employees in the institution especially during a crisis like the Covid-19 pandemic. If the managers or employers take up such compassionate acts towards their employees, the motivation of the employees and in turn their job satisfaction will drastically increase.

The study could benefit the employees by providing information that aids their understanding of how the Covid-19 pandemic affected their motivation and therefore their job satisfaction through the level of compassion that was exercised in the organization.

This study will benefit researchers by contributing more information to the available literature on organizational compassion and how it affects job satisfaction through employee motivation. The study will also bridge the gaps in the present and existing research which can be useful to future researchers while they conduct their research.

Scope

Geographical Scope

The study was conducted in primary schools specifically at St. Francis day and boarding primary school – Ntinda, Greenhill Primary School – Buwaate and Seeta Junior School – Kasangati. The focus was the teachers in the schools.

Conceptual Scope

The study covered the relationship between organizational compassion, motivation and job satisfaction of teachers at St. Francis day and boarding primary school-Ntinda, Greenhill Primary School – Buwaate and Seeta Junior School – Kasangati.

Organizational compassion involves a set of social processes in which noticing, feeling and responding to pain are shared among a set of organizational members (Kanov, et al., 2004). This compassion can either come from the colleagues at the workplace or directly from the organization.

Motivation is defined as the process that initiates, guides and maintains goal-oriented behaviors. It is what causes people to act (Cherry, 2022). The study will focus mainly on amotivation, intrinsic motivation and extrinsic motivation.

Job satisfaction on the other hand refers to how people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs (Spector, 1997). This study focused on intrinsic job satisfaction and extrinsic job satisfaction. Intrinsic factors that affect an employee's job satisfaction include; self-esteem, personal growth, accomplishment and employee readiness where as the extrinsic factors that affect the job satisfaction of an employee could include; fair treatment, amount of supervision received and other related factors (Al-Asadi, Muhammed, Abidi, & Dzenopoljac, 2019).

Conceptual Framework

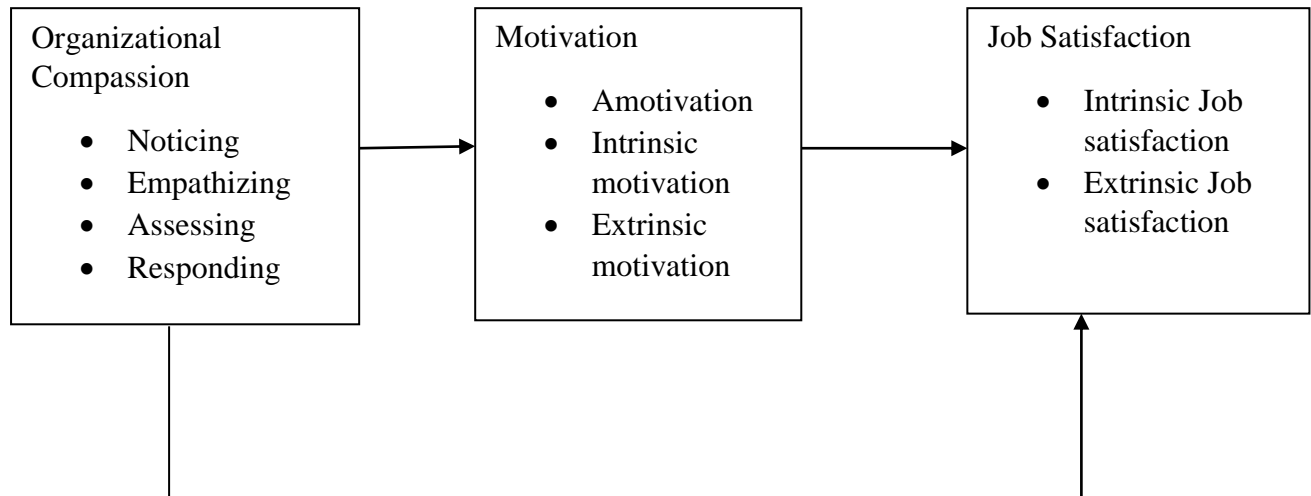


Figure 1: Conceptual Framework of the Study

During the Covid-19 pandemic, teachers faced a number of issues that affected their work life. This study specifically communicates how the presence or absence of compassion in organizations affected teachers' satisfaction with their jobs. According to the above framework, the influence that organizational compassion has on employees' job satisfaction is mediated by employee motivation (intrinsic and extrinsic motivation). Therefore, in organizations where compassion is highly practiced, employees may be highly motivated both intrinsically and extrinsically, and this could lead to high job satisfaction of the employees. On the other hand, organizations that lacked compassion during the Covid-19 pandemic had a negative impact on the motivation that is to say, a reduction in intrinsic and extrinsic motivation and therefore increased amotivation. This could eventually lead to lower job satisfaction which could be shown through intrinsic and extrinsic job satisfaction.

Chapter Two

Literature Review

The purpose of this literature review is to present an overview and describe the key themes underlying the study and what research has been carried out on them in order to get an in depth understanding of the issue at hand. This chapter presents a review of the study variables with respect to the objectives of the study.

Organizational Compassion and Motivation

Compassion is an interpersonal process involving the noticing, feeling, sense making and acting that alleviates the suffering of another person. Most empirical research examines how compassion benefits sufferers (Dutton, Workman, & Hardin, 2014). Suffering is a significant and inescapable reality of organizational life (Lilius, et al., 2008). Because people spend a tremendous amount of time at work, organizations definitely harbor whatever suffering their members endure (Kanov, Powley, & Walshe, 2017). For instance, in the recent years, Covid-19 has had a significant impact on employees' lives in terms of suffering and organizational compassion could help alleviate this suffering through noticing, feeling, assessing and responding to the pain of these employees.

Organizational compassion is linked to reduced anxiety and burnout among suffering employees while at the same time communicates that the suffering person is of value to the coworkers and the organization, hence likely to steer motivation. (Dutton, Workman, & Hardin, 2014; Guo & Zhu, 2021). According to Lilius, Kanov, Dutton, Worline, & Maitlis (2013), employees who experience compassion in times of suffering are likely to; feel acknowledged and legitimated to move forward through difficult times and recover quickly because of key resources like emotional support which may be provided as part of the compassionate response. Organizational compassion has only more recently become an

aspect of attention. Scholars have begun to acknowledge more and more that organization members experience suffering in their day to day organizational life and that such experiences have a long lasting impact on organizational outcomes (Da Silva, 2021).

To understand the concept of work motivation in firms and elsewhere, two motivations must be taken into account: intrinsic and extrinsic (Frey, 1997). Intrinsic motivation is the motivation to do something for its own sake for the sheer enjoyment of the task itself and extrinsic motivation is the motivation to do something in order to attain some external goal or meet some externally imposed constraint (Hennessey, Moran, Altringer, & Amabile, 2015).

The Self determination theory suggests that the type of an individual's motivation (i.e. intrinsic and extrinsic motivation) is a key determinant of his or her behavioral outcomes. For instance, an intrinsically motivated employee works for self expression, enjoyment, interest, personal challenge or satisfaction of curiosity rather than external rewards (Hur, Moon, & Ko, 2018). The Self determination theory for intrinsic motivation and flourishing at work has been validated by extensive empirical research (Ryan & Deci, 2000). According to De Zulueta (2021), compassionate leaders need to facilitate the enactment of key principles which include; the purpose and meaning in work, autonomy with the scope for making decisions 'on the ground' according to circumstances, connectedness with others- developing good trusting relationships which enable the staff to flourish and also in turn promote intrinsic motivation.

Research done by Amir (2021) points out that leaders have an important role because their messages and actions have an impact. Especially in times of stress, organizations need leaders who carry hope with their vision and also manage frustration and anxiety. It is indicated that the process of compassion affects feelings and motivation and actions taken in

response to that suffering. When managers show compassion to employees, they are replenished both neurotically and hormonally, ameliorating the negative impact of chronic stress, in other words compassion facilitates positive embodiment (Simpson, Clegg, & Pitsis, 2014).

Motivation and Job Satisfaction

It should be noted that a vast amount of research has been conducted on motivation and job satisfaction. In the year 1935, Happock in his doctoral thesis, 'Job Satisfaction', defined job satisfaction as an employee's subjective reflections to working scenarios i.e. the affective reflection of employees in working or the subjective feelings about their work environment (Zhu, 2012). Job satisfaction can be considered as intrinsic and extrinsic job satisfaction. According to Al-Asadi, Muhammed, Abidi, & Dzenopoljac (2019), intrinsic job satisfaction is derived primarily from the internal meaning, significance and personal characteristics experienced by the individual and are related to the motivational needs. Intrinsic factors that affect job satisfaction include; self-esteem, personal growth, accomplishment and employee readiness. On the other hand, extrinsic job satisfaction is derived from the externalities of the work and may be considered as the hygiene needs: an important aspect of such externalities is the relational dimension of the individual with their supervisors. Extrinsic factors that affect job satisfaction include; fair treatment, amount of supervision received and others.

Research done by Ahmed & Islam (2011) indicates that an organization will be considered effective when it accomplishes its goals and an effective organization will make sure that it has a strong cooperation, commitment and satisfaction among its employees. In order to make employees satisfied and committed with their organizations, there is a need for strong and effective motivation of its employees at various levels. The instilling of satisfaction within workers is a crucial task of management. Satisfaction creates confidence,

loyalty and ultimately improved quality in the output of the employed (Tietjan & Myers, 1998).

According to Anghelache (2015), there is a relation of reciprocity between motivation and job satisfaction: the former should trigger the latter. In turn, satisfaction may be regarded as the motor of job motivation. Research done by Carvalho, Riana, & Soares (2020) shows that motivation has a significant positive effect on job satisfaction. Employees who feel less satisfied at work can increase various efforts done at work (Carvalho, Riana, & Soares, 2020). Therefore it is important for employees to be motivated since it has an effect on their level of job satisfaction.

In regards to academic staff, both intrinsic and extrinsic factors of motivation affect their satisfaction (Stankovska, Angelkoska, Osmani, & Grncarovska, 2017). Further studies suggest that teachers put more emphasis on intrinsic satisfaction, but other studies suggest a mix findings of intrinsic and extrinsic satisfiers are the best predictors of teachers' job satisfaction. Their intrinsic satisfaction comes from teaching activities and responsibility while extrinsic factors have been associated with academic staff's satisfaction including salary, perceived support from supervisors and co-workers among others (Stankovska, Angelkoska, Osmani, & Grncarovska, 2017). Stankovska and other researchers stated that motivated and satisfied academic staff are more likely to show up for work, have higher levels of performance and will stay with their education organizations.

Job satisfaction appears to be highly correlated with intrinsic and extrinsic job characteristics. Furthermore, research done by Frederick & Ryan (1993) found that intrinsic motivation facilitated greater levels of satisfaction and competency compared to extrinsic motivation which facilitated greater anxiety and decreased self-esteem. (Edrak, Yin-Fah, Gharlegi, & Seng, 2013). According to research by Nadim, Chaudhry, Kalyar, & Riaz (2012)

intrinsic motivation factors do indeed increase one's job satisfaction. It is stated in this research that such intrinsic factors like responsibility, learning opportunities, recognition and achievement do not dissatisfy if they are not present but by giving value to these factors, the satisfaction level is most likely to grow.

Motivation and job satisfaction of employees in the workplace can also be related from a theoretical point of view and can be explained theoretically. Yildiz & Kilic (2021) point out that it is remarkable that many theories are treated as both motivation and job satisfaction theories. Some theories for example; Maslow's Hierarchy of Needs theory, McClelland's Achievement Theory, Vroom's Expectation theory and Herzberg's Double factor theory are discussed in relation to both motivation and job satisfaction concepts (Yildiz & Kilic, 2021). This research continues to indicate that although Herzberg's dual factor theory which is one of these theories is the job satisfaction theory, the fact that one of the pillars of the theory is motivational factors (Herzberg, 1959), has also enabled it to be considered as a motivation theory.

The Herzberg dual factor theory for instance can be used to explain more about the relationship between motivation and job satisfaction. Herzberg's theory has become one of the most used and widely respected theories for explaining motivation and job satisfaction. (Ejere, 2005). Herzberg indicated that all managers have two different kinds of factors they consider in dealing with their employees including intrinsic motivation factors (motivators) and extrinsic motivation factors (hygiene).

In addition, Ejere (2005) also explains that intrinsic motivation factors (motivators) directly affect the motivation of the employee, heightening or lowering motivation according to whether or not the manager is using a particular factor. The presence of these factors will both satisfy and motivate. Though their absence may not necessarily cause dissatisfaction, it

will ensure absence of motivation. Such factors include; achievement, recognition, interesting duties, responsibility and opportunity for growth. Extrinsic maintenance (hygiene) factors simply keep employees on the job. They keep them from going elsewhere for work and the presence of these factors causes satisfaction while their absence causes dissatisfaction. However their presence or absence has no effect on motivation. Such factors include; supervision, security, salary and personal life (Ejere, 2005).

Furthermore, according to Ayub & Rafif (2011) a motivated and satisfied workforce can deliver powerfully to the organization and therefore it is important to motivate employees to perform to the best of their ability. This research also points out that employee motivation and job satisfaction cannot be isolated but they complement each other and respond to different organizational variables like productivity and working conditions.

Research done by Rosalia, Mintarti, & Heksarini (2020) on the effect of compensation and motivation on Job satisfaction among employees at a vocational school indicated that motivation has a positive influence on job satisfaction.

Organizational Compassion and Job Satisfaction

It should be noted that limited research has been done on the direct influence of organizational compassion and job satisfaction and even less research exists on compassion's influence on either intrinsic or extrinsic job satisfaction. However, research that has been carried out has pointed out that organizations that operate with compassion promote higher job satisfaction and less stress among other positive outcomes (Da Silva, 2021). Research done by Choudhary, Ismail, & Hanif (2017) also indicates that in social sciences, compassion is considered as an impactful attribute of employee's satisfaction and well being.

Compassion involves sub-processes of noticing, feeling and responding to other's suffering. Paying attention to or noticing suffering is a first step that involves becoming

aware of the suffering of another (Zoghbi-Manrique-de-Lara & Guerra-Baez, 2016), a compassionate feeling is the second step and resembles empathetic concern (Batson, 1994; Davis, 1983) and lastly responding compassionately means taking action to lessen or relieve the other person's suffering (Clark, 1997). Such actions could contribute to an employees' intrinsic job satisfaction. In regards to intrinsic job satisfaction, intrinsic rewards are in form of different factors for example a sense of purpose (Bhagwandeem, 2021). This sense of purpose is attained when an employee experiences compassion at his or her workplace. This compassion communicates that the suffering person is of value to co-workers and the organization (Dutton, Workman, & Hardin, 2014; Guo & Zhu, 2021). This therefore increases their intrinsic job satisfaction.

In the face of pain and suffering in employees' lives, co-workers and supervisors often reach out and want to help (Lilius, et al., 2003). This research emphasizes how the compassion from the co-workers is helpful to employees especially in difficult times like death of a loved one or other family or personal related issues. When employees feel this compassion, they are highly satisfied with their jobs in return. This job satisfaction is specifically derived from these good relationships that are established for example between employees that are suffering and their co-workers providing compassion.

In a study thesis by Strydom (2012), he explains that good working relations with colleagues have often been viewed as more significant than aspects such as the job itself when investigating job satisfaction of employees. According to (Herzberg, 1966), co-workers have the ability to create a work environment which is characterized by support and acceptance and such an environment could be associated with higher levels of job satisfaction.

On the other hand, the absence of organizational compassion could heighten stress and generate dissatisfaction (Lilius, et al., 2003) as previously stated. The absence of this compassion from co-workers could possibly cause interpersonal conflict, no teamwork and an unaccommodating and unfriendly workplace. Such factors like the absence of teamwork and possible interpersonal conflict can negatively influence employee job satisfaction (Strydom, 2012).

Hypotheses

1. There is a significant relationship between organizational compassion and motivation of teachers.
2. There is a significant relationship between motivation and job satisfaction of teachers.
3. There is a significant relationship between organizational compassion and job satisfaction of teachers.

Chapter Three

Methodology

This chapter discusses the methods that will be used in this study. This includes the presentation of the study design, the population, the sample (the sample size and the sampling approach), instruments and measurements, the procedure for data collection, ethical considerations, data management, data analysis and limitations of the study.

Research Design

The study took on a quantitative approach because it sought to examine the associations among organizational compassion, motivation and job satisfaction. Specifically the study was a cross-sectional survey with correlation design aspects. The study was a correlational one due to the fact that it focused on examining the relationships between variables and the predictive power of organizational compassion on motivation and the job satisfaction of employees.

Study Population

The study was carried out among teachers of three primary schools in Kampala and specifically focused on the teachers of the primary sections. These schools include; Greenhill Primary School- Buwaate, St. Francis day and boarding Primary School- Ntinda and Seeta Junior School- Kasangati.

The Sample

The study sample was 234 respondents of both male and female teachers. In regards to the sampling procedure, a simple random sampling technique was used in the selection of the sample. With this simple random sampling, a subset of participants was selected from the population at random and each member of the population had an equal chance of being selected. This simple random sampling technique ensured that the results obtained from the

sample were approximate to what would have been obtained if the entire population had been measured.

Instruments and Measurements

The section provides the tools used in the data collection. The data in this study was collected using a self administered questionnaire. The questionnaire included only closed ended questions measured on a likert scale. Section One contained participants' personal information, section two measured organizational compassion, section three measured motivation and section four measured job satisfaction.

Organizational Compassion was measured using The NEAR Organizational Compassion Scale (Simpson & Farr-Wharton, 2017). The questionnaire studied four factors including noticing, empathizing, assessing and responding. It included 21 items that are measured on a 6-point likert scale ranging from 1 (strongly disagree) to 6 (strongly agree).

Employee Motivation was measured using The Multidimensional Work Motivation Scale (Gagne et al; 2015). The questionnaire comprised of three sections including; amotivation, intrinsic motivation and extrinsic motivation. It has 19 items measured on a 6-point scale ranging from 1 (not at all) to 6 (completely).

Job Satisfaction was measured using The Short Index of Job Satisfaction-SIJS (Brayfield & Rothe, 1951) and 5 items by (Judge and Bono, 2000). The 5 items on this scale were measured on a 6- point likert scale ranging from 1 (strongly disagree) to 6 (strongly agree).

Procedure

After the research proposal was approved by Makerere University, School of Psychology, the department issued an introductory letter that helped to introduce the

researcher to the local authorities in the study area as well as to the school authorities. Permission to conduct the study among the teachers was sought from the administrations of the selected schools where the data collection will be conducted. The school administrations offered their support in the identification of the respondents and in administering this questionnaire to these respondents.

The questionnaire was self administered and it was issued to the respondents and collected back from them when they had completed filling it in. The researcher also explained the purpose of the study before the questionnaire was given out to ensure informed consent of the participants.

Ethical Considerations

Privacy and Confidentiality was ensured during the process of data collection. As the data was collected, the questionnaire that was given out to the respondents for them to fill did not require any information that violated their privacy for example the names of the respondents were not asked for in order to conceal their identities. The access to these questionnaires was granted to the researcher and the supervisor. In addition, after the data was analyzed, the study was completed, published and submitted to the university, the questionnaires were destroyed permanently in order to ensure the privacy of respondents.

The participants' right to informed consent and voluntary participation was observed. The researcher explained the purpose of the study and what participation in the study entails. This enabled the participants to make an informed decision on whether to or not to participate in the study. In addition, participants were informed that their participation was voluntary and that they had a right to drop out in case they felt like they could not continue when they were already completing the survey questionnaire.

Data Management

After the data was collected, the data was checked and cleaned for completeness. The questionnaires that were found to be incomplete or partly filled were removed and they were not included in the data analysis. The collected data was then coded. Data on organizational compassion was coded as 1(strongly disagree) to 6(strongly agree), motivation was coded as 1(not at all) to 6(completely) and job satisfaction was coded as 1(strongly disagree) to 6(strongly agree). After the coding of the data was complete, the data was entered and managed in the Statistical Package for Social Sciences (SPSS) version 27.

Data Analysis

Data was analyzed in SPSS version 27. Hypotheses 1, 2 and 3 focus on the relationship between organizational compassion and motivation, motivation and job satisfaction and organizational compassion and job satisfaction. Pearson Product Moment Correlation Coefficient was used to test these hypotheses and that is to say to examine these relationships.

Limitations

The length of the questionnaire. The questionnaire was too lengthy and this led to participants filling the questionnaire just for the sake of completing it or even leaving some of the items in the questionnaire unanswered. This affected the accuracy and the reliability of the data that was collected.

Chapter Four

Results and Interpretation

This chapter covers the results of the data collected and the interpretation of the findings in relation to the hypotheses. Pearson Product Moment Correlation Coefficient was used to examine the relationship between organizational compassion, employee motivation and job satisfaction among teachers.

Respondents Background Information

The background information of the sample population of respondents was presented in terms of gender, age, years spent in profession, years spent in the current job, qualification, type of ownership and level of the school as presented in the table below.

Table 1: Showing the response level on the background information of the respondents

Bio-Data	Frequency	Percentage
Gender		
Male	105	44.9
Female	129	55.1
Total	234	100
Age		
20-29	83	35.3
30-39	109	46.5
40-49	29	12.3
50-59	13	5.4
Total	234	99.5
Years spent in profession		
1-10	174	74.4
11-20	43	18.3
21-30	15	6.5
31-40	2	0.9
Total	234	100.1
Years spent in current job		
1-10	214	91.5
11-20	14	6.1
21-30	6	2.5
Total	234	100.1
Qualification		
Certificate	35	15.0
Diploma	53	22.6
Bachelor's Degree	130	55.6
Post Graduate Diploma	2	0.9
Masters Degree	14	6.0
Total	234	100
Type of Ownership		
Public (government)	45	19.2
Private	180	76.9
Community Owned	9	3.8
Total	234	100
Level		
Primary	82	35.0
Secondary	152	65.0
Total	234	100

The findings in Table 1 above show the background information of the respondents. The results show that the respondents were both male and female, however the female respondents participated more than the male respondents in the study. This could however mean that the female respondents were more cooperative than the male respondents at the time of the study. The results also show that the respondents were of different age groups and majority of the respondents were between 30-39 years old. This age group was followed by age group 20-29 years, 40-49 years and lastly 50-59 years old.

The table also presents the years that the respondents spent in the profession. The data showed that most of the respondents, 174 of them (74.4%) had spent 1-10 years in the profession, 43 respondents (18.3%) had spent 11-20 years in the profession, 15 respondents (6.5%) had spent 21-30 years in the profession and 2 respondents (0.9%) had spent 31-40 years in the profession by the time of the study.

The table goes on to show information obtained on the years spent in the current job. The findings show that most of the respondents, 214 of them (91.5%) had spent 1-10 years in the current job, 14 respondents (6.1%) had spent 11-20 years in the current job and 6 respondents (2.5%) had spent 21-30 years in the current job by the time of the study.

Additionally, the table also presents the qualifications of the respondents. The findings reveal that most of the respondents, 130 of them (55.6%) were bachelors degree holders, 53 respondents (22.6%) were diploma holders, 35 respondents (15.0%) had certificates, 14 respondents (6.0%) had masters degrees and 2 respondents (0.9%) were the least with post graduate diplomas.

The findings in table 1 above also show the type of ownership of the organizations from where the data was collected. It was revealed that most respondents, 180 of them (76.9%) were from privately owned organizations, 45 respondents (19.2%) were from public

(government) owned organizations and 9 respondents (3.8%) were from community owned organizations. The data also revealed that most of the respondents (152) were from secondary schools and the remaining 82 respondents were from primary schools.

Hypothesis Testing

Table 2: Correlations among the Study Variables

	1	2	3	4	5
Organizational Compassion	1				
Amotivation	.116	1			
Extrinsic Motivation	.307**	0.28	1		
Intrinsic Motivation	.230**	-.222**	.370**	1	
Job Satisfaction	.265**	.092	.317**	.368**	1

** . Correlation is significant at the 0.01 level (2-tailed)

Hypothesis 1 stated that there is a significant relationship between organizational compassion and motivation among teachers. To determine the significance of the relationship, Pearson Correlation (r) was used. The findings in Table 2 above show that there is no significant relationship between organizational compassion and amotivation ($r = .116$ and $p > 0.05$). The results also show that there is a positive significant relationship between organizational compassion and extrinsic motivation ($r = .307$ and $p < 0.01$) and that there is a positive significant relationship between organizational compassion and intrinsic motivation ($r = .230$ and $p < 0.01$).

Hypothesis 2 stated that there is a significant relationship between motivation and job satisfaction among teachers. The results in Table 2 above show that there is no significant relationship between amotivation and job satisfaction ($r = .096$ and $p > 0.05$). The findings also show that there is a positive significant relationship between extrinsic motivation and job

satisfaction ($r = .317$ and $p < 0.01$) and there is also a positive significant relationship between intrinsic motivation and job satisfaction ($r = .368$ and $p < 0.01$).

Hypothesis 3 stated that there is a significant relationship between organizational compassion and job satisfaction among teachers. The results in Table 2 above reveal that there is a positive significant relationship between organizational compassion and job satisfaction ($r = .265$ and $p < 0.01$). Therefore, the hypothesis is confirmed and retained.

Chapter Five

Discussions, Conclusion and Recommendations

This chapter consists of discussions of the results of the study, conclusions drawn from the study and recommendations suggested according to the findings of the study. Discussions are from the findings made from the data presented and interpreted in Chapter Four. The conclusions and recommendations made are for future research and those involved in the teaching sector.

Organizational Compassion and Motivation

The study findings show that there is no significant relationship between organizational compassion and amotivation. However, they show that there is a positive significant relationship between organizational compassion and intrinsic motivation as well as extrinsic motivation. This implies that the presence of organizational compassion in the workplace will lead to an increase in both the intrinsic and extrinsic motivation of employees while at work.

Research that has been carried out by De Zulueta, (2021) backs up the findings of the current study as it states that compassionate leaders facilitate the enactment of key principles which include; the purpose and meaning in work, autonomy with the scope of making decisions ‘on the ground’ according to circumstances and connectedness with others- developing good relationships which increase intrinsic motivation.

Consistent with the current study findings, research done by Dutton, Workman, & Hardin, (2014) and Guo & Zhu, (2021) explains that organizational compassion is linked to reduced anxiety and burnout among suffering employees while at the same time communicates that the suffering person is of value to the coworkers and the organization hence likely to steer motivation.

Motivation and Job Satisfaction

The study findings show that amotivation has no significant relationship with job satisfaction, however both intrinsic and extrinsic motivation have a positive significant relationship with job satisfaction. This implies that when employees are intrinsically and extrinsically motivated, they are in turn satisfied with their jobs.

The results of the study are supported by research done by Anghelache (2015) which explained that there is a relation of reciprocity between motivation and job satisfaction. This study reported that motivation should trigger job satisfaction which is also seen in the results above in Chapter four. Ahmed & Islam, (2011) also pointed out there is need for strong and effective motivation of employees at various levels in order to make them satisfied and committed with their organizations. The study findings are also supported by research done by Carvalho, Riana & Sores, (2020) which explains that motivation has a significant positive effect on job satisfaction and therefore it is important for employees to be motivated since it has an effect on their level of job satisfaction.

The results of the current study are also supported by research done by Stankovska, Angelkoska, Osmani, & Grncarovska (2017) which explains that both intrinsic and extrinsic factors of motivation affect the job satisfaction of academic staff. This study continued to point out that motivated and satisfied academic staff is more likely to show up for work, have higher levels of performance and will stay with their organizations. Still in agreement with the current study, a study by Nadim, Chaudhry, Kalyar, & Riaz, (2012) reveals that intrinsic motivation factors do indeed increase one's job satisfaction. The study also explains that intrinsic factors like responsibility, learning opportunities and achievement do not dissatisfy if they are not present but by giving value to these factors, the satisfaction level is most likely to grow.

Research done by Frederick & Ryan, (1993) also supports the results of the current study as it shows that intrinsic motivation facilitates greater levels of job satisfaction and competency as compared to extrinsic motivation. The results from the current study show this through the stronger relationship that is seen between intrinsic motivation and job satisfaction as compared to the one between extrinsic motivation and job satisfaction.

Organizational Compassion and Job Satisfaction

The study findings show that there is a positive significant relationship between organizational compassion and job satisfaction. This implies that when there are compassionate acts towards employees in the organization, they are in turn more satisfied with their jobs. The findings of a study done by Da Silva, (2021) are consistent with the results of the current study as they stated that organizations that operate with compassion promote higher job satisfaction and less stress among other positive job outcomes. Research done by Choudhary, Ismail, & Hanif, (2017) also backs up the findings of the current study by stating that compassion is considered as an impactful attribute of employees' satisfaction and well being in social sciences.

Still in agreement with the current study, research done by Lilius, et al., (2003) emphasizes that compassion from both coworkers and supervisors to employees especially during difficult times could increase the feelings of satisfaction that one has with his or her job. The research continues to explain that the satisfaction that these employees feel is derived from the good relationships established between the employees that are suffering and the coworkers or supervisors that are offering compassion towards them.

The findings of the study are also supported by research done by Lilius, et al., (2003) which proves that there is indeed a positive significant relationship between organizational compassion and job satisfaction. It explains that the absence of organizational compassion could heighten stress and eventually lead to job dissatisfaction. A study thesis by Strydom,

(2012) also backs up the current study findings as it states that the absence of this compassion from coworkers could possibly cause interpersonal conflict, no teamwork and an unaccommodating and unfriendly workplace which can lead to dissatisfaction. Therefore, the presence of compassion evidently increases job satisfaction as shown by the study findings above in Chapter Four and the absence of compassion leads to dissatisfaction.

Conclusion

The study aimed at examining the relationship between organizational compassion, employee motivation and job satisfaction among teachers during the Covid-19 pandemic. The results of the study showed that organizational compassion is not related to amotivation. However, there is a positive significant relationship between organizational compassion and both intrinsic and extrinsic motivation. The results also showed that amotivation is not related to job satisfaction. However, there is a positive significant relationship between extrinsic motivation and job satisfaction and intrinsic motivation is positively related to job satisfaction. Lastly, the findings revealed that there is a positive significant relationship between organizational compassion and job satisfaction.

Recommendations

Based on the findings of the study, the following recommendations are made:

The government should be able to sensitize and educate employers on how to ensure that teachers are satisfied with their jobs. This can be done through using and making reference to the available research on organizational compassion and how it increases job satisfaction through boosting employee motivation for instance the findings of the current study. This can also be useful in the post covid-19 pandemic era as the pandemic gradually reduces in the country.

Employers in schools should be able to acknowledge the importance of organizational compassion and exercising compassionate acts towards employees or teachers not only in

crisis situations like the recent Covid-19 pandemic but also regularly at the workplace. They should be able to notice and respond to the pain and suffering of employees as doing so has a positive effect on their motivation to do their jobs and hence increases their job satisfaction as a result.

Teachers should be able to notice, assess, feel and respond to the pain or suffering of fellow co-workers and know how to deal with any related pain experienced during similar situations like the pandemic. This is notably important as the study reveals that the presence of organizational compassion boosts motivation which in turn increases job satisfaction.

Further research should be done on the influence of organizational compassion on employee motivation and job satisfaction in order to continue to bridge the gaps that exist in the current literature and knowledge available on the topic and to contribute more information to further studies that will be carried out. This will help in giving an insight to organizations like schools on the importance of being compassionate towards employees and how it will increase their motivation and job satisfaction as well.

References

- Ahmed, I., & Islam, T. (2011, August). Relationship between Motivation and Job Satisfaction: A Study of Higher Educational Institutions. *Journal of Economics and Behavioral Studies*, 3(2), 94-100.
- Al-Asadi, R., Muhammed, S., Abidi, O., & Dzenopoljac, V. (2019, April 13). Impact of servant leadership on intrinsic and extrinsic job satisfaction. *Leadership and Organization Development Journal*, 40(4), 472-484. doi:10.1108/LODJ-09-2018-0337
- Amir, M. T. (2021, December). Leading with Compassion in times of Changes. *Journal of Business and Behavioral Entrepreneurship*, 5(2), 99-107. doi:<https://doi.org/10.21009/JOBBE.005.2.12>
- Anghelache, V. (2015, May 22). A Possible Explanatory Model for the Relationship between Teaching Motivation and Job Satisfaction. *Procedia- Social and Behavioral Sciences*, 180, 235-240. doi:<https://doi.org/10.1016/j.sbspro.2015.02.110>
- Ayub, N., & Rafif, S. (2011, July). The Relationship between Work Motivation and Job Satisfaction. *Journal of Economic Literature*, 13(2), 332-347.
- Batson, C. D. (1994, October). Why act for the Public Good? Four Answers. *Personality and Social Psychology Bulletin*, 20(5), 603-610. doi:<https://doi.org/10.1177/0146167294205016>
- Bhagwandeem, T. (2021). *Relationship Between Intrinsic Job Satisfaction, Extrinsic Job Satisfaction and Employee Turnover Intentions*. Walden University. Walden Dissertations and Doctoral Studies Collection.

- Carvalho, A. d., Riana, I. G., & Soares, A. d. (2020, July 27). Motivation on Job Satisfaction and Employee Performance. *International Research Journal of Management, IT and Social Sciences*, 7(5), 13-23. doi:<https://doi.org/10.21744/irjmis.v7n5.960>
- Cherry, K. (2022, August 10). *What is Motivation?: The Driving Force Behind Human Actions*. Retrieved from Verywell Mind: <https://www.verywellmind.com/what-is-motivtion-2795378>
- Choudhary, S., Ismail, A., & Hanif, R. (2017, June 30). Individual Compassion Leading to Employees' Performance: An Empirical Study from Pakistan. *Journal of Management and Research (JMR)*, 4(1), 114-148. doi:<https://doi.org/10.29145/jmr/41/040106>
- Clark, C. (1997). *Misery and Company: Sympathy in Everyday Life*. Chicago: University of Chicago Press.
- Da Silva, M. D. (2021). *Compassion at work and Employee Motivation in the context of Portuguese Trainee Lawyers*. Dissertation, Nova School of Business and Economics.
- Davis, M. H. (1983, June). The Effects of Dispositional Empathy on Emotional Reactions and Helping: A Multidimensional Approach. *Journal of Personality*, 51(2), 167-184. doi:<https://doi.org/10.1111/j.1467-6494.1983.tb00860.x>
- De Zulueta, P. (2021, September 09). How do we sustain Compassionate Healthcare? Compassionate leadership in the time of the COVID-19 Pandemic. *Clinics in Intergrated Care*. doi:10.1016/j.intcar.2021.100071
- Dutton, J. E., Workman, K. M., & Hardin, A. E. (2014, March). Compassion at Work. *Annual Review of Organizational Psychology an Organizational Behavior*, 1(1), 277-304.

- Edrak, B. B., Yin-Fah, B. C., Gharlegi, B., & Seng, T. K. (2013, August). The Effectiveness of Intrinsic and Extrinsic Motivations: A Study of Malaysian Amway Company's Direct Sales Forces. *International Journal of Business and Social Science*, 4(9), 96-103.
- Ejere, E. I. (2005). *Determinants of Motivation among a Selected Group of Civil Service Employees in Nigeria: The Herzberg Dual-Factor Theory of Job Satisfaction*. Thesis, University of South Africa, Pretoria. Retrieved from <https://uir.unisa.ac.za/handle/10500/3113>
- Frederick, C. M., & Ryan, R. M. (1993, September). Differences in Motivation for Sport and Exercise and their relations with Participation and Mental Health. *Journal of Sport Behavior*, 16(3), 124-146.
- Frey, B. S. (1997). On the relationship between Intrinsic and Extrinsic Work Motivation. *International Journal of Industrial Organization*, 427-439.
- Guo, Y., & Zhu, Y. (2021, August 12). How Does Compassion Motivate Employee Innovative Behavior: A cross-level mediation model. *Psychological Reports*, 125(4).
- Halder, N. (2018, December 07). Investing in human capital: causes, consequences and solutions to nurses' dissatisfaction. *Journal of Research in Nursing*, 23(8), 659-679. doi:10.1177/1744987118807251
- Hennessey, B., Moran, S., Altringer, B., & Amabile, T. M. (2015). Extrinsic and Intrinsic Motivation. (S. C. Cooper, Ed.) *Wiley Encyclopidia of Management*, 1-4.
- Herzberg, F. (1966). *Work and the Nature of Man*.
- Hur, W.-M., Moon, T.-W., & Ko, S.-H. (2018, December). How Employees' Perceptions of CSR Increase Employee Creativity: Mediating Mechanisms of Compassion at Work

and Intrinsic Motivation. *Journal of Business Ethics*, 153(3), 629-644.
doi:<https://doi.org/10.1007/s10551-016-3321-5>

Jacobs, J. (2022, June 01). *Compassion in the Workplace*. Retrieved from Pacific Prime:
<https://www.google.com/amp/s/www.pacificprime.com/blog/compassion-in-the-workplace.html%3famp>

Johns Hopkins Medicine. (n.d.). *Conditions and diseases*. Retrieved from Johns Hopkins Medicine:
<https://www.google.com/amp/s/www.hopkinsmedicine.or/health/condtions-and-diseases/coronavirus%3famp=true>

Kanov, J. M., Maitlis, S., Worline, M. C., Dutton, J. E., Frost, P. E., & Lilius, J. M. (2004, February 06). Compassion in Organizational Life. *American Behavioral Scientist*, 47(6), 808-827. doi:10.1177/0002764203260211

Kanov, J., Powley, E. H., & Walshe, N. D. (2017). Is it ok to care? How compassion falters and is courageously accomplished in the midst of uncertainty. *Human Relations*, 70(6), 751-777. doi:10.1177/0018726716673144

Lilius, J. M., Kanov, J., Dutton, J. E., Worline, M. C., & Maitlis, S. (2013). *Compassion Revealed*. Michigan: Michigan Ross School of Business.

Lilius, J. M., Worline, M. C., Dutton, J. E., Kanov, J., Frost, P. J., & Maitlis, S. (2003). *What Good is Compassion at Work?* Paper, University of Michigan.

Lilius, J. M., Worline, M. C., Maitlis, S., Kanov, J., Dutton, J. E., & Frost, P. (2008). The contours and consequences of compassion at work. *Journal of Organizational Behavior*, 29, 193-218. doi:10.1002/job.508

- Lone, S. A., & Ahmad, A. (2020, June 15). COVID-19 pandemic- an African perspective. *Emerging Microbes and Infections*, 9(1), 1300-1308.
- Mwesigwa, A. (2021, October 7). *Uganda's Schools at Risk as Teachers Find New Work during Covid*. Retrieved from Economic Policy Research Centre: <https://eprcug.org/2021/10/07/>
- Nadim, M., Chaudhry, M. S., Kalyar, M. N., & Riaz, T. (2012). Effects of Motivational Factors on Teachers' Job Satisfaction: A Study on Public Sector Degree Colleges of Punjab, Pakistan. *The Journal of Commerce*, 4(4), 25-32.
- Nakijoba, R., Ddungu, R. M., & Awobamise, A. O. (2022). COVID-19 School Closures in Uganda and their Impact on the Well-being of Teachers in Private Institutions in Semi-urban Districts. *Advanced Journal of Social Science*, 10(1), 52-62. doi:<https://doi.org/10.21467/ajss.10.1.52-62>
- Olum, R., & Bongomin, F. (2020, May 11). Uganda's First 100 COVID-19 Cases: Trends and Lessons. *International Journal of Infectious Diseases*.
- Omona, K. (2021). Effects of School Closures in COVID-19 era: Evidence from Uganda Martyrs University. *Journal of Applied Learning and Teaching*, 4(2). doi:<https://doi.org/10.37074/jalt.2021.4.2.5>
- Rosalia, P. D., Mintarti, S., & Heksarini, A. (2020, July 28). The Effect of Compensation and Motivation on Job Satisfaction and Employee Performance at SMK Medika Samarinda. *Saudi Journal of Business and Management Studies*, 5(7), 448-454. doi:[10.36348/sjbms.2020.v05i07.009](https://doi.org/10.36348/sjbms.2020.v05i07.009)

- Ryan, M. R., & Deci, E. L. (2000). Self-determination theory and the Facilitation of Intrinsic Motivation, Social Development and Well-being. *American Psychologist*, 55(1), 68-78. doi:<https://doi.org/10.1037/0003-066X.55.1.68>
- Simpson, A. V., & Farr-Wharton, B. (2017). The NEAR Organizational Compassion Scale: Validity, Reliability and Correlations. *Australian and New Zealand Academy of Management*, 1-19.
- Simpson, A. V., Clegg, S., & Pitsis, T. (2014, February 21). Normal Compassion: A Framework for Compassionate Decision Making. *Journal of Business Ethics*, 473-491. doi:<https://doi.org/10.1007/s10551-013-1831-y>
- Spector, P. E. (1997). *Job Satisfaction: Application, Assessment, Causes and Consequences*. Thousand Oaks, California: Sage Publications.
- Stankovska, G., Angelkoska, S., Osmani, F., & Grncarovska, S. P. (2017). Job Motivation and Job Satisfaction among Academic Staff in Higher Education. *Current Business and Economics Driven Discourse and Education: Perspectives from Around the World*, 15, 159-166.
- Strydom, S. C. (2012). *A Qualitative Investigation into the Sources of Job Satisfaction among Black Middle Level Managers*. Thesis, University of South Africa, Pretoria.
- Tietjan, M. A., & Myers, R. M. (1998, May 01). Motivation and Job Satisfaction. *Management Decision*, 36(4), 226-231. doi:<https://doi.org/10.1108/00251749810211027>
- Walker, M., Sharp, C., & Sims, D. (2020). *Schools' responses to Covid-19: Job satisfaction and workload of teachers and senior leaders*. Slough, Berkshire: National Foundation for Educational Research.

- World Health Organisation. (n.d.). *WHO Coronavirus Disease (COVID-19) Dashboard with vaccination data*. Retrieved from World Health Organisation: <https://covid19.who.int/>
- World Health Organization. (n.d.). *WHO Coronavirus Disease COVID-19) Dashboard with vaccination data*. Retrieved from World Health Organization: <https://covid19.who.int/region/afro/country/ug>
- Yildiz, V. A., & Kilic, D. (2021, January 3). Investigation of the Relationship between Class Teachers' Motivation and Job Satisfaction. *International Online Journal of Education and Teaching (IOJET)*, 8(1), 119-131.
- Zhu, Y. (2012, December 31). A Review of Job Satisfaction. *Asian Social Science*, 9(1), 293-298. doi:10.5539/ass.v9n1p293
- Zoghbi-Manrique-de-Lara, P., & Guerra-Baez, R. (2016, February). Exploring the Influence of Ethical Climate on Employee Compassion in the Hospitality Industry. *Journal of Business Ethics*, 133(3), 605-617. doi:<https://doi.org/10.1007/s10551-014-2415-1>

Appendices

Appendix 1: Research Questionnaire

Makerere University School of Psychology

A study of the effects of COVID-19 on Employees and Work Outcomes

Questionnaire

Dear Sir, dear Madam,

We are a team from Makerere University School of Psychology. We invite you to participate in this study that focuses on the impact of COVID-19 on the working life and work outcomes of employees including teachers and health workers. Work through the items below quickly. You should often go with your first instinctive response that comes to your mind when you read the item. Answer by ticking under the appropriate alternative.

Section One

Personal Information

1. Your age (in years): _____
2. Your gender: Male Female:
3. Years spent in teaching profession: _____
4. Years spent in this school/ organization: _____
5. Highest level of education/ qualification:

Teaching certificate: <input type="checkbox"/>	Diploma: <input type="checkbox"/>	Bachelor's degree: <input type="checkbox"/>
PGDE: <input type="checkbox"/>	Masters Degree: <input type="checkbox"/>	PhD: <input type="checkbox"/>
6. Type of School: Public Private : Not Applicable:
7. Level of school: Primary Secondary: Not Applicable:
8. Type of Organization: NGO CSO/NGO: Private business:
9. Name of Organization/School: _____

Section Two

Organizational Compassion

On a scale of 1 to 6, where 1= strongly disagree and 6= strongly agree, to what extent do you agree with the following statements about what happened in your organization during COVID-19.

Noticing		1	2	3	4	5	6
When a staff member was suffering in this school/organization, others tended to:							
OC1	notice the signs						
OC2	recognize the distress						
OC3	pay attention						
OC4	identify the indicators						
OC5	sense the suffering						
OC6	become aware						
Empathizing		1	2	3	4	5	6
When a staff member was suffering in this school/organization, others tended to:							
OC7	connect with the pain						
OC8	feel their co-workers suffering						
OC9	feel the distress as their own						
OC10	become emotionally invested						
OC11	feel distressed and challenged by the situation						
Assessing		1	2	3	4	5	6
When a staff member was suffering in this school/organization, others tended to:							
OC12	seek to understand if the co-worker is able to help themselves						
OC13	assess the prior circumstances leading to the co-worker's suffering						

OC14	assess if the co-worker had prior warning						
OC15	assess the co-worker's level of responsibility for their distress						
Responding		1	2	3	4	5	6
When a staff member was suffering in this school/organization, others tended to:							
OC16	take practical steps						
OC17	Respond						
OC18	take action						
OC19	address the distress						
OC20	get involved						
OC21	champion the cause						

Section Three

Motivation

Why do you or would you want to put efforts into your current job?

On a scale of 1-6 where 1= 'not at all' and 6= 'completely', indicate to what extent the following reasons apply to you.

Amotivation		1	2	3	4	5	6
M1	I don't, because I really feel that I'm wasting my time at work						
M2	I do little because I don't think this work is worth putting efforts into						
M3	I don't know why I'm doing this job, it's pointless work.						
Extrinsic Regulation - Social		1	2	3	4	5	6
M4	To get others' approval (e.g. supervisor, colleagues, family, clients...)						
M5	Because others will respect me more (e.g. supervisor,						

	colleagues, family, clients...)						
M6	To avoid being criticized by others (e.g. supervisor, colleagues, family, clients....)						
Extrinsic Regulation – Material		1	2	3	4	5	6
M7	Because others will reward me financially only if I put in enough effort in my job (e.g. Employer, supervisor....)						
M8	Because others offer me greater job security if I put enough effort in my job (e.g. Employer, supervisor...)						
M9	Because I risk losing my job if I don't put enough effort in my job						
Introjected Regulation		1	2	3	4	5	6
M10	Because I have to prove myself that I can						
M11	Because it makes me feel proud of myself						
M12	Because otherwise I will feel ashamed of myself						
M13	Because otherwise I will feel bad about myself						
Identified Regulation		1	2	3	4	5	6
M14	Because I personally consider it important to put efforts in this job						
M15	Because putting efforts in this job aligns with my personal values						
M16	Because putting efforts in this job has personal significance to me						
Intrinsic Motivation		1	2	3	4	5	6
M17	Because I have fun doing my job						
M18	Because what I do in my work is exciting						
M19	Because the work I do is interesting						

Section Four

Job Satisfaction- Short index of job satisfaction SIJSS by Brayfield and Rothe, 1951 and 5 items by Judge & Bono, 2000

On a scale of 1= 'Strongly disagree' and 6= 'strongly agree', indicate your level of agreement or disagreement with the following statements

		1	2	3	4	5	6
JS1	I feel fairly satisfied with my present job.						
JS2	Most days I am enthusiastic about my work.						
JS3	Each day at work seems like it will never end (R)						
JS4	I feel real enjoyment with my work.						
JS5	I consider my job to be rather unpleasant (R)						

The End

Thank You for Participating

Appendix 2: Letters of Data Collection



COLLEGE OF HUMANITIES AND SOCIAL SCIENCES (CHUSS) SCHOOL OF PSYCHOLOGY

Department of Educational, Social and Organisational Psychology

June 23, 2022

The Head Teacher
GREENHILL PRIMARY
SCHOOL - BUWAATE



Re: Field Research for Ms. NICOLE KANDOLE AHEBWA, Reg. No. 19/U/9667/PS

This is to introduce to you Ms. Nicole Kandole Ahebwa who is a student in our department pursuing studies that will lead to the award of **Bachelor of Industrial and Organizational Psychology (BIOP) of Makerere University**. As partial requirement for graduation, she is required to write a research dissertation (research project). In this direction, Nicole is part of a group of BIOP students who are investigating **the effects of COVID-19 pandemic on work behaviors and work outcomes of teachers** in Primary and Secondary Schools.

As part of her field work, **she is expected to collect data from at least 30 teachers** using the attached questionnaire. Any help accorded to her towards realizing this target is highly appreciated.

Thank you for supporting our student.

Yours sincerely,

Martin Baluku (Ph.D.)

Research Supervisor,

Programme Coordinator, Master of Organizational Psychology



MAKEREREP.O. Box 7062, Kampala Uganda
website: www.mak.ac.ug**UNIVERSITY**

Tel: +256 - 414 - 540739

**COLLEGE OF HUMANITIES AND SOCIAL SCIENCES (CHUSS)
SCHOOL OF PSYCHOLOGY**

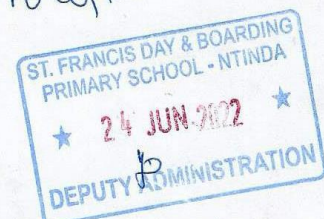
Department of Educational, Social and Organisational Psychology

June 23, 2022

The Head Teacher

ST. FRANCIS DAY AND BOARDING
PRIMARY SCHOOL - (NTINDA)

10 Copies

**Re: Field Research for Ms. NICOLE KANDOLE AHEBWA, Reg. No. 19/U/9667/PS**

This is to introduce to you Ms. Nicole Kandole Ahebwa who is a student in our department pursuing studies that will lead to the award of **Bachelor of Industrial and Organizational Psychology (BIOP) of Makerere University**. As partial requirement for graduation, she is required to write a research dissertation (research project). In this direction, Nicole is part of a group of BIOP students who are investigating **the effects of COVID-19 pandemic on work behaviors and work outcomes of teachers** in Primary and Secondary Schools.

As part of her field work, **she is expected to collect data from at least 30 teachers** using the attached questionnaire. Any help accorded to her towards realizing this target is highly appreciated.

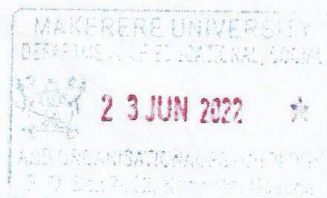
Thank you for supporting our student.

Yours sincerely,

Martin Baluku (Ph.D.)

Research Supervisor,

Programme Coordinator, Master of Organizational Psychology



MAKEREREP.O. Box 7062, Kampala Uganda
website: www.mak.ac.ug**UNIVERSITY**

Tel: +256 - 414 - 540739

**COLLEGE OF HUMANITIES AND SOCIAL SCIENCES (CHUSS)
SCHOOL OF PSYCHOLOGY**

Department of Educational, Social and Organisational Psychology

June 23, 2022

The Head Teacher

SEETA JUNIOR
SCHOOL**Re: Field Research for Ms. NICOLE KANDOLE AHEBWA, Reg. No. 19/U/9667/PS**

This is to introduce to you Ms. Nicole Kandole Ahebwa who is a student in our department pursuing studies that will lead to the award of **Bachelor of Industrial and Organizational Psychology (BIOP) of Makerere University**. As partial requirement for graduation, she is required to write a research dissertation (research project). In this direction, Nicole is part of a group of BIOP students who are investigating **the effects of COVID-19 pandemic on work behaviors and work outcomes of teachers** in Primary and Secondary Schools.

As part of her field work, **she is expected to collect data from at least 30 teachers** using the attached questionnaire. Any help accorded to her towards realizing this target is highly appreciated.

Thank you for supporting our student.

Yours sincerely,

Martin Baluku (Ph.D.)

Research Supervisor,

Programme Coordinator, Master of Organizational Psychology

*In future correspondence please quote the reference number above.*