

REPUBLIQUE DU CAMEROUN

Paix – Travail – Patrie

UNIVERSITE DE YAOUNDE I

FACULTÉ DES SCIENCES DE

L'ÉDUCATION

DEPARTEMENT DE D'INGENIERIE

EDUCATIVE

CENTRE DE RECHERCHE ET DE

FORMATION DOCTORALE

EN SCIENCES HUMAINES,

SOCIALES ET ÉDUCATIVES



REPUBLIC OF CAMEROUN

Peace – Work – Fatherland

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FACULTY OF SCIENCES OF

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POST GRADUATE SCHOOL FOR

SOCIAL AND EDUCATIONAL

SCIENCES

**SUBJECTIVE WELL-BEING AND WORK PERFORMANCE
OF CATHOLIC PRIMARY SCHOOL TEACHERS IN THE
ARCHDIOCESE BAMENDA**

A Dissertation Submitted in Partial Fulfilment of the
Requirements for an Award of a
master degree in Management of Education

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Année Académique : 2017-2018



CERTIFICATION

We hereby certify that this dissertation entitled “Subjective Well-Being and Work Performance of Catholic School Teachers: The case of catholic primary school teachers in the Archdiocese of Bamenda” was carried out by MERCY MBONGU SILAKWE. It has been corrected in accordance with the comments of the jury to our satisfaction. We therefore recommend that this dissertation be bound and copies submitted in the Department of Curriculum and Evaluation of the University of Yaoundé 1

President of jury

Examiner

Supervisor

Head of Department

To
The Passionist Sisters
And
Mbongu family

ACKNOWLEDGEMENT

I am greatly indebted to my supervisor, Dr Kibinkiri Eric Len for his relentless efforts put in the guidance of this work as it evolved from the manuscript through its final completion. Despite his busy schedule, he dedicated his precious time in shaping, correcting and reorienting my ideas for the production of this academic piece.

Special thanks go to all the lecturers of the Faculty of Sciences of Education and especially to the Department of Curriculum and Evaluation for the knowledge imparted in me in the course of my training; may they be rewarded abundantly. Finally to my family, friends and classmates who have supported me in one way or the other to complete this work on time

I also thank my dearest parents, Jean MBONGU and Mary YIMLONG for all they have done to me throughout my studies, to my congregation (the Passionist Sisters) for their spiritual and moral support in this work, to the Rector of the University of Yaoundé 1 whose institution served for my studies.

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LIST OF ABBREVIATIONS

CCE: Congregation of Catholic Education

CESE: Centre for Education Statistics and Evaluation

HR: Human Resources

OD: Organization Development

POS: Perceived Organisational Support

QOL: Quality of Life

SWB: Subjective Well-Being

UNICEF: United Nations Children's Fund

ABSTRACT

This study was designed to analyse the influence of subjective well-being on teachers' work performance in catholic primary schools. Our purpose was to find out what motivates catholic school teachers to continue working in catholic schools despite the hard working conditions and the pocket-sized paid package they receive. The following question had guided our investigation: To what extent does subjective well-being influence teachers' work performance in Catholic primary schools? : This led us to the general objective of the present study which is to analyse the influence subjective well-being on teachers' work performance in catholic primary schools. The operationalization of this general objective has generated three specific objectives which are: to analyse the relationship between teachers' working condition and work performance in catholic primary schools teachers; to analyse the influence of job satisfaction on teachers' work performance in catholic primary schools and to analyse the effects of teachers' moods on work performance in catholic primary schools. As a qualitative study, the collection of data was done through an interview guide where six (06) schools in the diocese of Bamenda were chosen and twelve (12) teachers were interviewed. The results were interpreted using Herzberg Two Factor theory of Frederick Herzberg (1959), the Organisational Justice Theory of Greenberg, (1987); The Human Relation Theory of Mayo Elton (1920s) and Theory X and Theory Y of McGregor (1960). A school manager who believes that people are inherently lazy and untrustworthy will treat employees roughly thus creating an atmosphere of insecurity and loathsomeness which can impact the efficiency or productivity of the workers negatively. The data were analysed using content analysis with the following results obtained. Given from the findings of our study, the importance of reducing teachers' work pressures and seeking more effective support from school management should be given priority in order to promote the teachers' well-being. Also, given the heavy work load teachers undertake, considerations should be given to the possibility of establishing a national norm in terms of relief to help them to maintain their professional development in this mission schools. This would undoubtedly help school management to take more responsibility for catholic school teachers' professional development to insure that they continue to better learners' results through their hard work and subjective well-being. The findings of this study led us to make recommendations that the state, education stakeholders, teachers and school managers should provide as motivating factors to encourage the hard work of their teachers. The church and the state should be more conscious of the teachers' working condition.

RESUME

Cette étude a été conçue pour analyser l'influence du bien-être subjectif sur la performance professionnelle des enseignants dans les écoles primaires catholiques. Notre but était de découvrir ce qui motive les enseignants des écoles catholiques à continuer à travailler dans les écoles catholiques malgré les conditions difficiles du travail et le maigre salaire qu'ils reçoivent. La question suivante a guidé notre enquête: Dans quelle mesure le bien-être subjectif influence-t-il la performance professionnelle des enseignants dans les écoles primaires catholiques? : Ceci nous a conduits à l'objectif général de la présente étude qui est d'analyser l'influence du bien-être subjectif sur la performance des enseignants dans les écoles primaires catholiques. L'opérationnalisation de cet objectif général a généré trois objectifs spécifiques: analyser l'influence de condition de travail et la performance professionnelle des enseignants des écoles primaires catholiques; analyser l'influence de la satisfaction du travail sur la performance professionnelle des enseignants dans les écoles primaires catholiques et analyser les effets de l'humeur sur la performance professionnelle des enseignants dans les écoles primaires catholiques. En tant qu'étude qualitative, la collecte des données a été réalisée à travers un guide d'entretien où six (06) écoles du diocèse de Bamenda ont été choisies et douze (12) enseignants ont été interviewés. Les résultats ont été interprétés à l'aide de la théorie Deux Facteur de de la justice organisationnelle de Greenberg (1987); La théorie des relations humaines de Mayo Elton (1920) et la théorie X et la théorie Y de McGregor (1960). Les données ont été analysées à l'aide de l'analyse de contenu avec les résultats suivants. D'après les résultats, il convient de donner la priorité à la réduction des pressions professionnelles des enseignants et à la recherche d'un soutien plus efficace de la part de la direction afin de promouvoir le bien-être des enseignants. Compte tenu de la lourde charge du travail des enseignants, il faudrait envisager la possibilité d'établir une norme nationale en matière de secours pour aider à maintenir le développement professionnel dans ces écoles missionnaires. Cela aiderait sans doute la direction à améliorer le développement professionnel des enseignants des écoles catholiques pour s'assurer qu'ils continuent à progresser dans les résultats des apprenants grâce à leur travail acharné et à leur bien-être subjectif. Les résultats de cette étude nous ont conduit à formuler des recommandations que l'État, les acteurs de l'éducation, les enseignants et les directeurs d'école devraient fournir comme facteurs de motivation pour encourager le travail acharné de ces enseignants. L'église et l'Etat devraient être plus conscients de la condition de travail de ces enseignants.

GENERAL INTRODUCTION

It is generally admitted by a handful of teachers teaching is the best job in the world. Watching your students grow and blossom is the reward for hours of prep, marking and meetings. This is the life blood that feeds our heart and makes us want to get up in the morning and do it all over again. The sad thing is that the “juice” is often squeezed out of teachers and teaching. The pressure of targets, league tables and exam results dilutes the magic that is the very nature of a great teacher. Teachers are on the frontline. If they are not able to cope with the never-ending, ever-changing series of demands and pressures they face, they will not provide the quality teaching and learning experience expected of them. They will not be the great teacher they aspired to be when they entered the profession.

The education of children and young people is at the core of teachers’ work and learners’ success underpins the daily effort, enthusiasm, and commitment from teachers. It is well acknowledged that teachers are the most important in-school factor contributing to students’ success, satisfaction and achievement. This is true of all children regardless of their circumstances, location or social status. Teacher well-being is deeply connected to the quality of their work (CESE, 2014), and its impact on student outcomes. Consequently ensuring teacher well-being is of critical importance for the future of education. Long ago Confucius identified that all teachers contribute to the education of the whole child. It is therefore critical that policymakers, employers and all stakeholders take the wellbeing of all teachers seriously.

While the term wellbeing has entered educational discourses in reference to student wellbeing, and more recently in reference to teachers’ well-being, some evidence indicates that there are divergent understandings of the term, mirroring the situation beyond educational circles. In their discourse analysis of real life usages of the term wellbeing in UK educational policy documents, Ereaut and Whiting (2008) reported that while the term was ubiquitous: few definitions of wellbeing are specific to teachers. For example, Aelterman, Engels, Van Petegem and Verhaeghe (2007: 286) define teacher wellbeing as: A positive emotional state, which is the result of harmony between the sums of specific environmental factors, on the one hand, and the personal needs and expectations of teachers on the other hand.

There is a tangible link between employee wellbeing and effectiveness in the workplace. Employers now realise that promoting positive wellbeing in the workforce could lead to concrete business outcomes, including improved productivity and performance

(Teacher Support Cymru, n.d.). Briner and Dewberry (2007) claim that it may also be the case that improving school performance might have a positive impact on teacher wellbeing and vice versa. It is explicitly stated that teacher wellbeing has an impact on student achievement or, at the macro level, school performance. In support of this argument, Briner and Dewberry (2007) found that 8% of the variation of SAT (Standard Assessment Test) scores in the UK were accounted for by teacher wellbeing.

Wellbeing is of general concern to many professionals in varied contexts. However, the work of teachers is unique when compared to that of other professions, and is often subjected to many government legislative requirements and reforms. It is an ever-changing landscape. Teacher wellbeing is therefore of critical relevance for whole school wellbeing and for students, but is also relevant for financial and economic considerations. Training teachers who then leave because their lives are unfulfilled at best and miserable at worst is not only devastating to those individuals and damaging to students, but also expensive on the public purse and the church.

Quality teaching is the result of having an underlying structure that supports both the learner and the teacher. If the structure does not allow space to breathe for those within in it, the inhabitants are sure to suffocate. Well-being for teachers (and students) is not a fluffy, nice to have. It's not a luxury for the end of term and it should not be seen as a bolt on or added extra. Well-being in schools is a fundamental pre-requisite for healthy, constructive and productive quality teaching and learning. Both students and teachers need to be supported, in order to be inspired and inspiring.

The UN High Level Meeting on Happiness and Well-Being (April 2012) advocates a new economic paradigm with well-being at its core. Why would education not do the same? Flourishing teachers inspire students to flourish. Flourishing teachers create the foundations for learning to flourish. Flourishing leaders in education enable teachers to live a balanced life inside and outside school, which in turn delivers an implicit message that teachers and their well-being are valued and valuable. Flourishing schools provide the bedrock for balanced perspectives, balanced approaches, balanced attitudes and balanced living – for all. What are you doing to ensure your teachers are fit, well and flourishing?

Findings show that “positive emotion, meaning, and accomplishment were most strongly related to life satisfaction and health, whereas engagement and relationships related most strongly to job satisfaction and organizational commitment. Evidence shows that

individuals and schools play a significant role in improving and sustaining positive teacher wellbeing. That is why this study is interested in the subjective well-being and teachers' work performance. The study will be subdivided into five chapters.

Chapter one will consist of; background of study, statement of problem, aim of the study, research objectives, research question, significance of research, delimitation of study and definition of concepts. Chapter two will provide us with review of literature and theoretical framework of the study. Chapter three will consist of methodology that takes into consideration the research design, study location, population of study, sampling technic and sampling size, research instrument, validation of research instrument, reliability of instrument, administration of instrument, and data analysis technic. Chapter four consists of data presentation and data analysis. Chapter five consist of discussions of findings, implications, recommendations, suggestions and final conclusion.

CHAPTER ONE

INTRODUCTION

1.1. BACKGROUND TO THE STUDY

In an era of rapid change, knowledge capital must be retained in order for the organisation to remain productive and responsive to the needs of its stakeholders (Bloch, 2001). The literature suggests that individuals become committed to organizations for a variety of reasons, including an affective attachment to the values of the organization, a realization of the costs involved with leaving the organization, and a sense of obligation to the organization (Meyer and Allen, 1997). Understanding of how teachers become satisfied and committed to their schools, and to what degree various factors contribute to their level of commitment, is really important to boosting up their performance.

It is believed that affectively committed employees continue working with great devotion on voluntary basis, continuance commitment ensures that employees retain their organizational membership, however those who are normally committed usually feel obligation on their part to stay in the organization. While defining organizational commitment, Porter, Steers, Mowday & Boulian (1974) defined it as “strong belief in and acceptance of the organizational goals and values, willingness to exert considerable effort on behalf of the organization, and a definite desire to maintain organizational membership”. Jans (1989) has defined it as the extent that an employee accepts, internalizes, and perceives one’s role based on organizational values and goals. Employees become committed to their organization when, they own and have conviction regarding the mission and values of the their organizations, they are mutually ready to exert their dedicated efforts in the achievement of their organizational goals, and they have intense desire to continue serving in their organizations

In the days of industrial capitalism, workers’ performance was of great concern. For example, in “The principles of Scientific Management”, Taylor (1911) argued that:

instead of using every effort to turn out the largest possible amount of work, in a majority of the cases, a worker deliberately plans to do as little as he safely can (. . .) Underworking, that is, deliberately working slowly so as to avoid doing a full day’s work (. . .) constitutes the greatest evil with which the working-people of both England and America are now afflicted.

Although few others held as extreme a position as that of Taylor, in those days much scientific and practical research was directed at examining how worker productivity could be increased, e.g., through improved selection of personnel, training and reducing absenteeism.

Work Performance is highly affected by the subjective well-being (Henceforth SWB). There is a considerable amount of evidence to indicate that there is a positive *association* (a correlation) between SWB and an employee's job performance. Moreover there is some evidence which indicates that higher levels of SWB may *lead to* (cause) higher levels of job performance in some circumstances.

The empirical literature indicates three causal mechanisms through which higher levels of SWB can bring about higher job performance. The first is by affecting employees' cognitive abilities and processes - enabling them to think more creatively and to be more effective at problem-solving. The second is by affecting employees' attitudes to work - raising their propensity to be co-operative and collaborative. The third is by improving employees' physiology and general health - improving their cardiovascular health and immunity, enabling speedier recovery from illness, and securing greater levels of energy and potentially effort Bryson, Forth, and Stokes (2014).

There is not necessarily a straightforward link between an employee's SWB and their job performance. For example, raised levels of creativity and improved social interaction is only likely to generate better employee performance in jobs with a substantial degree of autonomy and those that involve team work or customer interaction. In addition, it is possible that employee behaviours or work attitudes may be most heavily affected when levels of SWB are particularly high or particularly low. There is a need for further examination of the links between SWB and employee performance in real world settings to address these issues.

There are also reasons to think that the relationship between SWB and job performance at the level of the employee may not necessarily be replicated at the level of the workplace. One reason is that low levels of SWB among a small number of workers may spill over to negatively affect levels of SWB (and thus levels of job performance) among the wider workforce. Another relates to the differing contributions workers make to workplace output, because of variations in their ability and their span of control; the contribution of all workers may not matter equally for the performance of the workplace, and so it may matter *who* has high or low SWB Bryson, & al (2014).

While there are some studies which do show a robust causal impact of employees' SWB on the performance of the workplace or firm, the evidence is more limited at this level. The review concludes that more research is needed at the level of the workplace or firm in order to generalise beyond the small number of existing studies.

Subjective well-being (SWB) perceived as the personal perception and experience of positive and negative emotional responses and global and (domain) specific cognitive evaluations of satisfaction with life, has been defined as "a person's cognitive and affective evaluations of his or her life" (Diener, Lucas, & Oishi, 2003). Simply, SWB is the individual evaluation of quality of life (Henceforth QOL) and therefore converges with the definition of QOL. The term SWB was first introduced by Diener and Larsen (1984) as a means of identifying the field of psychology that attempts to understand people's evaluations of their QOL, including both their cognitive judgments and affective reactions.

The scientific term "subjective well-being" introduced by Diener (1984) is often used interchangeably with, or in order to avoid the ambiguous meaning of, the term "happiness." The SWB literature covers studies that have used such diverse terms as happiness, hedonic level, satisfaction with life, moral, and positive affect. The first broad review of happiness research was conducted by Wilson (1967) and concluded that "the happy person emerges as a young, healthy, well-educated, well-paid, extroverted, optimistic, worry-free, religious, married person, with high self-esteem, high job moral, modest aspirations, of either sex and of a wide range of intelligence".

SWB is associated with various aspects of a person's subjective experience and an evaluation of the quality of life (Diener, Sapyta & Suh, 1998; Keyes, Hyson, & Lupo 2000). These evaluations may take the form of both cognitive judgements and affective components. With regard to the former, cognitive judgements entail the perception of one's expectations being met, whereas the affective component entails the degree to which emotions experienced by an individual are considered favourable (Diener et al., 1998). Diener (1984) defines SWB as a construct that consists of three distinct components, namely life satisfaction, the frequent experience of pleasant emotions (positive affect), and the relative absence of unpleasant emotions (negative affect). A teacher is said to experience SWB if they experience feelings of life satisfaction, satisfaction with other domains such as work and family, and if they are exposed to frequent positive emotions (Vazi, Ruitter, Van den Borne, Martin, Dumont & Reddy 2013).

Employees who experience high levels of SWB appear to be more productive and display more positive behaviours than employees who experience low levels of SWB (Diener, Lucas & Oishi, 2002; Field & Buitendach, 2011). Moreover, organisations that foster their employees' SWB have been shown to reflect better financial performance (Warr & Clapperton, 2010). Therefore, organisations that emphasise the development of their staff's well-being are likely to encompass a workforce with high levels of commitment. Well-being thus plays a major role in quality, productivity and performance, and may therefore have an impact on both business effectiveness and profitability.

A study conducted amongst teachers across the United States of America (USA) reported a statistically significant positive relationship between SWB and organisational performance. Similarly, Dewberry and Briner (2007) found a statistically significant positive relationship between staff well-being and students' educational performance. More specifically, 8% of the variance in Statutory Assessment Test (SAT) results could be attributed to teacher well-being (Dewberry & Briner, 2007). Given the above, suffice it to say that teachers with high levels of SWB would be more effective than those with low levels of SWB. Slater, Davies and Burgess (2009) suggest that there may be a positive link between teachers' effectiveness and students' educational outcomes. In their study, it was established that pupils who had a 'good' teacher (in terms of effectiveness) displayed better examination results in comparison to pupils who had been taught by a 'poor' or 'mediocre' teacher. SWB encompasses the sense of overall life satisfaction: frequently experiencing positive emotions and seldom enduring negative emotions. Thus, SWB as an evaluation of self, shows that the evaluation includes the emotional response to an event as well as cognitive judgments on satisfaction and fulfilment. In short, it is a broad concept that includes experiencing pleasant emotions, low levels of negative moods and high level of life satisfaction.

Well-being expresses a positive emotional state, which is the result of harmony between the sums of specific environmental factors on the one hand and the personal needs and expectations of teachers on the other. This definition relies on the system theory and Kristof's person-environment fit model Kristof (2006) and refers to the interpersonal theories and the positive psychology, focusing on human power and strengths, dynamism and optimal functioning. The focus is not on remediating stress, but on the identification of factors influencing and enhancing the well-being of teachers. The identification of factors with a positive effect might enable schools to undertake actions to enhance teachers' well-being.

Social support in the working environment seems to be an important factor in coping with situations that may disturb the professional well-being (cf. the Job Demand-Control Support model, Karasek & Theorell, 1990). However, the teachers' well-being at school is not only related to the professional context. Personality or personal background can influence the way in which teachers deal with factors within the school and with the demands of the profession. Teaching has frequently been described as a stressful profession. Teaching profession dates back to ancient times, when formulation of an ideal of a man with comprehensively developed personality was primarily based on such values as wisdom and knowledge. The profession of a teacher / master was influenced by many factors and underwent numerous transformations over the centuries (Wengel, Szefczyk & Zygmunt, 2015). Currently, the teaching profession is burdened with high social responsibility. It can be classified as an occupation with high-risk of loss of health, both physical and mental. The origins of empirical research on stress in the teaching profession date back to the 70s. It was found in surveys conducted at that time among professionally active teachers that about one third of them suffered from various types of occupational stress (Benisz, 1997). However, this has not prevented young like old people from scrambling to the teaching profession.

The teaching profession is considered as the most respected profession in the world. A teacher is a model and is consciously imitated. According to Panda and Mohanty, (2003) the teacher is the pivot of any education system. In fact, teachers are the strength of a nation. Teachers develop performance style characteristics to their ways of relating to the world, perceptually as well as cognitively. It is universally recognized that teachers' instructional performance plays a key role in students' learning and academic achievement (Panda and Mohanty, 2003). There are many factors that influence the teachers' job performance such as aptitude, attitude, subject mastery, teaching methodology, personal characteristics, the classroom environment, general mental ability, personality, and relations with students. For development of quality teachers one has to understand the factors associated with it. Job satisfaction is therefore seen as one of these important factors. Job satisfaction is seen as one of the determinants of organizational commitment. It is thus expected that highly satisfied workers/teachers will be more committed to the organization/institution. Disgruntled teachers who are not satisfied with their job will not be committed and productive.

It is good to know that, teaching is a highly noble profession and teachers are always a boon to the society. The ultimate process of education could be simplified as a meaningful interaction between the teacher and the taught. The teacher thus plays a direct and crucial role

in moulding a pupil towards education. Since a teacher is a role model for the students, job satisfaction and eventually performance of teachers become very vital in the fields of education (Chamundeswari, 2013). Given that teacher is the central element in educational system holding various important responsibilities, the overall performance of schools depends upon their teachers and ultimately their level of commitment and job satisfaction. Thus understanding their situations and conditions needs more attention in organizations.

In the article 'Education and Manpower Bureau' (2003), Teacher appraisal is a mechanism for improving teaching and learning. We all agree that teachers' professional competence and conscientiousness are the keys to the delivery of quality education in schools. In a well-designed staff appraisal system, the instruments and procedures can constitute valuable professional development for teachers and enable the school management to assess teachers' performance. The teacher appraisal system assists in recognising and encouraging good performance, identifying areas for development, and improving overall performance of teachers. Teacher performance management is a continuous process for identifying, evaluating and developing the work performance of teachers, so that the goals and objectives of the school are more effectively achieved, while at the same time benefiting teachers in terms of recognition of performance, professional development and career guidance.

In celebrating the fiftieth anniversary of the Second Vatican Council's Declaration *Gravissimum Educationis* of 28 October 1965 and the twenty-fifth anniversary of the Apostolic Constitution *Ex Corde Ecclesiae* of 15 August 1990, the Congregation for Catholic Education quoted Pope Francis criticism on the current breakup of the educational alliance, with the result that "education has also become too selective and elitist." "The educational alliance between the family and the school is broken! We must start over again. The educational alliance, too, between the family and the State is broken. [...] Educators are among the worst paid workers, what does this say? It says that the State is simply uninterested. If it were interested, things would not be like this. The educational alliance is broken and this is where our work comes in, to find new pathways." The motivation to teach in the school because it is a Catholic school is an important predictor of the teachers' satisfaction with the school. The result is the importance of a religious factor as an important motivator for teachers choosing to teach in Catholic schools and an important predictor of their job satisfaction. (Congregation for Catholic Education, 2014).

The success of Catholic schools depends upon teachers who are committed to the mission of Catholic schools and who are satisfied with their work. The purpose of this study is to examine the relationship between the subjective well-being and work performance in catholic primary schools in the diocese of Bamenda. What are the factors that most motivate teachers to work in Catholic schools. Following the purpose of the study, the following objectives were stated as: To analyse the relationship between personnel working condition and teachers' work performance of catholic primary schools teachers, To analyse the influence of job satisfaction on teachers' work performance in catholic primary schools, To analyse the effect of workers' moods on teachers' work performance in catholic primary schools. This study therefore intends to assess the subjective well-being and work performance of catholic schools teachers.

The Catholic Church has been clear in its teachings regarding the nature of a Catholic school and the role of teachers in Catholic schools (Congregation for Catholic Education, 1988, 1997; Sacred Congregation of Catholic Education, 1977, 1982). In addition to teaching academic subjects and imparting values, Catholic schools assist in the religious formation of their learners. The Church refers to teachers in Catholic schools as "witnesses to faith" (Sacred Congregation for Catholic Education, 1982) and asserts that the "prime responsibility for creating this unique Christian school climate rests with the teachers, as individuals and as a community" (Congregation for Catholic Education, 1997, n. 19).

Thus, in order to be effective in contributing to the dual purposes of a Catholic school providing a quality academic experience and religious formation teachers must understand their roles, be properly motivated, and be satisfied with their efforts. It is not reasonable to expect that all teachers in a Catholic school are motivated to teach in Catholic schools for the same reasons or have the same understanding of their dual roles of academic and religious formation (Kushner & Helbling, 1995). Previous studies (Benson & Guerra, 1985; Squillini, 2001; Tarr, Ciriello, & Convey, 1993) have shown that the primary motivation for some teachers in a Catholic school is an identification or commitment to the school's religious mission, while for others the primary motivation is related more to the profession of teaching as exemplified by their desire to work with young people, their love of teaching, and their view of the opportunities that the school affords for personal growth.

A consequence of the relationship between identity and high levels of commitment for Catholic schools is that teachers who are highly committed to fostering the school's Catholic

identity will work harder to achieve those objectives of the school that are consistent with its Catholic mission (Tarr et al., 1993).

Convey, (2014) in ‘Motivation and Job Satisfaction of Catholic School Teachers’ says examples of external factors for teachers motivation and commitment are salary, school policies, interpersonal relationships, working conditions, and opportunities for advancement. Indeed, in a study of Catholic school lay teachers in the Archdiocese of New York, Squillini (2001) found positive working conditions such as autonomy, administrative support, and positive interpersonal relationships encouraged teachers to remain teaching in Catholic schools. The presence of mission-orientated teachers is essential to maintaining the culture of a Catholic school. In addition, Ciriello (1988) found that Catholic elementary school teachers who were high on mission-related commitment were more satisfied with their work than were other teachers.

Convey,(2014) confirms that, religious factors are important motivators for Catholic teachers choosing to teach in Catholic schools and important predictors of their job satisfaction, particularly with regard to their interactions with their students in academic and religious matters. The school’s environment and the teachers’ love of teaching are high motivators for continuing to teach in a Catholic school for both Catholic and non-Catholic teachers. Also, teachers’ comfort with their schools’ academic philosophy and its environment contributes to their higher levels of job satisfaction.

It is for these reasons that our research was directed to the subjective well-being and job performance in catholic mission schools. From ‘*l’Effort Cameroonians*’ (2008), by Chongwain, teachers in Catholic primary schools have drawn public ridicule and sympathy as a result of the stipends they receive in the name of salaries, despite the invaluable services they render to the Church in particular and Cameroon in general. Their wages, like those of catechists, have become so scandalous that in the local parlance their situation is mockingly referred to as: "Paid like a catechist". It is against this backdrop that we wish to analyse this situation and other issues that affect catholic teachers in the diocese of Bamenda and how they affects their work performance.

1.2. STATEMENT OF PROBLEM

How employees are treated is a strong determinant of employee motivation and performance. Lawler (2003) emphasizes that “treating people right is fundamental to creating

organizational effectiveness and success. Though it is easier said than done.” According to him, this includes “A highly complex set of actions on the part of both organizations and employees”. Organizations must develop ways to treat their employees so that they are motivated and satisfied; employees must have ways to help their organizations become effective and high-performing. This winning combination for performance requires a partnership between the organization and the employees. Lawler (2003) states:

One can't succeed without the other. To provide people with meaningful work and rewards, organizations need to be successful. And to be successful, organizations need high-performing individuals. The challenge is to design organizations that perform at high levels and treat people in ways that are rewarding and satisfying.

To describe this mutually beneficial relationship, he uses the term virtuous spiral, a relationship that occurs when the organization values its employees, and in return, workers are committed to high performance.

Employee reward system consist of an organisation's incorporated policies, processes and practices for rewarding its employees in union with their contribution, skills and competences and their market value. It emerges within the framework of the organizations reward philosophy, plan and policies. The reward systems of employees has arrangements in the form of processes, practices, structures and procedures which will provide and maintain appropriate types and levels of pay, benefits and other forms of reward. The reward system comprises of financial rewards (Fixed and variable pay) and employee benefits, which together contain total compensation. The system also incorporates non-financial rewards (recognition, praise, achievement, responsibility and personal growth) and in many cases, performance management processes (Armstrong, 2002).

Organisation's reward system is the way by which it encourages and discourages certain characteristics of the employees. The most crucial machinery of the reward system includes salaries, bonuses and privileges. This reward system as a means to support innovation by employees is a fairly mechanical but still an effective management technique. Once member of an organization apprehend that they will be rewarded for such activities, they are most likely to work creatively. The initiative to bring financial and non-financial rewards to people and group who develop innovative ideas is important for organisations. But it is equally important to avoid punishing creativity when it does not result in extremely successful innovation (Griffin, 2006). A reward system is important because it gives preference to service over self-

interest. These means there need to be a just distribution of wealth. One test of equity is how well to affirm the fact that the success of the institution is in the hands of the people at each level.

Recognition is appreciation of performance by the organization of an act done by the team or team member. In usual language, it is sometimes expressed as “I caught you doing something good” it is an approach of showing appreciation for the special or extra effort done by an employee inside an organisation. Recognition has two important goals; to encourage the employee or team to continue or repeat the behaviour and to encourage other employees to do the same (Obiekwe, 2016). But everything being equal, lack of appreciation would discourage employees.

It is believed that, a good performing school should have an effective teacher motivation system as a potential strategy to remedy some of its crises, amongst other managerial attributes. Teachers believe very much in the use of financial or economy rewards in schools as motivational strategies. Unfortunately, financial remuneration in government secondary schools in Cameroon is centralized at the ministries of finance and secondary education. While in private and mission schools it is the school authority and proprietor that has the power over finance, and the little funds raised by schools are used for the day to day running of the school. Thus the principals have no direct control of reasonable funds which they can use to motivate teachers through increase salaries or the payment of other allowances.

It is not reasonable to expect that all teachers in a Catholic school are motivated to teach in Catholic schools for the same reasons or have the same understanding of their dual roles of academic training and religious formation (Kushner & Helbling, 1995). Previous studies (Benson & Guerra, 1985; Squillini, 2001; Tarr, Ciriello & Convey, 1993) have shown that the primary motivation for some teachers in a Catholic school is an identification or commitment to the school’s religious mission, while for others, the primary motivation is more to the profession of teaching as exemplified by their desire to work with young people, their love of teaching and their view of the opportunities that the school affords for personal growth. The uneasiness we have is the present situation of catholic teachers and other mission schools who for some time now have been facing lots of snags.

During the last three decades, teachers’ salaries have been regularly declining throughout most low income countries, and particularly so in Africa, Lambert (2004). This crisis has affected most of the sectors involved in education (the public, private and mission schools). For some time mission schools in Cameroon have been the victim of this same crisis.

While Christian mission schools have played an important part in the education system; most children cannot afford them and are forced to choose state-run schools. The problems plaguing Catholic schools, for example, have not reduced the demand for Catholic education. Though the demand for catholic education continues, many think a government or a private school is better for their children. From investigations at Deido St. John catholic Nursery and Primary School, the major reason parents prefer to send their children to government or private, and not to Catholic schools is that teachers in Catholic schools are poorly paid and are therefore not motivated. This situation is not found only in Douala but in other towns such as Bamenda and may even be worse elsewhere. This situation is so serious that, teachers of mission primary schools face a unique situation because despite their immense sacrifices their salaries are so low that they cannot afford secondary education for their children in a mission school.

It is evident that the contemporary Catholic Education sub sector, like other schools in the confessional domain in Cameroon generally, is facing a mileage of difficulties. Some of these problems enumerated in different pastoral letters on Catholic Education, was delivered by some bishops of the Bamenda Ecclesiastical Province to Catholic education stakeholders just before the beginning of 2007/2008 Academic Year.

According to *l'Effort Camerounais* of April 2008: in the editorial titled: the Catholic teacher: Tightening the belt forever? These problems range from financial, economic and judicial voids, through low enrolment in Catholic schools, to policy deficiencies with regard to the promotion of confessional schools by the government. Part of the logical outgrowth of these problems is the Catholic teacher, who continues to sacrifice tremendously for the survival of Catholic education in an environment that is indisputably set on seeing confessional education die.

One cannot measure how grateful the church and parent are to Catholic teachers who continue to bear the brunt of Catholic Education and for their dedication and unflinching loyalty amidst financial difficulties. Part of the blame concerning difficulties faced by teachers can be poured to the state for failing to adequately subsidise the catholic schools. This is what can be qualified as "the discouraging and sporadic nature of Government subvention to private schools." As a result, this has led to, the reduction and late payment of teachers' salaries.

Reviewing the situation of Catholic Education in *l'Effort Camerounais*, (2008) the Bishop of Buea, when exploring the reasons behind government's lukewarm attitude towards the promotion of confessional or better still Catholic Education, attributed this to a furtive

Secularist agenda, whose exponents, he said, "[...] want a total elimination of Christianity and Christian values for non-Christian ideologies". Despite what the Bishop described as the "dedication and apostolic zeal of these teachers", they evidently remain one of the collateral victims of government's hidden secularist agenda. On his part, the Bishop of Mamfe, paid: "A glowing tribute to Catholic teachers who continue to make enormous sacrifices for the survival of Catholic schools in Mamfe Diocese." Lately the Bishop of Kumbo has been calling on the lay faithful and benefactors to support the Catholic Education Family in his diocese.

From the bishops' positions, one can safely conclude that all is not well with Catholic Education and by extending, the Catholic teacher. The pertinence of the bishops' positions notwithstanding, certain questions readily come to mind. Is it proper to simply continue asking Catholic teachers to make sacrifices? Against a backdrop of a competitive educational environment and government's overtly hostile Policy towards confessional schools, are appeals of continual sacrifices and loyalty enough to keep the Catholic teacher going?

In the face of the growing difficulties encountered by Catholic teachers, perhaps the most important question is that recently asked by the Bishop of Mamfe: "what can we do as concerned Christians and people of goodwill to help Catholic teachers who are facing dire financial problems?" The survival of Catholic Education invariably depends on the survival of the catholic teachers. A sure way to kill Catholic Education is to forget about Catholic teachers or look down on their difficulties.

Reflections along these lines have been necessitated by the rising cost of living in different parts of the globe. While commending Catholic Education authorities, who continue working tirelessly to ensure that the salaries of Catholic teachers are paid, the Church itself constitutes a rich conglomeration of vast human resources whose non-complaisant diagnosis of the situation could provide a way forward for Catholic teachers. Isn't it a weakness to be in need in the midst of such vast human resources? The Catholic Church is working for the integral development of its faithful.

To solve the increasing health difficulties of its faithful, the Bamenda Ecclesiastical Province came up with the Bamenda Ecclesiastical Province Health Scheme which offers quality and affordable health services to its adherents. To promote the Education Apostolate, can a Catholic Teachers Education Fund not be established? Contributions from benefactors and Christians could be channelled into the fund to supplement teachers' salaries and give speedy assistance to Catholic teachers who are already on retirement, but still waiting to have

their documents processed. Commenting on the rational management of Church resources, the National Episcopal Conference has, among other measures, prescribed diocesan collegiality and solidarity, whereby rich dioceses assist poor one. Can this too, not be experimented in the educational domain?

While exploring salary boosting alternatives, parents and guardians have to continue ensuring the salaries of teachers by paying fees and other levies promptly and by sending their children to Catholic schools. While closing the 33rd Plenary Assembly of the Bishops of Cameroon, Mgr Samuel Kleda, acknowledged the difficulties faced by Catholic teachers, "Whatever be the case the problem is real and needs immediate solutions," he said.

All things being equal, one would expect an acceptable salary of a teacher, to be a highly motivated teacher who would deliver high-quality teaching or service than any teacher with low salaries and poorly motivated. All things however, are not always equal because so many factors affect teachers' performance such as teacher's personality, the difficulty of their task, unavailability of resources and poor working conditions. But the question we are asking is what motivate these catholic primary school teachers to continue teaching in catholic schools and to produce the good result catholic schools are producing despite their low salary and poor working conditions? It is therefore time for the state, church, and people of good will to consider this problem a serious case that need immediate attention.

1.3. OBJECTIVES OF THE STUDY

A research objective is a statement of intent for the study that declares specific goals that the investigator plans to achieve in a study (Creswell, 2012). According to Amin (2005), the Purpose of the study is sometimes referred to as the general objective. The objectives of the study were looked upon from the general and specific point of view.

General Objective

The main objective of this study is to analyze the influence of subjective well-being on teachers' work performance in catholic primary schools.

Specific Objectives

Following the purpose of the study, the following objectives were stated to guide the study:

- To analyze the relationship between working condition and teachers' work performance in catholic primary schools.
- To analyze the influence of job satisfaction on teachers' work performance in catholic primary schools
- To analyze the effect of workers' moods on the work performance of teachers in catholic primary schools.

This study therefore intends to assess the subjective well-being and work performance of catholic schools teachers.

1.4. RESEARCH QUESTIONS

Research questions according to Creswell (2012) are interrogative statements that narrow the purpose to specific questions that researchers seek to answer in their studies. And Schloss, Misra & Smith (1992) argued that a research question asks about the relationship between two or more variable. In order to carry out this study, a number of questions will be formulated to guide the process and shall be divided into general and specific questions.

General Research Question of the study

To what extent does subjective well-being influence teachers' work performance in Catholic primary schools?

Specific Research Questions of the study

The following are the specific research questions formulated to guide the study:

- What is the relationship between teachers' working conditions and teachers' work performance in catholic primary schools?
- What is the influence of job satisfaction on teachers' work performance in catholic primary schools?
- What is the effect of workers' moods on teachers' work performance in catholic primary schools?

1.5. JUSTIFICATION OF THE STUDY

In recent years, Catholic schools have continued to develop and to grow in numbers, quality and public esteem, adapting to changing circumstances and changing times. Despite these reasons, criticisms against Catholic education are legion. Critics attack it for being too

spiritually-oriented and for charging so much for tuition in an area where poverty is a conspicuous reality. In addition, the salaries paid to the staff who are the backbones in the management of these institutions, both teaching and auxiliaries, are minimal and as a consequence, there is an ever-increasing exodus of teachers from Catholic to other private and public secondary schools due to lack of motivation in terms of wages.

Due to the meagre salaries, some Catholic teacher have diverted to government schools where they have a better package. This notwithstanding, the "poor" salaries have not prevented Catholic schools in the Bamenda archdiocese both primary and secondary from always scoring the best results in all public examinations in the Mezam division. This has not thwarted appeals for consequential ameliorations in teachers' emoluments and working conditions. This is why, the researcher think that no effort should be spared until the realisation of this objective.

Moreover, such financial strain not only affects the recruitment and stability of teachers, but can also result in the exclusion from Catholic schools of those who cannot afford to pay fees, leading to a selection according to means, which deprives the Catholic school of one of its distinguishing features, which is to be a school for all. In spite of these numerous obstacles, Catholic schools have continued to thrive thanks to the hard work of its teachers.

As a researcher, I am interested in this topic because it is becoming more and more difficult for catholic schools teachers facing these challenges to cope with the high cost of living of our present day. The research questions for this study will provide the church and the state with necessary information needed to look into the situation of those teachers who sacrifice a lot for the good of our youths. The results of this research may provide helpful information to these institutions concerning teachers' engagement both confessional and lay private schools so that they may receive better working condition that would motivation and increase their work performance. It will further encourage the teachers to hold to the moral creed of the Christian whose ultimate mission on earth, like that of Christ, is to help in any way his brother and this oblivious of material things, because the philosophy of hedonism is best applicable to true and devoted Christians who care less about earthly matter but dedicate their lives to the spiritual upbringing of the children they have the responsibility to educate.

1.6. DELIMITATION OF THE STUDY

This study will look at the subjective well-being and work performance of catholic schools teachers. This is because due to the poor working conditions and low salaries of these

teachers, catholic schools are those who score the highest performance in terms of academic success in Cameroon. What motivate these teachers is our primary concerned.

1.6.1. Theoretical delimitation

This study will be limited to three theories. The first is the Organisational justice theory of Greenberg. The term ‘organisational justice’ refers to the extent to which employees perceive workplace procedures, interactions and outcomes to be fair in nature. It is an area of psychological inquiry that focuses on perceptions of fairness in the workplace.

The second is the Human relation theory of Mayo Elton. The Theory holds that in addition to using the most appropriately designed methods to achieve productivity, organizations must consider the human aspect of work. In other words, when the workers needs are not considered even with the best tools, organizational goals may not be achieved. The concept of human relations is used today in organizations to denote a systematic body of knowledge devoted to explaining the behaviour of man in relations to task performance in organization.

The third is Theory X and Theory Y of McGregor. In this theory, McGregor developed two distinct preconceived perceptions of how people observe human behaviour at work and organisational life. He believes that companies follow one of the two opposing approaches. He calls these approaches theory X and theory Y. By this theory, management has the responsibility to ensure that the productive elements of the enterprise are organised such as money, materials, and people with the purpose of meeting economic ends.

1.6.2. Thematic delimitation

This study has delimitation from the thematic and geographical point of view. From the thematic point of view, the current study will focus only on what motivate mission teachers in their work performance despite their low salary and poor working condition. This is limited only to catholic primary school teachers. By this we are going to look at what makes catholic schools teachers to continue to work in catholic schools and to produce the good results they do produce every year, though they are the most poorly paid teachers of mission schools.

1.6.3. Geographical Delimitation

From the point of view of geography, this study is limited to the archdiocese of Bamenda. Specifically, it would involve only teachers of at least five years of service in catholic schools. This will include teachers from Bamenda and Santa.

1.7. SIGNIFICANCE OF THE STUDY

This study will be of great importance to stakeholders in education, teachers, other mission schools and private schools.

1.7.1. Stakeholders in education

Educational institution will be able to ameliorate the working conditions of its workers in order to attain better performances. To do so, they would provide components such as availability of working tools and equipment, presence of enough working space needed for accomplishment of various tasks, leadership styles that give freedom of expression of personal desires, innovation and creativity, a feeling of recognition and social work availability of different forms of motivators,

Schools would take note of work appreciation and promotion. It motivates teachers when promotions are granted at certain appropriate intervals in the teaching service, as none would be happy when they are static in a system. Promotion is believed to assume many dimensions, ranging from salary up grading, attaining a higher job group or simply moved to a higher institutional administrative hierarchy

1.7.2. To Teachers

Dorine (2004) observes in her study based on employee productivity and organizational performance that when workers have performed their duties according to the expectations of the organizations, such workers be treated in a special manner by rewarding their efforts so as to be able to give more in future engagements. Teachers in this light would show prove of hard work in their productivity so that the organisation may reward their effort, be it through promotion or other means of gratitude. Organization should be structured in a manner that guarantees recognition of innovation and creativity, selfless sacrifice and service to the organization and boldness to embrace risky ventures for the sake of accomplishing group goals.

1.7.3. To other mission schools

They are going to learn from this study how to motivate their teachers in order to attain high performance. By ameliorating the working conditions of teachers, by appreciating and rewarding the effort of their teachers, their work performance would improve.

1.7.4. Managerial significance

This study is significant to managers in that, they are going to learn new skills, methods and other means through which they can use to encourage, appreciate and reward their workers in order to boost workers performance.

1.8. DEFINITION OF CONCEPTS

Subjective well-being: Subjective well-being (SWB) is the scientific term for happiness and life satisfaction—thinking and feeling that your life is going well, not badly. Scientists rely primarily on self-report surveys to assess the happiness of individuals, but they have validated these scales with other types of measures. People’s levels of subjective well-being are influenced by both internal factors, such as personality and outlook, and external factors, such as the society in which they live. Some of the major determinants of subjective well-being are a person’s inborn temperament, the quality of their social relationships, the societies they live in, and their ability to meet their basic needs. To some degree people adapt to conditions so that over time our circumstances may not influence our happiness as much as one might predict they would. Importantly, researchers have also studied the outcomes of subjective well-being and have found that “happy” people are more likely to be healthier and live longer, to have better social relationships, and to be more productive at work. In other words, people high in subjective well-being seem to be healthier and function more effectively compared to people who are chronically stressed, depressed, or angry. Thus, happiness does not just feel good, but it is good for people and for those around them.

Workers moods: In psychology, workers mood is an emotional state of a worker. In contrast to emotions, feelings, or affects, moods are less specific, less intense and less likely to be provoked or instantiated by a particular stimulus or event. Workers moods are typically described as having either a positive or negative valence at the workplace. In other words, people usually talk about being in a good mood or a bad mood. Mood is an internal, subjective state but it often can be inferred from posture and other behaviours.

Working conditions: Working conditions are at the core of paid work and employment relationships. Generally speaking, working conditions cover a broad range of topics and issues, from working time (hours of work, rest periods, and work schedules) to remuneration, as well as the physical conditions and mental demands that exist in the workplace.

Job performance: Job performance is the way employees perform their work. An employee's performance is determined during job performance reviews, with an employer taking into account factors such as leadership skills, time management, organizational skills and productivity to analyse each employee on an individual basis. Job performance reviews are often done yearly and can determine raise eligibility, whether an employee is right for promotion or even if an employee should be fired.

The above chapter is made up of the following: background of the study; observation of the problem of the study; problematic; research objectives; research questions and research hypothesis; the justification of the study; and significance of the study. We are going to focus our attention now on chapter two which is made up of literature review that is made up of theoretical frame work and literature review.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.0. Introduction

This chapter aims at reviewing related literature on the phenomenon under study. It shall describe the body of knowledge surrounding the research topic as well as the theories that support the research topic. It is thus divided into three parts namely: The review of related literature, the theoretical framework, and a critical analysis of previous empirical studies.

2.1. Literature Review

2.1.1. Catholic Education

On October 28, 1965, the Second Vatican Council promulgated the Declaration on Christian Education *Gravissimum Educationis*. The document describes that which distinguishes the Catholic school from others in the following words:

The Catholic school pursues cultural goals and the natural development of youth to the same degree as any other school. What makes the Catholic school distinctive is its attempt to generate a community climate in the school that is permeated by the Gospel spirit of freedom and love. It tries to guide the adolescents in such a way that development of the “new culture” that each one has become through baptism. It tries to relate all of human cultures to the good news of salvation so that the light of faith will illumine everything that the students will gradually come to learn about the world, about life, and about the human person (*Gravissimum Educationis*, no. 8).

The Council therefore points to holistic human development, spiritual and moral upbringing as the Catholic school’s distinctive characteristics.

Half a century has gone by since this declaration of the Council made recommendations for what can be done to make Catholic schools more effective in meeting the expectations of the Church, which expectations are shared by parents and students.

In an attempt to implement the Council’s declaration, the Congregation for Catholic Education has published a number of documents that are dealing specially with questions that directly concern Catholic education. The Catholic School develops a basic outline of the specific identity and mission of the school in the present world. **Lay Catholics in Schools: Witnesses to the Faith** underlines the contributions of lay people who complement the valuable service offered in the past and still offered today by so many Religious men and women. **The Catholic School on the Threshold of the Third Millennium**, calls for

courageous renewal on the part of the Catholic school in the context of a globalized world that rout with challenges that minimize the expected outcomes of Catholic education.

How are Catholic schools placed in the national academic tables in Cameroon? In addition to local support from Catholic communities, the schools are much sought after by parents of other Christian faith communities and by members of other faiths. In many parts of the country and in the archdiocese of Bamenda in particular, Catholic schools are filled and are, in fact, oversubscribed by parents who are attracted by their reputation for academic success and serious spiritual and moral training. As Cardinal Hume (1997: 25-26) has put it:

The Church's aim has always been to provide a place at a Catholic school for every Catholic child. Great strides are being taken towards achieving that goal. Today, schools are increasingly popular, not only because of the good academic results they often achieve, but also because many parents sense that a Catholic school might help their children to develop the self-discipline, moral resilience and spiritual maturity so necessary in surviving exposure as young adults to the winds of secularism and materialism in our society.

Catholic schools in the archdiocese of Bamenda continue to respond to, and to serve, the needs of the parents who seek a Catholic education for their children. Hence, in building the faith of Christians and transforming the Cameroonian society, Catholic schools play a deliberate and vital role.

2.1.2. The Aim of Catholic Schools

In its ecclesial dimension another characteristic of the Catholic school has its root: it is a school for all, with special attention to those who are the weakest. In the past, the establishment of the majority of Catholic educational institutions has responded to the needs of the socially and economically disadvantaged. Today, as in the past, material poverty prevents many youths and children from having access to formal education which is public- based and adequate human and Christian training which are the catholic schools. In other areas new forms of poverty challenge the Catholic school (The Catholic School on the Threshold of the Third Millenium, no. 15). It is no news to affirm that Catholic schools have their origin in a deep concern for the education of children and young people left to their mercy and deprived of any form of schooling.

Not all of these students in Catholic secondary schools are Catholic; some are not even Christian, a reality that the Council called attention to when it maintained that, "the Church has a deep respect for those Catholic schools, especially in countries where the Church is young,

which have large numbers of students who are not Catholics” (Gravissimum educationis, no. 9). It is therefore reasonable that these students should see the school as an extension of their own homes.

The school cannot be considered separately from other educational institutions and administered as an entity apart, but must be related to the world of politics, economy, culture and society as a whole. The Catholic school, therefore, undertakes a cordial and constructive dialogue with states and civil authorities. Such dialogue and collaboration must be based on mutual respect, on the reciprocal recognition of each other's role and on a common service to mankind. To achieve this end, the Catholic school willingly occupies its place within the school system of the different countries and in the legislation of the individual states, when the latter respect the fundamental rights of the human person, starting with respect for life and religious freedom. A correct relationship between state and school, not only a Catholic school, is based not so much on institutional relations as on the right of each person to receive a suitable education of their free choice (The Catholic School on the Threshold of the Third Millennium, no. 17).

Thus it follows that the role of Catholic education in promoting faith and good moral behaviour in Bamenda archdiocese is irreplaceable and therefore should serve as a reference to all other forms of education in the area that often fail to meet these strengths portrayed by Catholic secondary schools. Against this backdrop, Catholic secondary education remains a reference point and a source of light for morality among the youth.

2.1.3. Challenges Faced by Catholic Secondary Schools

Despite the above, not everyone approves of the Catholic School. In recent times there have been critics who seriously questioned the level of resources that have been invested by the Catholic Church in Catholic schools and they challenge the assumption that the attendance at a Catholic secondary school ensures practice of the faith and morality in later life.

The fall in church attendance by a great number of alumni of these schools together with their parents today would seem to bear this out, but it is important to see this issue in context. It takes place in a milieu that no longer understands or respects religious faith, despite the fact that in certain circles there has never been more public talk about it, and where there is a pervading cynicism about church and churchgoing. The Catholic School on the Threshold of the Third Millennium (1997) echoes this when it notes:

On the threshold of the third millennium education faces new challenges which are the result of a new socio-political and cultural context. First and foremost, we have a crisis of values which, in highly developed societies in particular, assumes the form, often exalted by the media, of subjectivism, moral relativism and nihilism. The extreme pluralism pervading contemporary society leads to behaviour patterns which are at times so opposed to one another as to undermine any idea of community identity. Rapid structural changes, profound technical innovations and the globalization of the economy affect human life more and more throughout the world

The social and cultural context of our time, therefore, is in danger of obscuring "the educational value of the Catholic school, in which its fundamental reason for existing and the basis of its genuine apostolate is to be found"(Congregation for Catholic Education,(1988). no. 3). The Catholic school is thus confronted with children and young people who experience the difficulties of the present time.

Among existing difficulties, there are also situations in the political, social and cultural sphere, which make it harder or even impossible to attend a Catholic school. The reality of large-scale poverty and hunger in many parts of the world, internal conflicts and civil wars, urban deterioration, the spread of crime in large cities, impede the implementation of projects for training and education.

In other parts of the world, governments themselves put obstacles in the way, when they do not actually prevent the Catholic school from operating, in spite of the progress, which has been made as far as attitude, democratic practice and sensitivity to human rights are concerned. Finance is a source of further difficulties, which are felt more acutely in those states in which no government aid is provided for non-state schools. This places an almost unbearable financial burden on families choosing not to send their children to state schools and constitutes a serious threat to the survival of the schools themselves. Moreover, such financial strain not only affects the recruiting and stability of teachers, but can also result in the exclusion from Catholic schools of those who cannot afford to pay, leading to a selection according to means, which deprives the Catholic school of one of its distinguishing features, which is to be a school for all.

In spite of numerous obstacles, Catholic schools have continued to thrive. For these challenges are part of the wider historical and cultural transformation that has characterized the modern era. This has seen Catholic schools adapt and continue to endure in a world that poses many challenges to its vision. As explicitly acknowledged in *The Catholic School on the Threshold of the Third Millennium* (1997), "... now, as in the past, the Catholic school must be able to speak for itself effectively and convincingly. It is not merely a question of adaptation, but of missionary thrust, the fundamental duty to evangelize, to go toward men and women wherever they are, so that they may receive the gift of salvation" (no. 3).

Whatever the reason, one can be sure that fall-off in practice is not the fault of the schools. No amount of exposure to a Catholic school, with committed Catholic teachers and even nominally Catholic school fellows, can outweigh the influence of homes that are increasingly secular, and an increasingly godless environment. The fact that this secularity and godlessness is implied in lifestyle and outlook rather than voiced in explicit terms does not make it less effective in an attempt to maintain its high level of performance among other schools of the same status.

2.1.4. Work Performance

The Oxford dictionary (1969:974) defines performance as the act of performing. In this context, performance reflects in an achievement. In other words, performance is the basis of achievement. There can be no achievement without performance.

For Simpson and Weiner (1989) Performance is defined as the observable or measurable behaviour of a person or animal in a particular situation usually experimental situation. This means that performance measures the aspect of behaviour that can be observed at a specific period. To determine performance, a performance test is conducted. Singer (1981) on its part defines performance test as the type of mental test in which the subject is asked to do something rather than to say something. Performance test is the type of test which throws light on the ability to deal with things rather than symbols. Performance is therefore a human behaviour, the result of which is an important factor for individual work effectiveness evaluation. In this light, it could be said that organization's success or failure depends on job performance of the employees in that organization. Muchinsky (2003) points out that job performance is the set of worker's behaviours that can be monitored, measured, and assessed for achievement in individual level. Moreover, these behaviours are also in agreement with the organizational goals. Staff's job performance is a significant factor to drive forward to be an excellent organization.

According to Aguinis (2009), performance is about behaviour or what employees do, and not what employees produce or the outcomes of their work. Performance becomes an effort along with the ability to put efforts supported with the organisational policies in order to achieve certain objectives. It is something done by the employee. This concept differentiates performance from outcomes. Outcomes are the result of an individual's performance, but they are also the result of other influences.

Armstrong (2007) thinks that, performance is simply in output terms, the achievement of quantified objectives. But performance is a matter of not being only what people achieve but also how they achieve it. High performance result from appropriate behaviour, especially discretionary behaviour, and the real use of the required knowledge, skills and competencies. Performance management examines how results are attained because this provides the most important information to consider what needs to be done to improve those results. The concept of performance has been expressed by Armstrong (2007) as follows:

Performance means both behaviour and results. Behaviours emanate from the performer and transform performance from abstraction to action. Not just the instruments for results, behaviours are also outcomes in their own right; the product of mental and physical effort applied to tasks and can be judged apart from the results.

This definition of performance leads to the conclusion that when managing performance both inputs (behaviour) and output (results) need to be considered.

Job performance relates to the act of doing a job. Job performance is a means to reach a goal or set of goals within a job, role, or organization (Campbell, 1990), but not the actual consequences of the acts performed within a job. This affirms that job performance is not a single action but rather a “complex activity”. Performance in a job is strictly observable behaviour and a separate entity from the outcomes of a particular job which relate to success and productivity. This means, an employee’s performance in the office is influenced by a number of internal and external factors. A person needs to receive a certain level of support from management and company leaders to do his best work. He must also enjoy his job and come to work every day focused on his assignments and ready to do his best work.

Campbell (1990) and Aguinis (2009) have provided their version of performance. They suggest that individual differences on performance are a function of three main determinants: declarative knowledge, procedural knowledge, and motivation. Declarative knowledge refers to knowledge about facts, principles, and objects among others. It represents the knowledge of a given task's requirements. Procedural Knowledge is having certain skills in knowing what to do and how to do it. That is, the employee requires certain technical skills to be able to accomplish a task. Procedural knowledge also relates to one’s intelligence level and physical ability. The third predictor of performance is motivation, the driving force behind every human activity. Motivation, which refers to "a combined effect from three choice behaviours - choice to expend effort, choice of level of effort to expend, and choice to persist in the expenditure of that level of effort" (Campbell, 1990). All three determinants of performance must be present

for performance to reach high levels. If any of the determinants has a value of zero (0), then performance also has a value of zero (0).

Performance in organization can be divided into organizational performance and job performance (Otley, 1999). According to Otley, the performance of organization is subjected to the performance of employee's job performance and other components such as environment of the organization. The difference between organizational and job performance is apparent; an organization that is performing well is the one that is successfully reaching its objectives, in other words, one that is in effect carrying out an appropriate plan and job performance is the single outcome of an employee's work. Furthermore, high job performance is the ability of the employee himself. The employee must be able to give better results and also have a high productivity. A good employee performance is necessary for the organization, since an organisation's success depends upon the employee's creativity, innovation and commitment. Good job performance and productivity growth are also important in stabilizing our economy; by means of improved living conditions, high wages, increase in the availability of goods for consumption, etc (Griffin Welsh & Moorhead 1981).

Lussier, (2005) believes that, to attain high levels of performance as an employee and manager, you must be sure that you and your employees have the ability, motivation and the resources to meet objectives. When performance is not at the standard level or above, you must determine which performance factor needs to be improved and improve it.

Oluseyi and Ayo (2009) argued that job performance is related to the willingness and openness to try and achieve new aspects of the job which in turn will bring about an increase in the individual's productivity. Khan, Zaidi and Ahmad, (2009) stated that a fair amount of the employees' behaviour displayed at work is not necessarily related to job-specific aspects. A good employee performance is necessary for the organization, since an organization's success is dependent upon the employee's creativity, innovation and commitment. Job performance refers to how well someone performs at his or her work. By this, Job performance has been seen as quality and quality expected from each employee. Besides, Chaudhary and Sharma (2012) think of job performance as the behaviour executed in line with the set objectives of the organization. Crucial in a high job performance is the ability of the employee himself.

On a very general level, job performance can be defined as "all the behaviours employees engage in while at work" (Jex, 2002). However, this is a rather vague description.

A fair amount of the employees' behaviour displayed at work is not necessarily related to job-specific aspects. More commonly, job performance denotes to how well someone performs at his or her work. Definitions range from general to specific aspects and from quantitative to qualitative dimensions. Initially, researchers were optimistic about the possibility to define and measure job performance. However, soon enough they started to realise that determining the dimensions of a job and its performance requirements was not a straightforward process. Nowadays it is generally agreed that job performance consists of complicated series of interacting variables pertaining to aspects of the job, the employee and the environment. Historically, there have been three approaches to define the dimensions of job performance (Milkovich and Wigdor(1991)):

- as a function of outcomes;
- as a function of behaviour;
- as a function of personal traits.

The majority of the studies have shifted their focus on defining job performance in terms of outcomes and behavior, maybe because these are easier and more objective to define and to observe than personal traits.

According to Hunter and Hunter (1984) crucial in a high job performance is the ability of the employee himself. The employee must be able to deliver good results and have a high productivity. They also argue that this is something the organisation can know at forehand; they can select employees with the required abilities or they can recruit those employees themselves. Of course the latter is more time consuming, but can obtain better results in the end.

However, job performance is more than the ability of the employee alone. Herzberg (1959) and Lindner (1998) refer to the managerial side of performance. According to Herzberg (1959) performance is: let an employee do what I want him to do. This implies that the organisation's hierarchy and task distribution are also critical for a good employee performance. Lindner (1998) adds to this statement by arguing that employee performance can be perceived as "obtaining external funds". Meanwhile it can be considered that, an employee's performance is based on individual factors, namely: personality, skills, knowledge, experience and abilities. Many researchers agree that job performance is divided into those five factors. Some researchers even argue that a person's personality has a more specific role in job

performance (Barrick and Mount, 1991). However, it should be noted that, it is not what performance exactly means, but how it is composed and how it is measured.

These authors (Koch, 1990; Stuart, 1992) all stated that recognition of a job well done or full appreciation for work done is often among the top motivators of employee performance and involves feedback. Positive feedback follows the principles advocated in Reinforcement Theory, which states that behaviour is contingent on reinforcement. Examples of positive reinforcement in this context may include workplace visits by top executives to high-performance employees, personal handwritten notes of thanks accompanying pay checks, and telephone calls by top executives to employees at home.

Performance of the employee is considered therefore as what an employee does and what he doesn't do. Employee performance involves quality and quantity of output, presence at work, accommodative and helpful nature and timeliness of output. Organizations can use direct bonuses and rewards based on individual performance if employee performance is noticeable. Bishop (1987) investigated employee performance and revealed that acknowledgment and recognition and reward of performance of employees direct the discrimination between employee productivity. Morale and productivity of employees is highly influenced by the effectiveness of performance of an organization and its reward management system.

2.1.4.1 Characteristics of Work Performance

- Learners Performance

Flander (1958) is of the opinion that achievement and performance cannot be divorced from each other. Achievement is as a result of performance. In order for a child to achieve better results at school, he or she has to render better performance.

Performance in this context further encompasses all the activities that take place in a school situation. This does not only pertain to academic performance, however, it goes beyond academic performance. This goes as far as sporting and extra-curricular activities such as music, cultural activities, soccer, netball, volleyball, karate, and many more activities that take place in a school situation.

In relation to educational research, academic performance of a student can be regarded as the observable and measurable behaviour of a student in a particular situation. For example, the academic performance of a student in social studies includes observable and measurable

behaviour of a student at any point in time during a course. In social studies students' academic performance consists of his scores at any particular time obtained from a teacher-made test. Therefore, we can equate academic performance with the observed behaviour or expectation of achieving a specific statement of or statement of educational intention in a research. Academic performance of students consists of scores obtained from teacher-made test, first term examination, mid-semester test. And so on.

Lawrence (1998) further classified activities that occur in performance as academic performance index. For instance, students' performance based on reading, selection of one or more schools within each district, among others. According to him, satisfactory academic achievement award is given to recipient who maintains satisfactory academic performance and progress towards, the attainment of a degree or certificate in line with the United States Department of Education regulations This is to suggest that academic achievement is cumulative and progressive It means that academic achievement cannot be attained within a short period or at a slot.

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- **Punctuality to School**

From UNICEF (2000), whether a teacher uses traditional or more current methods of instruction, efficient use of school time has a significant impact on student learning. Teachers' presence in the classroom represents the starting point. Many teachers face transportation and housing obstacles that hinder them from getting to school on time and staying until school hours are over. Many teachers must hold second jobs, which may detract from the time and energy they expend in the classroom. Teachers may miss school altogether. A study in China, Guinea, India and Mexico demonstrated that nearly half the teachers interviewed reported being absent at some point during the previous month (Carron and Chau, 1996), requiring other teachers to compensate for them or leaving students without instruction for the day. When teachers are present, learning occurs when teachers engage students in instructional activities, rather than attending to administrative or other non-instructional processes. As mentioned

above, the opportunity to learn and the time on task have been shown in many international studies to be critical for educational quality.

Punctuality is very important both to learners and the Academy. It is encouraging for all learners to arrive at school on time and take preventative action when there is a pattern of consistent delay. If a student is late he/she misses the beginning of the school day and instructions for the start of a lesson. If they are marked as having unauthorised delay, this will go on their attendance record.

Why is good attendance/punctuality so important?

- A good education gives your child the best possible start in life.
- If your child goes to school regularly she will be better able to keep up with school work and as a result enjoy school more.
- Coming to school in time is a good habit which will stand to your child throughout her working life. Late arrivals can be disruptive for everyone.
- A good education helps young people to obtain secure employment and develop into mature and responsible citizens.
- Children who attend school are less likely to be drawn into antisocial behaviour and/ or become involved in crime.

- **Program Coverage**

Scheme of works are simplified curriculum, while curriculum is the totality of learning activities to be achieved in a year. Scheme of work are curriculum broken down into terms and weeks. The scheme of work comprises the term to term, week by week learning activities to be delivered by the teacher to the student. It is usually further broken down into lesson periods by the teacher in a bid to bring about specific objective(s) per lesson period.

A scheme of work is “a plan for something”. A teacher’s scheme of work is therefore his plan of action which should enable him/her to organise teaching activities ahead of time. It is a summarised forecast of work which the teacher considers adequate and appropriate for the class to cover within a given period from those topics which are already set in the syllabus.

A well prepared scheme of work should among other things:-

- Give an overview of the total course content.
- Provide for a sequential listing of learning tasks.
- Show a relationship between content and support materials.

- Provide a basis for: long range planning, training and evaluation of the course.

A scheme of work can be made to cover one week, one month, one term or even one year, depending on the duration of a given programme. Most programmes in our educational institutions take between one and four years. Each year is divided into 3 terms with each term lasting 3 months or 13 weeks. In such a case a scheme of work should be made for each term (13 weeks). Ideally schemes of work should be prepared before classes begin.

- **Class Management**

Classroom management is one of the most important roles played by teachers because it determines teaching success. Effective teachers appear to be effective with students of all achievement levels regardless of the levels of heterogeneity in their classes. Effective classroom managers are those who understand and use specific techniques. Even if the school they work in is highly ineffective, individual teachers can produce powerful gains in student learning. Effective education refers to the degree to which schools are successful in accomplishing their educational objectives. Teachers play a key role in shaping effective education (Hattie, 2009).

The ability of teachers to organise classroom and manage the behaviour of their students is critical to achieving positive educational outcomes. Although sound behaviour management does not guarantee effective instruction, it establishes its environmental context that makes good instruction possible. Reciprocally, highly effective instruction reduces, but does not eliminate, classroom behaviour problems (Emmer and Stough, 2001).

Evertson and Weinstein (2006) refer in their definition of classroom management to the actions teachers take to create a supportive environment for the academic and social emotional learning of students. They describe five types of actions. In order to attain a high quality of classroom management, teachers must:

- Develop caring, supportive relationships with and among students.
- Organize and implement instruction in ways that optimize students' access to learning.
- Encourage students' engagement in academic tasks, which can be done by using group management methods (e.g., by establishing rules and classroom procedures)
- Promote the development of students' social skills and self-regulation. This will be making students responsible for their behaviour.

- Finally, Evertson and Weinstein (2006) state that teachers should be able to use appropriate interventions to assist students with behaviour problems. The last two actions proposed by Evertson and Weinstein (2006) indicate that effective classroom management improves student behaviour.

Hence, classroom management is an ongoing interaction between teachers and their students. Brophy (2006) presents a similar definition when he declares that: “Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities).”

Both definitions emphasise the importance of actions taken by the teacher to facilitate learning among the students.

- **Lesson Preparation**

When you make an effort to become comfortable creating lesson plans, you save yourself a great deal of time and reduce the stress of dealing with confused and sometimes angry students whose poor performance is a direct result of poorly designed lessons. You owe it to yourself and to your students to learn the fundamentals of lesson planning. Pregent (1994) observes that “professors who have carefully prepared lesson save an enormous amount of time when you teach a course again; you have a written record of everything you have done”.

Farrell (2002) defined a lesson plan as “a unit in which it is a sequence of correlated lessons around a particular theme or it can be specified as a systematic record of a teacher’s thoughts about what will be covered during a lesson”. He further adds that a daily lesson plan is a written description of how students will move towards obtaining specific objectives. Lesson plan is therefore, a series of course plan which provides direction for a teacher of what kind of materials of study to be taught and how to teach them. Thus Lesson plan preparation by teachers is one of the appropriate ways for promotion of education quality; it can help the teacher in teaching as guidance. Lesson plan is main foundation of educational structure and it is core of education.

- **Teaching Methods**

According to UNICEF (2000), teachers believe that all students can learn. The way time is used is related to school priorities and expectations. Quality education puts students at the centre of the process; student achievement must be the school’s first priority. Since schools

exist because of students, this would seem self-evident. Perhaps because of the complexity of educational systems, however, teachers may not always believe in the school's ability to help all students.

Mosston's and Ashworth (1992, 2002) established a framework of possible options in the relationship between teacher and learner and was based on the central importance of decision-making. The Spectrum consists of ten teaching styles based on the degree to which the teacher or the student assumes responsibility for what occurs in a lesson. This describes a continuum, where at one side is the direct, teacher-led approach (reproductive style) and at the other lies a much more open-ended and student-centred style (productive style) where the teacher acts only as facilitator. Some similarities can be drawn between two types of teacher's interpersonal behaviour and the Mosston's teaching styles. Student-centred teaching styles may be considered as autonomy-supportive behaviour and teacher-centred teaching styles as controlling behaviour.

Morgan, Kinston and Sproule (2005) found that the use of pupil centred reciprocal and guided discovery styles resulted in more mastery and less performance focused teaching behaviours than the traditional command or practice styles.

2.1.4.2. Factors Affecting Employees' Performance

According to some researchers and practitioners, there are certain factors which individually and collectively have an effect on the performance of employees in a positive or negative way. Employee performance is a factor that sways achievement of organizational goals. Perception on the other hand is "how employees feel about their jobs and different aspects of their jobs. It is the extent to which employees like or dislike their jobs" (Spector, 1997). Perceived factors affecting employee performance can typically be measured in levels and can be examined from numerous standpoints using multiple constructs or categories. The most critical of these factors as noted by Herzberg (1966) include organizational climate, performance feedback, motivation, job satisfaction, and skill development. Thus, this study will focus on the variables identified by Herzberg (1966) as some of the perceived factors affecting employee performance in the case study include:

- **Work Climate**

Features of organizational climate contribute to performance through collective forms of affect. It is in the nature of many climate constructs that they reflect processes of cooperation

or conflict. Such communal activities or interdependent motives may influence group and organizational performance at the supra- individual level, functioning through social norms and mutual reinforcement. This process may be viewed through the concept of “group affective tone” (George and Brief, 1992) consistent feelings experienced by members of a work team. This group characteristic is thought to influence members’ mental models, decision making procedures and outcomes, collaborative behaviour, and withdrawal behaviours such as absenteeism and staff turnover (George, 1996). For both individual and collective reasons, the association between organizational climate and organizational performance is thus expected to be reconciled by affective reactions of employees. This expectation is normally examined, taking overall job satisfaction to explain the types of affect which may link climate with performance. It is tested in two ways, first through hierarchical multiple regression analyses for individual aspects of climate, and second through an overall comparison between each aspect’s overlap with job satisfaction and its association with company productivity (Griffeth, et al, 2000).

- **The Concept of Motivation**

The general believe holds that motivation is the process of satiating internal needs through actions and behaviours. Motivation is not something a person is born with or without, but rather is something that can be boosted or developed. Motivation affects individuals differently, so managers must understand the process, theories, and major components of motivation in order to motivate meritoriously. To understand motivation, it is also necessary to recognize differences among people and be cautious not to assume they share similar preferences. This will necessitate looking at the kind of perceptions they have on the reward package offered by a company.

Motivation as a set of attitudes and values that predisposes a person to act in a specific goal-directed manner. On motivating employees most of the focus has been on money, from Aristotle through Frederick W. Taylor, the father of scientific management theory. Philosophers, scientists, industrial engineers, and managers believe that money was the only thing that motivates. Beginning with the 1930s, sociologists, psychologists and other human relations theorists theorized that all kinds of cognitive and cognitive processes also affect the relationships between pay and motivation. Organizations offering benefits have moved a long way in trying to offer both monetary and non-monetary benefits. It has been out of the realizations that employees have different needs in life. What the organizations are faced with

today is the question of making the benefits offered relevant and meaningful to the employees in order to heighten their performance for the well-being of organizational productivity.

Motivation is a key determinant of job performance and a poorly motivated force will be costly in terms of excessive staff turnover, higher expenses, negative morale and increased use of managements' time (Koys, 2001). Therefore, management must know what exactly stimulates their staff so resources are not misallocated and dissatisfaction develops among employees. Motivation is thus essential, otherwise their performance will decline or they will simply leave the job. While dealing with low performers, motivation is a prerequisite; otherwise these employees will drag results down, lower productivity and certainly would not leave the organization, as they will have nowhere else to go. A motivated workforce is essential because the complete participation of employees will certainly drive the profitability of the organization.

A motivated workforce will lead to greater understanding, acceptance, commitment to implementation, understanding of objectives and decision making between management and employees. There are 6 most important elements of motivation: rewards, pay, profit sharing, promotion, recognition, job enrichment. Chaudhary and Sharma (2012) states that, study shows that the employee motivation has direct effect on gainfulness and development. A highly motivated employee tries his or her best in carrying out each and every aspect of his or her duties and responsibilities. Improved job performances of the employee will increase the value to the organization itself and to the employee's productivity.

In order to increase work effectiveness and performance, it is important to address a number of issues, including increasing motivation among employees, making them feel satisfied with their job and increasing their job related wellbeing in general (Bogdanova & Naunivska, 2008). A motivated person has the familiarity with particular goals which must be accomplished in particular ways, according to how he or she coordinates the push to attain such goals. It means that motivated person is best fit for the goals that he/she wants to achieve, as he/she is fully aware of its assumptions. Therefore, when workers are motivated, their ability to increase productivity will be high. Employees' motivation is one of the policies managers take to increase effectual job amongst employees in organizations.

- **Employees' Job Satisfaction**

Job satisfaction implies that if the employees have high job satisfaction, they would be happy and put more effort to get their job done as well as they can. On the other hand, if employees

have low job satisfaction since they might think that their own needs could be neglected by organization, they would be bored, show lack of willingness to work, have high conflict, absenteeism. This would definitely affect their job performance. Judge, Thoesen, Bono and Paton (2001) demonstrated that employees' overall job satisfaction is on average correlated with their work performance.

Negative effect in terms of job-related tension is associated with poorer work performance (Jamal, 1984). For the third salient behaviour in the model by Kopelman and colleagues, measures of job satisfaction are significantly associated with discretionary behaviours classed as "organizational citizenship": helping, loyalty, compliance and so on (Podsakoff, Mackenzie, Paine and Bachrach et al, 2000). Job satisfaction causes job performance. This model stems from the premise that attitudes predict behaviour and it represents the most popular theory regarding the nature of the relationship between job satisfaction and job performance. However, on the contrary to popular beliefs, only a very few studies actually managed to demonstrate a unidirectional effect of job satisfaction on job performance and, moreover, the results obtained through these studies were not conclusive (Judge et al 2001).

Job performance causes job satisfaction. a more subversive theory claims that performance leads to rewards and, in turn, those rewards are the cause for satisfaction. Vroom (1964) put this idea into the Expectancy Theory. This theory actually yielded better results than the previous theory, but the findings were still not conclusive (Judge et al 2001). Job satisfaction and job performance affect each other only five studies took a closer look at the possibility of a reciprocal relationship between job satisfaction and job performance.

Also, experience is a great asset that can improve an employee's performance. The longer the number of years' experience, the higher the level of performance all other things being equal. Again, quality and style of supervision is a key factor. The use of democratic and autocratic styles of supervision will have varying degree of results given different behaviours of employees; the working environment is another determinant that could pose serious threat to performance. For example, if the working environment is hazardous, it could endanger the lives of employees. The use of protective gadgets and clean working environment could reduce the hazards employees are exposed to at the workplace; the single most important determinant of performance is compensation package. In the absence of compensation, performance levels would be very low compensation could be financial or non-financial may have different levels

of motivation and consequently its influence on performance; factors such as tools and equipment can enhance one's performance. Imagine the use of computers, combine harvesters, irrigation system and teaching aids in the production system. Technology has made it possible to have certain tools and equipment that enhance productive activities; and other determinants of performance include support from other colleagues, production materials, health condition of employees, job security, and retirement and other benefits, age, loyalty or commitment (Aguinis, 2009).

- **Teachers' Working Conditions**

Working conditions offer an atmosphere upon work done. Its components include availability of working tools and equipment, presence of enough working space needed for accomplishment of various tasks, leadership styles that give freedom of expression of personal desires, innovation and creativity, a feeling of recognition and availability of different forms of motivators Olango (2011). More often, some supervisors demand a lot from subordinates in the execution of task with little regard to provide necessary tools and resources required for effective discharge of duties, Ondigo (2011).

Teachers' working conditions affect their ability to provide quality education. Many aspects of school life and educational policy go into teachers' perceptions of their employment. As mentioned above, the condition of infrastructure, availability of textbooks and learning materials and class sizes all influence the teacher's experience as an educator. Teachers' remuneration also matters. In many countries, teachers' salaries have declined in recent years, and teachers are not always paid on time. In Bangladesh, 27 per cent, in Nepal 35 per cent and in Uganda 60 per cent of the teachers, for example, were paid a month or later (Postlewaithe, 1998). Low and late remuneration may lead teachers to take on another job, which hurts student learning. A study in 12 Latin American countries disclose that children in schools where many teachers work in other jobs in addition to teaching are 1.2 times more likely to have lower test scores and/or higher grade repetition (Willms, 2000). Effective teachers are highly committed and care about their students (Craig, Kraft, & du Plessis, 1998); they need supportive working conditions to maintain these positive attitudes

- **Organisationnel Culture**

Organizational Culture is shared values and behaviours of the people that they considered as a tool which leads to the successful achievement of organization goals (Schein, 1990). Organizational culture is the belief of people that differentiates them from each other, within

the organization or outside the organization. This includes values, beliefs, and behaviours of the employee's that is different from the other organization (Hofstede, 1991). This is usually what makes a difference in many catholic schools. Strong culture in the organization, it is very helpful to enhance the performance of the employees that leads to the goal achievement and increase the overall performance of the organization.

According to the Stewart (2010), norms and values of organizational culture highly effect those who are directly or indirectly involved with the organization. These norms are invisible but have a great impact on the performance of employees and profitability. The most important characteristic is shared value. A strong organizational culture supports adaptation and develops organization's employee performance by motivating employees toward a shared goal and objective; and finally shaping and channeling employees' behaviour to that specific direction should be at the top of operational and functional strategies (Daft, 1984).

Shared value of employees is one of the basic components of organizational culture. Schein (1994) clarifies that value which is a set of social norms that define the rules or framework for social interaction and communication behaviours of society's members, is a reflection of causal culture assumptions. Academics and practitioners argue that the performance of an organization is dependent on the degree to which the values of the culture are widely shared (Peters and Waterman, 1982). Similarly, it is widely argued that shared and strongly held values enable management to predict employee reactions to certain strategic options and by reducing these values, the consequences maybe undesirable (Ogbonna, 1993).

- **Leadership**

Leadership is a process whereby an individual influences a group of individuals to achieve common goals. Leadership style is the combination of attitude and behaviour of a leader, which leads to certain patterns in dealing with the followers (Dubrin, 2004). The leadership style within an organization has a bearing on encouraging or inhibiting employee's performance. Thus, positive attitude and behaviour of leadership style would influence performance positively and vice versa.

- **Training**

The developing process of employees' skill in order to improve the performance is called training (Swanson, 1999). Training in this sense would be a type of activity which is planned, systematic and it results enhance the level of skill, knowledge and competency that

are necessary to perform work effectively. Existing literature presents evidence of an existence of obvious effects of training and development on employee performance. Employee competencies change through effective training programs. Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behaviour. Most of managers give training to their employees for three main purposes which are:

- To increase productivity or the performance of employees;
 - To achieve organizational goals; and
 - To invest in employees to succeed in the unpredictable and turbulent business environment.
- **Coaching**

Coaching has become an essential method to improve performance. It is not a one way communication and proves to be a two way communications where coaches identify what can be improved and how it can be improved. Further coaching addresses the belief and behaviours that hinder performance (Toit, 2007). It can be further seen that coaching is all about helping someone else to improve performance (Starr, 2004). In this light workers are permitted to improve on their productivity through coaching.

- **Participation**

Participation management is about involving employees in the decision making process where the employees feel that they have the opportunity to discuss problems and can influence organizational decisions. The overall impact of participation is increased employee job performance and low turn-over. In addition, organizations can act to increase or decrease the levels of these mediator variables within their personnel and potentially strengthen the positive performance effects of employee participation (Lam et al, 2002). Employee will be motivated because management considers them as partners in contributing to organizational success instead of being seen as mere subordinates and therefore will avoid engaging into counterproductive behaviours hence improved performance through timely achievement of organizational goals and objectives.

- **Working Environment**

The influence degree of working environment is the corresponding item requirement of a creative job. Higher job satisfaction and lower intentions to leave go with those individuals whose work environment accompanied the creative requirements of jobs. Enhancing the creative performance of employees has been recommended for remaining competitive in a dynamic environment and for enhancing the overall innovations of an organization (Janssen 2003). Working environment can be divided into two components namely physical and behavioural components. The physical environment consists of elements that relate to the office occupiers' ability to physically connect with their office environment. The behavioural environment consists of components that relate to how well the office occupiers connect with each other, and the impact the office environment can have on the behaviour of the individual. According to Haynes (2008), the physical environment with the productivity of its occupants falls into two main categories, office layout and office comfort, and the behavioral environment represents the two main components namely interaction and distraction.

Kirui (2010), in a study done to establish employee performance in private sector organizations in Argentina noted that, among other factors influencing employee performance is working environment. Element of such a working conditions highlighted by Krust include; terms of employment, whether permanent or temporary; availability of necessary tools and equipment for performing specific jobs and enough working space.

- **Qualification**

There are several variables that determine performance. These variables could be classified as general determinants of performance. For instance, one's qualification can go a long way to enhance his performance. When one goes through education, development and training to acquire a certain level of qualification, it will enhance his working ability all other things being equal.

- **Performance Feedback**

Behaviour is goal directed and that employees need task performance feedback so that they can evaluate and adjust their performance in light of performance goals or standards articulated by management (Kopelman, Wilson and Baddeley 1990). It follows that, climates within which employees receive more regular and meaningful feedback from their supervisors about how well they are doing in light of what supervisors are seeking to achieve in their respective work areas, the better able are employees to evaluate their competencies and the

importance of doing their jobs well on the success of their work areas. According to Denison (2001), the greater the effort management is seen making to provide meaningful feedback, moreover, the stronger is the sense employees will have that management is committed both to achieving continuous improvements in performance and to having employees fully participate in achieving their work area's performance goals. Furthermore, employee perceptions about performance feedback influence and are influenced by other facets of knowledge and skill development climates. On the one hand, the more or less employees perceive they get meaningful performance feedback, the more or less they will: Perceive they are secure; perceive they have good opportunities to improve their skills; be receptive to new technologies; perceive a need to continually learn new skills; and value learning new skills. On the other hand, the more or less favourably employees perceive each of the above facets to be, the more or less they will perceive they get meaningful performance feedback (Ashkenasy and Wilderom, 2000)

All in all, we can say that, at all levels of the organization performance is carefully noted. No matter an individual's title, everyone has the opportunity to lead in some capacity and have a positive impact on performance. Understanding the value that can be achieved through different roles is one way of providing motivation, performance and thus leadership skills. Every organisation is characterised by a particular type of reward structure, often differing from person to person and from department to department. Le Boeuf (1985) stated that "what gets rewarded gets done." If you want more of something in an organisation, simply increase greater reward for that behaviour. If you want less of an activity in an organisation, simply reduce the rewards or increase the punishment or disapproval for that behaviour. People respond to incentives. Money is often the first factor to come to mind, but successful managers will see that as just one part of a larger picture of incentives that drives employees to excel at their jobs. Some workers will dedicate greater time and effort for the opportunity to increase their pay through raises, bonuses or promotions. Others may be happy to accept a less competitive pay package in exchange for doing work that they enjoy. Maintaining these rewards system motivates many employees to stay with a business and do well in the organization. Performance is an evaluation of the results of a person's behaviour. It involves determining how well or poorly a person has accomplished a task or done a job. Motivation, job satisfaction, working conditions etc. are only some of the factors among many that contribute to an employee's job performance.

2.1.4.3. Organizational Performance

Organizations have an important role in our daily lives and therefore, successful organizations represent a key ingredient for developing nations. Thus, many economists consider organizations and institutions similar to an engine in determining the economic, social and political progress. Precisely for this reason, in the last 22 years, there were 6 Nobel prizes awarded to researchers who have focused on the analysis of organizations and institutions. Continuous performance is the focus of any organization because only through performance organizations are able to grow and progress.

Thus, organizational performance is one of the most important variables in the management research and arguably the most important indicator of the organizational performance. Although the concept of organizational performance is very common in the academic literature, its definition is difficult because of its many meanings. For this reason, there isn't a universally accepted definition of this concept. In the '50s organizational performance was defined as the extent to which organizations, viewed as a social system fulfilled their objectives (Georgopoulos and Tannenbaum, 1957). Performance evaluation during this time was focused on work, people and organizational structure. Later in the 60s and 70s, organizations have begun to explore new ways to evaluate their performance so performance was defined as an organization's ability to exploit its environment for accessing and using the limited resources (Yuchtman and Seashore, 1967). The years 80s and 90s were marked by the realization that the identification of organizational objectives is more complex than initially considered. Managers began to understand that an organization is successful if it accomplishes its goals (effectiveness) using a minimum of resources (efficiency).

Thus, organizational theories that followed supported the idea of an organization that achieves its performance objectives based on the constraints imposed by the limited resources. In this context, profit became one of the many indicators of performance. The authors Lebas and Euske (2006) provide a set of definitions to illustrate the concept of organizational performance:

- Performance is a set of financial and nonfinancial indicators which offer information on the degree of achievement of objectives and results.
- Performance is dynamic, requiring judgment and interpretation.
- Performance may be illustrated by using a causal model that describes how current actions may affect future results.

- Performance may be understood differently depending on the person involved in the assessment of the organizational performance (e.g. performance can be understood differently from a person within the organization compared to one from outside).
- To define the concept of performance it is necessary to know its elements characteristics of each area of responsibility.
- To report an organization's performance level, it is necessary to be able to quantify the results.

2.1.5. Teachers' Work Performance

Employee productivity entails several aspects such as increased efforts to achieve high output, innovation to discover new superior ways of doing things, enhanced attitudes to treat customers with respect and the overall profit obtained by an organization, Dorine (2006). It is acknowledged that organizations that emphasizes on motivating workers are ones whose paths to profitability are predictable to the satisfaction of all key stakeholders. Resources which an organization invests in its operations equally determine the extent to which it attains its objectives. It is not just about investment of resources but even the style of deploying such resources would offer strong indicators of organizational performance.

Performance of teachers mainly depends on the teacher characteristics such as knowledge base, sense of responsibility, and inquisitiveness; the student characteristics such as opportunity to learn, and academic work; the teaching factors such as lesson structure, and communication; the learning aspects such as involvement and success; and the classroom Phenomena such as environment and climate, and organization and management. If the teachers take care of these factors, their performance can be enhanced to the optimum level.

Yet alternatives implemented by states and districts to determine teacher quality have been woefully inadequate. Teacher entrance and exit examination scores, years of experience, advanced degrees, and teaching credentials are either not related to student achievement and ratings of teacher effectiveness. Leigh and Mead (2005) clearly bring about the fact that the quality of teaching has come down gradually world over, demonstrate that the skills of teachers have come down due to outdated preparation on the part of the teacher and stagnant compensation schemes by the management of the educational institution.

2.1.6. Subjective Well-Being

Since the dawn of civilization great thinkers have discussed the quality of human existence, and "the good life." To some individuals the ideal state is one of wealth, to others, having

significant relationships, while some report helping those in need is central. These individuals vary in external circumstance, yet they may share a subjective feeling of wellbeing. The term “subjective well-being” (SWB) refers to people’s evaluations of their lives, including cognitive judgments, such as life satisfaction; and affective evaluations (moods and emotions), such as positive and negative emotional feelings. People are said to have high SWB if they are satisfied with their life-conditions, and experience frequent positive emotions and infrequent negative emotions. SWB is the psychological term for “happiness” and is preferred due to the many connotations of the latter term. Within the literature, the terms are used interchangeably.

Eddington and Shuman (2005) think that the interaction of one’s personality, personal goals, and available resources affects SWB and highlights the relative importance of these variables across the life span. Our wants and resources to accomplish goals change over time and offer insight into the role these domains play in subjective wellbeing. External, demographic factors which change across the life span such as income, health, and social contacts have a surprisingly small effect on SWB. Diener and Suh (1998) revealed that from ages 40 to 90, average income and percent of people who are married drop steadily, yet mean levels of life satisfaction remain stable across age groups. As many nations of the world enter an era of post materialism in which basic survival needs are met, interest in SWB is likely to grow affecting ways policy-makers govern. Continued research into SWB may ultimately answer the question of what composes the “good life.”

Throughout history philosophers considered happiness to be the highest good and ultimate motivation for human action. Yet for decades psychologist largely ignored positive subjective well-being, although human unhappiness was explored in depth. In the last decades behavioral and social scientists have corrected this situation, and theoretical and empirical work is emerging at an increasingly faster pace. In 1973 psychological Abstract International began listing happiness as an index term, and in 1974 the journal *Social Indicator Research* was founded, with a large number of articles devoted to subjective wellbeing (SWB).

The literature on SWB is concerned with how and why people experience their life in positive ways, including both cognitive judgments and affective reactions. As such, it covers studies that have used such diverse terms as happiness, satisfaction, morale, and positive affect. Wilson’s (1957) review of this emergent area contained two broad conclusions. First Wilson wrote that those with the most advantages were happiest. He concluded that the happy person emerges as a young, healthy, well-educated, well-paid, extroverted, optimistic, worry-free,

religious, married person with high self-esteem, high job morale, modest aspirations, of either sex and of a wide range of intelligence". Wilson's second major conclusion was that little theoretical progress in understanding happiness has been made in the two millennia since the time of the Greek philosophers.

Many of these philosophers and social scientists have concerned themselves with defining happiness or wellbeing. Definition of wellbeing and happiness can be into three categories.

First, well-being has been defined by external criteria such as virtue or holiness. Coan, (1977) reviewed the varying conceptions of the ideal condition that have held sways in different cultures and areas. In normative definitions happiness is not thought of as a subjective state, but rather as possessing some desirable qualities. Such definitions are normative because they define what is desirable. Thus, when Aristotle wrote that eudaemonia is gained mainly by leading a virtuous life, he did not mean that virtue leads to feelings of joy. Rather, Aristotle was prescribing virtue as the normative standard against which people's lives can be judged. Therefore eudaemonia is not happiness in the real senses of the word, but a desirable state judged from a particular value framework. The criterion for happiness of this type is not the actor's subjective judgment, but the value framework of the observer.

Second, social scientist have focused on the question of what lead people to evaluate their lives in positive terms. This definition of subjective wellbeing has come to be labeled as life satisfaction and relies on the standard of the respondent to determine what the good life is. Although wellbeing from a subjective perspective has become a popular idea in the last century, this concept can be traced back several millennia. For example, Marcus Aurelius wrote that 'no man is happy who does not think himself so' Shin and Johnson (1978) have defined this form of happiness as a global assessment of "a person's quality of life according to his own chosen criteria". A related set of definitions of happiness is that it is the harmonious satisfaction of one's desire and goals (Chekola. 1975). If one is concerned with the person's assessment of this, then it clearly falls within the real; of subjective wellbeing and is an idea related to satisfaction.

Third meaning of happiness comes closest to the way the term is used in every discourse as denoting a preponderance of positive affect over negative affect (Bradburn, 1969). This definition of subjective well-being thus stresses pleasant emotional experience. This may mean either that the person is experiencing mostly pleasant emotions during this period of life

or that the person is predisposed to such emotions, whether or not he or she is currently experiencing them.

Satisfaction with life and positive affect are both studied by subjective wellbeing researchers. How these two component relate to one another, is an empirical question, not one of definition. Unfortunately terms like happiness that have been used frequently in daily discourse will necessary have fuzzy and somewhat different meanings. Nevertheless, as measurement and other work proceeds, the most scientifically useful concepts will be those that can be measured and show, within a theoretical framework, interesting relationships to other variables.

The area of subjective wellbeing has three hallmarks. First it is subjective. According to Cambell (1976), it resides within the experience of the individual. Notably, absent from the definition of SWB are necessary objective condition such as health, comfort, virtue, or worth (Kammann, 1983). Though such conditions are seen as potential influences on SWB, they are not seen as an inherent and necessary part of it. Second SWB includes positive measure. It is not just the absent of negative factors, as it true of some measures of mental health. However, the relationship between positive and negative indices is not completely understood.

The subjective wellbeing measures typically include a long assessment of all aspects of a person's life. Although affect or satisfaction within a certain domain may be assessed, the emphasis is usually placed on an integrated judgment of the person's life. Nevertheless measures may cover a period ranging from a few weeks to one's entire life. There is no a priori way to decide what time period is the best. Rather it must uncover the correlates of SWB within the varying time.

2.1.6.1. Components of Subjective Well-Being

Subjective well-being is composed of several major components, including global life satisfaction, contentment with specific life domains, the presence of frequent positive affect (pleasant moods and emotions), and a relative absence of negative affect (unpleasant moods and emotions). The major components are reduced into more specific elements. Positive affect is commonly divided into joy, elation, contentment, pride, affection, happiness and ecstasy. Negative affect is separated into guilt and shame, sadness, anxiety and worry, anger, stress, depression, and envy. Life satisfaction is categorized by satisfaction with current life, satisfaction with past, satisfaction with future, significant others' views of one's life, and desire

to change life. Domain satisfaction is composed of work, family, leisure, health, finances, self, and one's group. The field of SWB has several cardinal characteristics (Diener, 1984).

- First, it is concerned with well-being from the perspective of the respondent, hence, importance is granted to the respondents' own views of their life.
- Second, it is mainly interested in long-term levels of satisfaction and affect, though, short-term moods and emotions are studied as well. For example, a state lottery winner will be examined longitudinally for stable and permanent changes in mood and life satisfaction.
- Third, healthy personality variables are researched, not only negative states such as depression and anxiety.

Attainment of SWB not only involves avoiding sadness, but also experiencing life satisfaction and pleasant emotions. Transient factors such as current mood and even current weather conditions affect judgment of life satisfaction (Schwarz and Strack, 1991). Hence, as we move through life our goals and needs change but SWB remains somewhat stable. A significant proportion of stable SWB is due to personality. Francois La Roche Foucauld stated that "happiness and misery depend as much on temperament as on fortune." Research supports this notion that pleasant or unpleasant emotion, and life satisfaction vary more in accordance with temperament than life circumstances or momentary factors. Campbell, Converse, and Rodgers (1976) found that the demographic factors of age, sex, income, race, education, and marital status accounted for less than 20% of the variance in SWB. Argyle (1999) determined that external circumstances account for approximately 15% of the variance in SWB. It is concluded that personal reactions to life's circumstances are more important than the events themselves and that personality affects our reactions. In fact, personality is one of the strongest.

2.1.6.2. Positive and Negative Affect

Pleasant and unpleasant affect reflect basic experiences of the ongoing events in people's lives. Thus, it is no surprise that many argue that these affective evaluations should form the basis for SWB judgments (Frijda, 1999). Affective evaluations take the form of emotions and moods. Although there are debates about the nature of and relation between these two constructs (Morris, 1999), emotions are generally thought to be short-lived reactions that are tied to specific events or external stimuli (Frijda, 1999), whereas moods are thought to be more diffuse affective feelings that may not be tied to specific events (Morris, 1999). By studying the types of affective reactions that individuals experience, researchers can gain an understanding of the ways that people evaluate the conditions and events in their lives. Much research on affective

evaluations has been focused on the ways that emotions and moods can be categorized, and there are two general approaches to this issue. Some researchers focus on determining whether there are a small number of basic emotions. Researchers who work from this perspective generally try first to identify the basic features of emotions. They can then go on to examine variations in these features in order to determine which emotions are basic. Frijda (1999), for example, argued that there are five basic features of emotions. First, emotions involve affect, meaning that they are associated with a feeling of pleasure or pain. Second, emotions include an appraisal of an object or event as good or bad. Third, the elicitation of an emotion is generally associated with changes in behaviour toward the environment (or at least with changes in the readiness for specific behaviours). Fourth, emotions often involve autonomic arousal. And finally, emotions often involve changes in cognitive activity. By examining variation in these features, researchers can classify which emotions are basic. For example, some researchers have argued that a basic emotion will have a distinct action readiness or motivational property (Frijda, 1986). Seemingly different emotions with the same action tendency may then be seen as variations of the same basic emotion. Other researchers have avoided analysing the component parts of emotions, instead relying on criteria such as whether there is a universally recognized facial expression for the emotion.

A person who has a high level of satisfaction with their life, and who experiences a greater positive affect and little or less negative affect, would be deemed to have a high level of SWB or in simpler terms, be very happy. The concept of SWB falls within the “Hedonic” perspective that defines well-being or happiness as being fundamentally about maximising pleasure and avoiding or minimizing pain. This differs from the “Eudemonic” perspective which, as Waterman (1993) stated, is where one lives in accordance with one’s diamond, or ‘true self’. This perspective places focus on meaning in life and self-realization, and the extent to which a person fully integrates this into his or her life.

When psychologists measure SWB, they are measuring how people think and feel about their lives. The three components of SWB are:

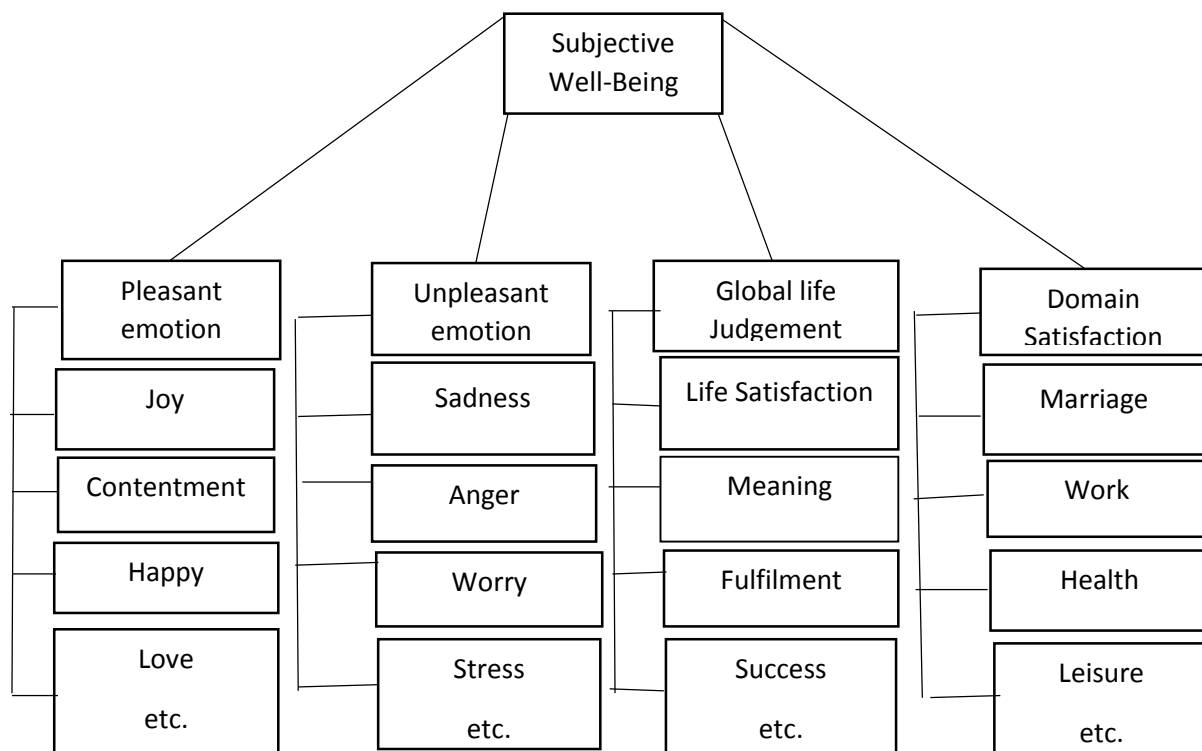
- life satisfaction
- positive affect
- negative affect

These are independent factors that should be measured and studied separately (Andrews & Withey, 1976, Lucas et al., 1996). Thus, the presence of positive affect does not mean the absence of negative affect and vice versa. The affective component is associated with the

emotions, feelings, and moods while the cognitive component refers to what the individual feels about her life-satisfaction (in terms of family-life, work, life as a whole, etc.).

A person exhibiting high SWB will have a positive affect; meaning they experience positive emotions (e.g. elation, joy) more often when compared to negative ones. It should be noted that the presence of positive affect does not signify the absence of negative affect, and presence of a negative affect does not indicate absence of positive affect. It's safe to say that everyone in their life at one point has experienced "good" and "bad" emotions but those who have had more "good" than "bad" will display a more positive affect. In addition to a positive affect, the individual will possess high levels of life satisfaction when displaying high levels of SWB as compared to an individual who possess low level of life satisfaction.

In the meantime, empirical research shows that a very happy individual is likely to be a happily married optimistic extrovert, having an active social life with a network of good social support, who feels fulfilled at work, is religious, enjoys active recreational pursuits, exercises regularly and feels they are in good health. He or she is also likely to have their basic needs met and live in a democratic country which respects civil rights and freedom of speech.



Diener1, Scollon1 and Lucas (2003)

Figure 2.1: Hierarchical structure: the components of SWB

An alternative to the basic emotion approach is the dimensional approach. Researchers working from this perspective have noted that certain emotions and moods tend to be highly correlated both between individuals and within individuals over time. For example, individuals who experience high levels of sadness are also likely to experience high levels of other negative emotions such as fear or anxiety. The fact that these emotions are correlated suggests that they may result from some of the same underlying processes. Thus, according to the dimensional approach, it should be possible to identify certain basic dimensions that underlie the co variation among the various emotions and moods that people experience. Research into the causes and outcomes of emotional experience can then progress by focusing on these underlying dimensions rather than on the individual emotions themselves.

2.1.7. Relationship between Subjective Well-Being and Work Performance

There is a considerable amount of evidence to indicate that there is a positive association (a correlation) between SWB and an employee's job performance. Moreover there is some evidence which indicates that higher levels of SWB may lead to (cause) higher levels of job performance in some circumstances.

The individual and situational perspectives on the relation between individual well-being and performance are interconnected, in that “well-being” may be construed as an individual-level concept. Indeed, previous research has documented links between personality factors and aspects of well-being such as work engagement and burnout (Hallberg, Johansson and Schaufeli, 2007). Although this is consistent with the idea that well-being (and, hence, performance) is to some degree determined by personality factors, in the context of this study on work, well-being and performance, the situational perspective is most useful. This perspective assumes that environmental factors (i.e., work characteristics) affect worker well-being, which in turn would affect worker performance.

Nevertheless, the empirical literature indicates three causal mechanisms through which higher levels of SWB can bring about higher job performance. The first is by affecting employees’ cognitive abilities and processes - enabling them to think more creatively and to be more effective at problem-solving. The second is by affecting employees' attitudes to work - raising their propensity to be co-operative and collaborative. The third is by improving employees’ physiology and general health - improving their cardiovascular health and immunity, enabling speedier recovery from illness, and securing greater levels of energy and potentially effort (Hallberg et al, 2007)

There is not necessarily a straightforward link between an employee's SWB and their job performance, however. For example, raised levels of creativity and improved social interaction is only likely to generate better employee performance in jobs with a substantial degree of autonomy and those that involve team work or customer interaction. In addition, it is possible that employee behaviours or work attitudes may be most heavily affected when levels of SWB are particularly high or particularly low. There is a need for further examination of the links between SWB and employee performance in real world settings to address these issues (Bryson, Freeman, Lucifora, Pellizzari, and Perotin 2014).

There are also reasons to think that the relationship between SWB and job performance at the level of the employee may not necessarily be replicated at the level of the workplace. One reason is that low levels of SWB among a small number of workers may spill over to negatively affect levels of SWB (and thus levels of job performance) among the wider workforce. Another relates to the differing contributions workers make to workplace output, because of variations in their ability and their span of control; the contribution of all workers

may not matter equally for the performance of the workplace, and so it may matter *who* has high or low SWB.

While there are some studies which do show a robust causal impact of employees' SWB on the performance of the workplace or firm, the evidence is more limited at this level. The review concludes that more research is needed at the level of the workplace or firm in order to generalise beyond the small number of existing studies. However, an individual's SWB at work is influenced both by their own characteristics, and those of the job and workplace in which they are employed (see Figure). From a policy perspective, it is the features of the job and workplace (i.e. those on the right-hand side of the Figure) which are of most interest, as these are typically more amenable to policy influence. Nevertheless, an understanding of the relationship between individual characteristics and SWB is also important, not least because these shape employees' experiences of work.

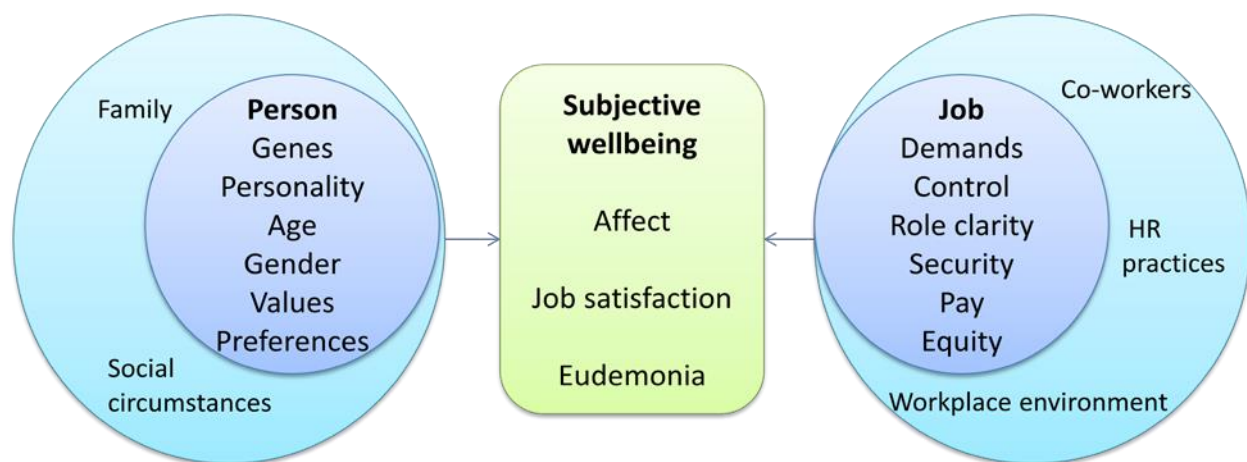


Figure 2.2. Personal and workplace characteristics affecting SWB (Bryson et al 2014).

An extensive literature discusses the characteristics of jobs which influence SWB at work. SWB tends to be higher when employees have:

- autonomy over how they do their job and a measure of control in relation to the broader organisation, e.g. participation in decision-making;
- variety in their work;
- clarity over what is expected of them, including feedback on performance, e.g. via appraisals;
- opportunities to use and develop their skills, e.g. via the provision of training;
- supportive supervision;

- positive interpersonal contact; with both managers and co-workers, but also with customers or the general public (where the job requires it);
- a perception of fairness in the workplace, both in terms of how the employee is treated themselves but also how their co-workers are treated, with disciplinary and grievance procedures being one way for employers to address this;
- higher pay, although this relationship depends not only on the absolute level of pay but how this compares with pay of other workers;
- physical security, including the safety of work practices, the adequacy of equipment and the pleasantness of the work environment;
- a sense of job security and clear career prospects;
- a perception of significance, both in terms of the significance that the job has for the worker, and the perceived value of the job to society.

SWB tends to be lower when the demands of the job are particularly high. Job demands result not only from the amount or type of work, but also from any incompatibility with pressures from outside of work. These relationships are fairly well-established in the existing literature. Employers therefore have the potential to influence the SWB of their employees through changes in job design.

2.2. THEORETICAL FRAMEWORK

This work is theoretically informed by the following:

- Motivation-Hygiene Theory (Two Factor Theory) of Frederick Herzberg(1959)
- Organisational justice theory of Greenberg, (1987)
- The Human relation theory of Mayo Elton (1920s)
- Theory X and Theory Y of McGregor (1960)

2.2.1. Herzberg's Motivation-Hygiene Theory (Two Factor Theory)

To better understand employee attitudes and motivation, Frederick Herzberg performed studies to determine which factors in an employee's work environment caused satisfaction or dissatisfaction. He published his findings in the 1959 book *The Motivation to Work*.

The studies included interviews in which employees were asked what pleased and displeased them about their work. Herzberg found that the factors causing job satisfaction (and presumably motivation) were different from those causing job dissatisfaction. He developed the motivation-hygiene theory to explain these results. He called the satisfiers motivators and

the dissatisfiers hygiene factors, using the term "hygiene" in the sense that they are considered maintenance factors that are necessary to avoid dissatisfaction but that by themselves do not provide satisfaction.

The following table presents the top six factors causing dissatisfaction and the top six factors causing satisfaction, listed in the order of higher to lower importance.

| Leading to Dissatisfaction | Leading to Satisfaction |
|----------------------------|-------------------------|
| Company policy | Achievement |
| Supervision | Recognition |
| Relationship w/Boss | Work itself |
| Work conditions | Responsibility |
| Salary | Advancemen |
| Relationship w/peers | Growth |

Figure 2.3. Factors Affecting Job Attitudes

Herzberg reasoned that because the factors causing satisfaction are different from those causing dissatisfaction, the two feelings cannot simply be treated as opposites of one another. The opposite of satisfaction is not dissatisfaction, but rather, no satisfaction. Similarly, the opposite of dissatisfaction is no dissatisfaction.

While at first glance this distinction between the two opposites may sound like a play on words, Herzberg argued that there are two distinct human needs portrayed. First, there are physiological needs that can be fulfilled by money, for example, to purchase food and shelter. Second, there is the psychological need to achieve and grow, and this need is fulfilled by activities that cause one to grow.

Herzberg had close links with Maslow and believed in a **two-factor theory of motivation**. He argued that there were certain factors that a business could introduce that would directly motivate employees to work harder (**motivators**). However there were also factors that would de-motivate an employee if not present but would not in themselves actually motivate employees to work harder (**hygiene factors**)

Motivators are more concerned with the actual job itself. For instance how interesting the work is and how much opportunity it gives for extra responsibility, recognition and

promotion. Hygiene factors are factors which 'surround the job' rather than the job itself. For example a worker will only turn up to work if a business has provided a reasonable level of pay and safe working conditions but these factors will not make him work harder at his job once he is there.

Herzberg believed that businesses should motivate employees by adopting a democratic approach to management and by improving the nature and content of the actual job through certain methods. Some of the methods managers could use to achieve this are:

- **Job enlargement** – workers being given a greater variety of tasks to perform (not necessarily more challenging) which should make the work more interesting.
- **Job enrichment** - involves workers being given a wider range of more complex and challenging tasks surrounding a complete unit of work. This should give a greater sense of achievement.
- **Empowerment** means delegating more power to employees to make their own decisions over areas of their working life.

All in all we can say that, workers motivated to work harder by motivators e.g. more responsibility, more interesting work, more praise for good work. Workers can become demotivated if hygiene factors are not met e.g. pay, working conditions, and relationships with colleagues

2.2.2. Organisational Justice Theory of Greenberg (1987)

The term 'organisational justice' refers to the extent to which employees perceive workplace procedures, interactions and outcomes to be fair in nature. These perceptions can influence attitudes and behaviour for good or ill, in turn having a positive or negative impact on employees' performance and the organisation success. The concept of organisational justice extends traditional models of work behaviour that tend to conceptualise job demands, job control and social support as the main factors determining individual well-being and productivity. Fairness is a largely subjective construct, which captures more basic elements of social structure in which the other characteristics operate. Often the notion of organisational justice will only become relevant and tangible when a violation of the said justice occurs.

At its most general level, organizational justice is an area of psychological inquiry that focuses on perceptions of fairness in the workplace. It is the psychology of justice applied to

organizational settings (Byrne and Cropanzano 2001:4). The organisational justice framework helps to investigate individuals' experience of different aspects of their employment. While the first contributions centred on the perceived fairness of outcomes only (distributive justice), further new dimensions were added, including the fairness of the procedures used to determine outcomes (procedural justice), respectful and sensitive treatment (interpersonal justice), and adequate and sufficient communication (informational justice) (Folger and Cropanzano 1998). The terms 'justice' and 'fairness' are used interchangeably in this field. The following sections give an overview of the dimensions of organisational justice that are commonly distinguished today. Each will briefly describe below, and their implications for Human Resource practice examined.

- **Distributive Justice**

This type of justice refers to outcomes being distributed proportional to inputs, the so-called equity principle (Adams, 1965). Outcomes in a work context might take the form of wages, social approval, job security, promotion and career opportunities, while inputs will include education, training, experience and effort. As it can be difficult to determine what constitutes an appropriate level of reward for a particular degree of inputs, people tend to make this judgement in relative terms, looking for a contribution outcome ratio that is similar to that of their peers.

The equity principle is already upheld in organisations to a large extent by standardised HR policies, such as predetermined job grade and salary bands, universal training and development opportunities, and avoidance of favouritism in showing approval. However, there may be occasions where an employee feels there has been an unfair distribution of benefits; for example, a colleague with the same number of years' service is promoted while the individual concerned is not. The unpromoted employee may consider that his inputs were the same as his colleague's and yet they have been rewarded differently. Consequently, they may seek to redress this perceived inequity either by reducing their subsequent efforts, or by campaigning to be recompensed to the same degree as their colleague.

- **Procedural Justice**

Procedural justice is concerned with the fairness of the decision process leading to a particular outcome. As just noted, procedural justice can outweigh distributive justice, in that people may be willing to accept an unwanted outcome if they believe the decision process leading up to it was conducted according to organisational justice principles. For example, Greenberg (1994)

found that smokers more strongly accepted a smoking ban at their workplace when they felt they had been given thorough information about the change of policy, in a socially sensitive manner. The same principle might be applied to the hypothetical promotion scenario given above. An unpromoted worker may be placated if he is convinced that the system used to decide promotion is transparent and free from bias.

People's perception of procedural justice are likely to be enhanced if they are given the opportunity to present information and voice their concerns before decisions are taken. This can apply as much to general day-to-day working life and management practice as to formal, one-off procedures such as disciplinary hearings. Psychologists have argued that having a voice helps to fulfil particular needs such as the chance to be heard and to influence other people, as well as the confirmation of being valued as a participative group member (Storey, 2000).

- **Interactional Justice**

In some respects interactional justice falls under the umbrella term of procedural justice, but is significant enough to be considered in its own right. It refers to the quality of the interpersonal treatment received by those working in an organisation, particularly as part of formal decision-making procedures. Bies and Moag (1986) identify some key aspects of interactional decision justice, which can enhance people's perception of fair treatment.

Organisational justice theory (Greenberg, 1987) focuses on perceptions of fairness in organisations, by categorising employees' views and feelings about their treatment and that of others within an organisation. Organisational justice theory offers a framework through which to explore and understand employees' feelings of trust or mistrust more fully. Organisational justice integrates the outcomes of organisational change with the methods used to achieve it, and perceptions about the treatment of those affected.

Justice perceptions have been shown to have effects on people's motivation, well-being, performance, attitudes, behaviours and other outcomes relevant for organisations and organisational members (Folger and Cropanzano 1998). The social science definition of organisational justice is based on people's perceptions, such that an act is just because someone perceives it to be just.

2.2.3. The Human Relations Theory of Mayo (1920s)

The advent of the human relations movement began in the 1920 and 1930s with the observation of the shortsightedness and incompetence of the classical approach to management that left out

the human resource factor (Andrew, 1988). The human relations theorists led by Elton Mayo observed that scientific management principles were neither necessarily the most efficient nor did they work as intended, for it failed to understand that workers were also social beings with certain psychological needs. They believed that in addition to using the most appropriately designed methods to achieve productivity, organizations must consider the human aspect of work. In other words, when the workers needs are not considered even with the best tools, organizational goals may not be achieved.

Interpersonal relations particularly the feeling and attitudes within working groups were considered to be important. They hypothesized that people looked for the satisfaction of their social needs at work. Furthermore, the power and influence of groups, individual members was such that organizations could develop system and styles to try and satisfy people's social needs in their workgroup. The basis of the human relations movement was the integration of various disciplines i.e. industrial psychology and sociology, applied anthropology and social psychology and was concerned with the human problems which management encountered (Appleby, 1980). Gullerman (1966) defines human relations as a way in which people or employees who comprise the organization think about each other and deal with each other.

Hence, with the development of human relations it became apparent therefore, that the workers could no longer be viewed solely as a factor of production, rather as human beings with wants, desire, attitudes and feelings, all of which were occurring during the same period also contributing to the growth of the human relations movement.

The concept of human relations is used today in organizations to denote a systematic body of knowledge devoted to explaining the behaviour of man in relations to task performance in organization. Onasanya (1990) defines human relations as the relationship between one person and another and a group of people within a community whether at work or social gathering. He went further to state that good human relations between executives and other staff will leads to an understanding which can generate cooperation and hence attainment of organizational productivity. The executive and subordinate staff will have to maintain sound relationship with people at different levels.

According to Hicks and Byers (1972), human relations are an integration of people into work situation in a way that motivates them to work together productively, cooperatively and with economic, psychological and social satisfaction. They went further to say that many factors influence a person's behaviour and attitude such as age, sex, appearance, health,

emotion, environment, education, religion, nationality and culture. They also influence reaction of others to the individual and moreso, frustration makes people to be disagreeable. Amune (1988) defines human relations as the interaction of people into a work collectively, productivity and bring about social satisfaction. He went further on to define human relations as the study of human problem arising from organizational and inter-personal relation in industry especially with reference to the employer-employee relationship and the interaction between personal traits, group membership and productive efficiency.

Human relations in the view of Harding (1983) is an existing aspect of workers meeting new people of all kind, such meeting will broaden their own horizon and hopefully other people derive pleasure from meeting them. Jones et' al (2005) assert that Human relations movement advocates the idea that supervisors are behaviourally trained to manage subordinates in ways that elicit their cooperation and increase their productivity. The key element in human relations is its basic objective of making organizational members feel as useful and important part of the system over all efforts. This process is viewed as the means of building a cooperative and participative workforce.

2.2.4. Theory X and Theory Y of Mc Gregor (1960)

In this theory, Mc Gregor develops two distinct preconceived perceptions of how people observe human behaviour at work and organisational life. He believes that companies follow one of the two opposing approaches. He calls these approaches theory X and theory Y.

With this theory, management has the responsibility to ensure that the productive elements of the enterprise are organised such as money, materials, and people with the purpose of meeting economic ends. People have an inborn dislike of work and tend to avoid it whenever an opportunity arises, they are inborn selfish, indifferent to the needs of the organisation, workers' efforts need to be directed through motivation, controlling their actions and modification of their behaviour so as to meet organisational needs, they always need to be directed to take responsibility and have little or no ambition but above all everything they seek security. Due to the lazy inherent nature of human beings they are not able to perform well in their own initiative. In order to make people achieve the organisational objectives they need to be persuaded, rewarded, coerced, controlled, directed or threatened with punishment. The role of management is to coerce and control employees. If management does not have an active intervention, people tend to remain passive and resistant to the needs of the organisation.

On the other hand theory Y stipulates that management is charged with the responsibility to organise the elements of productive enterprise such as money, materials, equipment and people with the aim of meeting economic ends. To people, work is a natural thing, they are not passive or resistant to organisational needs and are always ready to express self-direction when committed to the objectives because people are naturally not lazy. Unlike theory X workers accept and seek responsibility at all times. However the only way management can ensure that people are committed is to provide them with the right conditions and operation methods to enable them achieve their goals through the direction of their efforts to meet objectives of the organisation. In the assumptions suggested in theory Y, management's role is to develop employee's potential and help them to release that potential towards the achievement of common goals. Management in accomplishing its tasks uses these assumptions as guides and this leads to a variety of possibilities which fall between two extremes. In one extreme side, management can be hard or strong and on the other management can be soft or weak. Theory X is the standpoint that traditional management has taken towards the work force while many modern organisations are now taking the enlightened position of theory Y (Boeree, 2006:3). Mc Gregor's theory is concerned with training, monitoring performance, performance assessment, working conditions.

Theory X also relies so heavily on external control of human behaviour while theory Y is more inclined to the aspects of self-control and self-direction (Vroom and Deci, 1970:316). This creates an element of two opposing positions, the difference between treating people as children and that of treating them as adults (Vroom and Deci, 1970:316). After bringing people through the former way a shift to the latter cannot be achieved by a twinkle of an eye (Vroom and Deci, 1970:316). The conditions placed by theory X tend to tie people to limited jobs which also fail them from fully using their capabilities, it has discouraged people from accepting responsibility, encouraging people to remain passive and completely distorted the meaning of work (Vroom and Deci, 1970:316). His theory seems so mechanical, and ignores the fact that human nature is complex and people are not locomotives to be manipulated.

McGregor recognized that in many organizations X-Type workers are usually found in the minority, but even then in mass organizations, like large scale production environment, theory X management or leadership style may be required and can be unavoidable.



Figure 2.4. Summary of X and Y theories

2.3. RELATED EMPIRICAL STUDIES

A close analysis of the previous literature clearly demonstrates that there is a proud array of studies that have been conducted to analyse the interrelationship between SWB and workers' performance at work. While a majority of them posit financial motives as the main guarantee to employees' satisfaction thus good output, other stress affective factors as the prerequisite for good production, irrespective of the weight of the emolument.

As Koppes and Pickren (2007) demonstrate, neither the association between work characteristics and well-being, nor that between well-being and productivity received much attention at the time. This changed in the 1930s. Following the influential Hawthorne studies in which the effects of working conditions on worker productivity were examined; human motivation, emotional well-being and job satisfaction were uncovered as relevant factors for work performance. The most important reason for examining work performance and well-being in relation to each other is that it is often assumed that satisfied and happy workers will be more productive than others (the "happy-productive worker" hypothesis, Lucas & Diener, 2002). A second reason is that many psychologists working in this area believe that high productivity should not be obtained at the cost of worker well-being. Griffin (1980) explored that the performance of an individual is determined by three factors i.e. motivation, work environment and ability to do the work. Workplace environment impacts on employee morale, productivity and job performance both positively and negatively. If the work place environment is not liked by the employees so they get de-motivated and their performance also affected. Poorly designed work timings, unsuitable authorities or duties, lack of appreciation,

and lack of personal decision making opportunity. People working in such environment are not satisfied they feel stress on themselves and it impacts on employee's job performance.

In another research, Adeyemi (2010) investigated the relationship between the leadership styles of principals and teacher's job performance in secondary schools. He found that the principals mostly used democratic leadership style in schools as compared to autocratic style. His study also determined that there is a direct relationship between leadership styles used by Principals and teachers job performance. With this one is able to think that the performance of teachers is better in those schools where principals are having autocratic leadership styles as compared to those schools where principals are having democratic style of leadership. Thus the autocratic style is the best style of leadership that can improve the productivity and performance of teachers in schools. He also recommended that the principals should use both autocratic and democratic leadership styles in their schools from situation to situation in order to improve teacher's job performance. Like, in certain situations they could apply autocratic style where it is applicable while in some situations they could use the democratic style. Organization success can only be achieved by the satisfied and motivated employees and good leadership. Therefore, a good leadership style is required to lead the teachers and to enhance their efficiency in schools.

According to Kadzamira (2006), the organizational culture affects the performance of the employees positively or negatively. As in all organization different employees from different culture and background and with different languages so their thinking level is also different. When organization do not make a proper culture in organization so definitely, employees will feel stress because of bad communication in between employees and their superiors and their performance towards their job will not meet the set standards. His study found that the bad working and living conditions have an adverse effect on the teacher's performance. It is essential to consider the terms and conditions of service for the purpose of motivating and retaining teachers.

Nadeem, et.al (2011) believe that social and economic conditions of teachers have an effect on their performance i.e. low salary, lack of facilities, status of teachers in society, teachers mental health and morale, stress of work, relation with staff and head teachers, working environment are all those factors that have a strong impact on females teachers performance. The level of motivation of teachers reduced, when there is a poor social and economic condition in the place where the school is located. It was concluded that there is a

significant relationship between these factors of motivation and the efficiency teachers. Mustafa (2010) examined the perceptions of high school teachers about the effects of motivation on their performance at work. They found that there is a positive relation between motivation and working performance of teachers, i.e., the greater the level of motivation the higher will be the teacher's job performance or if provide a high level of motivation to a teachers then their job performance will be increased. The main benefits of motivation are that the organization can use the human resources in an appropriate way, for this, the employee is willing to work itself. It brings employees satisfaction and the goals can be achieved on time in organization. In this way, the efficiency increases and its cost become reduced.

Bishay (1996) determined the feeling of teachers while doing different activities every day and which are those activities related to their work that will increase their level of motivation. While Alam, (2011) found that mostly teachers experienced that they were paid less salary according to their knowledge, skills and capabilities for doing their job. Thus, respect should be given to teachers, provide them training to exceed their performance level and salaries should be designed according to their capabilities, experience and skills regarding job. In many indications, it is clear that, teachers are well motivated because factors which influence motivation are reasonably provided in schools especially in private schools. These factors include good working environment, friendly and supportive staff, job satisfaction, good leadership of principals or head teachers, and less stress of work. It also found that teachers are well involved in their work by salaries and benefits which they receive and they disagreed with the statement that their pay package as a teacher is good. It means that salary, appreciation and rewards are very important factors for increasing the teacher's motivation that could improve their performance effectively. Motivation through rewards and encouragements help the teachers to improve their job performance.

The empirical literature indicates three causal mechanisms through which higher levels of SWB can bring about higher job performance. The first is by affecting employees' cognitive abilities and processes - enabling them to think more creatively and to be more effective at problem-solving. The second is by affecting employees' attitudes to work - raising their propensity to be co-operative and collaborative. The third is by improving employees' physiology and general health - improving their cardiovascular health and immunity, enabling speedier recovery from illness, and securing greater levels of energy and potentially effort.

The above studies are therefore similar to the present one in that they all investigate ways through which workers' performance at work can be boosted irrespective of the method the employer decides to put in place. They all look at the added values which can amplify workers' anxiety and propensity to produce satisfactory output. However, the study demarcates from the previous ones in that, it is carried out in an educational set up. Though the school can be considered as an enterprise in the complete sense of the term, the products of such an enterprise is not a commodity meant for consumption but some pattern behaviours that can be both observable and quantifiable in an individual (the learner) with regard to their performance in certificate examination. More to this, it is the only study of the kind based on catholic education in Cameroon and having as a target population, workers of the primary sector. Also, the study is based on the performance of catholic school teachers through which one can evaluate them from the school performance. It a great move towards the amelioration the working condition of these teachers as it presents the real situation of workers in catholic primary schools.

Tableau 2.1: Synoptic table

| General Objective | Specific Objectives | Themes | Sub-themes | Categories |
|---|---|-----------------------|------------------------------|--|
| To analyze the influence of subjective well-being on teachers' work performance in catholic primary schools | To analyze the relationship between personnel working conditions and teachers' work performance of teachers in catholic primary schools | Work performance | Work performance | <ul style="list-style-type: none"> • Student results • Punctuality to school • Program coverage • Class management • Lesson preparation • Teaching methods • Appearance |
| | | Subjective well-being | Personnel working conditions | <ul style="list-style-type: none"> • Work climate • Environment |
| | To analyze the influence of job satisfaction on teachers' work performance in catholic primary schools | | Job satisfaction | <ul style="list-style-type: none"> • Satisfaction with pay |
| | | | | <ul style="list-style-type: none"> • Avancement opportunity |
| | | | | <ul style="list-style-type: none"> • Incidental advantages |
| | | | | <ul style="list-style-type: none"> • Job security • Work contentment |
| | To analyse the effect of workers' moods on teachers' work performance in catholic primary schools | | Workers' moods | <ul style="list-style-type: none"> • Appearance |

To conclude, there is no way we could have given meaning to this study without placing it within the related literature and explanatory theories. The literature review was divided into the conceptual and empirical frame work in order to provide the reader with an insight of the study. We are going to progress to chapter three where we will focus on research methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter describes the procedure for executing the study under the following sub-headings: research design, area of study, population of study, sample and sampling techniques, research instrument, description of the instrument, validation of instrument, reliability of instrument, method of data collection and method of data analysis.

3.1. RESEARCH DESIGN

According to Amin (2005), a research design refers to all procedures selected by a researcher to aid in the understanding of a particular set of questions or hypotheses. According to Mbua (2003), a research design is a plan or blueprint which specifies how data relating to a given problem should be collected and analyzed. In this study, an interview design was adopted. It was adopted because of its adaptability. It permit the researcher to follow up lead and thus obtain more data and greater clarity. According to Babble (1990), cited in Amin (2005), through a careful motivation of the subject and maintenance of rapport, the interviewer can obtain information that the subject would probably not revealed under any other circumstances. This research design was adopted in order to analyse the subjective wellbeing and work performance of catholic teachers in the Mezam division and to address the following research questions: (1) how does subjective well-being influence teachers' work performance in Catholic primary schools? (2) What is the relationship between teachers' working conditions and teachers' work performance in catholic primary schools? (3) What is the influence of job satisfaction on teachers' work performance in catholic primary schools? (4) What is the effect of workers' moods on teachers' work performance in catholic primary schools?

To address the research questions, the qualitative method of research was used. Several researchers have discussed the need for qualitative investigations of multicultural issues within psychology (Choudhuri, 2003; Morrow, Rakhsha, & Castaneda, 2001; Ponterotto, 2002) as they can provide an opportunity to better understand new phenomena or understudied populations without assuming that there is "one universal truth to be discovered" (Auerbach & Silverstein, 2003). According to Amin (2005), the purpose of qualitative research is to promote greater understanding of not just the way things are, but also why they are the way they are.

The interview require the actual physical proximity of two or more person and generally require that all the normal channels of communication be open to them. As a research technique the interview is a conversation carried out with the definite purpose of obtaining certain information by means of spoken words. Interview are particularly useful for getting a story behind a participant's experience.

3.2. AREA OF THE STUDY

Any research considered as scientific is carried out in a geographical area. The research was conducted in Santa and Bamenda which is the administrative head quarter of the Mezam division in the North West Region of Cameroon. This area consists of the following quarters namely, Big Mankon, Small Mankon, Nkwen and Santa. This site was purposively chosen because the area is easily accessible. The major focus was on catholic primary schools teachers in Bamenda. Seven schools were chosen namely; Our Lady of Assumption catholic primary school Santa, Sacred Heart catholic primary school Santa Mbei, Saint Joseph catholic primary School Big Mankon, Saint Therese Catholic primary school Azire and All Saints catholic primary school Bayele, All Saints Special catholic primary school Bayele and All Saints catholic nursery school Bayele. This site was purposively chosen because the area is easily accessible.

3.3. POPULATION OF THE STUDY

Amin (2005, p.13), defines population of study as the complete collection or universe of all the elements we are interested in a particular investigation. Nworgu (1991) defines population as the limits within which the research findings are applicable. Population according to Nwana (1985, p.195), "the term is generally used to denote those individuals with estimated characteristics and whose elements can be studied and who are living in a geographical area" The population of this study is made up of catholic primary school teachers in Cameroon and Bamenda in particular. The population of study is referred to as the target population.

A target population on the other hand is a group of individuals with some common defining characteristic that the researcher can identify and study Creswell (2012, p. 381). The target population of the study comprise of teachers in selected catholic primary schools in the Mezam division. The researcher selected teachers from catholic primary schools in this sub division because the area have a lot of schools. It is also an area where we can easily find teachers who have worked for more than 05 years in the catholic schools. To give this work its

authenticity, only teachers of above 05 years of service in catholic primary schools were selected for the interview.

3.4. SAMPLE AND SAMPLING TECHNIQUES

According to Creswell (2012), a sample is a small group of cases drawn from and used to represent the large group or whole population under investigation. It could also be looked as a proportion of elements selected from the population, which will help the researcher to make generalization about the whole population which is a representative fracture of the population. Therefore a sample of 12 teachers participated in this study. These are those who were available at the moment when the researcher was administering the research instrument were asked to respond to the research instrument. This sample size was decided based on the criteria of empirical saturation.

Sampling is the process of selecting elements from a population in such a way that the sampled elements represented the population. In this study, we used the snowball sampling technique to select the participants to this investigation. The sample of this study who were 12 teachers was obtained from the parent population using the snowball sampling technique. According to Amin (2005, p.242), snowball sampling involves asking key informants to name other people who should be contacted by the investigator in order to understand some aspects of a situation under study. Snowball is normally used for locating individuals for the study where the researcher begins with few respondents who are difficult or impossible to locate using other means. Sampling means selecting a given number of subjects from a defined population. The teachers originated from these schools: Our Lady of Assumption catholic primary school Santa, Sacred Heart catholic primary school Santa Mbei, Saint Joseph catholic primary School Big Mankon, Saint Therese Catholic primary school Azire and All Saints catholic primary school Bayele, All Saints Special catholic primary school Bayele and All Saints catholic nursery school Bayele

3.5. DESCRIPTION OF RESEARCH INSTRUMENT

Instruments are research tools that enhance the collection, observation, measurement of data. The instruments for qualitative data may be, Observational Interviews, Group Discussions, Case studies, exploratory studies and field studies (Amin, 2005). The use of each of these instruments require careful planning through the use of well-designed guides for each before data collection begins. Since most of the information needed for this study was obtained by means of sampling the experience of respondents, the investigator used an interview guide to collect data. An interview was used because it create a right type of friendly atmosphere which is very conducive for obtaining desired data.

According to Amin (2005) an interview is an oral questionnaire where the investigator gather data through direct verbal interaction with participants, for example teachers, pupils and parents. Instead of writing the responses, the subject gives the needed information verbally in a face to face relationship where the ideas are exchanged. The interview is used because people are more willing to talk than to write especially on delicate, intimate and confidential topics. It permits the researcher to remain in command of the situation throughout compared to the questionnaire where it is normally out of the hands of the investigator. In this study, the personal type of interview was used. The interviewer conducted a face-to-face interview where the questions were presented and the respondent gave the answers.

The interview guide was to get information base on the research categories and also to help meet specific objectives. It also helped to standardize interview. The interview guide was divided into four parts.

- The first part was bear characteristics of personal work performance of the teacher.
- The second, on Working condition of teachers
- The third, on job satisfaction.
- The fourth on workers' mood

3.6. VALIDATION OF RESEARCH INSTRUMENT

Luma (1999) defines the validity of an instrument as “*the extent to which a research instrument measures what it was designed to measure*”. Therefore, the research instrument is very vital in gathering the data that is relevant to the study. In this study, the instrument was constructed by the researcher under the guidance of the supervisor. The validation was done at two levels; both face and content validity.

3.6.1. Face Validity

In order to measure the validity of the interview guide, the interview guide was read by my supervisor, an expert in social science and science of education and classmates who read through and pointed out mistakes for correction to be made. Before the interview guide was administered the researcher passed through the catholic educational secretary, the principals, vice principals. Some teachers were ready to be interviewed ...

3.6.2. Content Validity

The researcher's supervisor, an expert in psychology and science of education and some classmates were asked to assess the content validity of the interview guide. On their part, they examined each item on the interview guide and confirmed that they were relevant to the objectives and variables of the study.

3.6.3. Reliability of Instruments

An instrument is said to be reliable if it produces the same results whenever it is repeatedly used to measure traits or concept from the same respondents even by other researchers Amin (2005). It is the degree to which the instrument consistently measure whatever it is measuring.

3.7. ADMINISTRATION OF INSTRUMENT

The researcher conducted the interview with selected teachers from the Mezam community. The interview guide was to guide the line of questions as any question could come up depending on the response the interviewer could give. The exercise took two days since they were in school where I met them. The researcher started in Our Lady of Assumption catholic primary school Santa where she met (3) three teachers. Then, to the Sacred Heart catholic primary school where (02) two teachers were interviewed. In All Saints catholic Primary school Bayele (02) two teachers were also interviewed. Three (03) three teachers were interview in St Therese catholic primary school Azire. From All Saints Special catholic school Bayele, (02) two teachers accepted our interview. Still in All Saints nursery school, (01) one teacher was interviewed. And finally, we interviewed (01) one teacher in St Joseph catholic school Mankon.

3.8. DATA ANALYSIS

In this particular study, data analysis was done through content analysis to analyse the data obtained from interview.

Much of human activity is not directly observable or measurable, nor is it always possible to get information from people who might know of such activity from first-hand experience (Fraenkel & Wallen, 2009). Content analysis is a technique that enables researchers to study human behaviour in an indirect way, through an analysis of their communications. It is just what its name implies: the analysis usually, but not necessarily, written contents of a communication. A people or group conscious and unconscious beliefs, attitudes, values, and ideas often are revealed in their communications. To conduct a content analysis, Fraenkel & Wallen, (2009) give the following steps:

- Copy and read through the transcript - make brief notes in the margin when interesting or relevant information is found
- Go through the notes made in the margins and list the different types of information found. Read through the list and categories each item in a way that offers a description of what it is about. Identify whether or not the categories can be linked any way and list them as major categories (or themes) and or minor categories (or themes). Compare and contrast the various major and minor categories
- When you have done the above with all of the transcripts, collect all of the categories or themes and examine each in detail and consider if it fits and its relevance
- Once the entire transcript data is categorized into minor and major categories themes, review in order to ensure that the information is categorized as it should be; Review all of the categories and ascertain whether some categories can be merged or if some need to them be sub categorized
- Return to the original transcripts and ensure that all the information that needs to be categorized has been so.

The process of content analysis is lengthy and may require the researcher to go over and over the data to ensure they have done a thorough job of analysis The analysis of our qualitative data was done by using content analysis to extract the meaning that the participants gave to teachers' work performance. The categories were constructed based on the same categories of our interview guide; and by given more attention to the occurrences of meaning in the discourses of the participants.

This chapter on research methodology dealt with the introduction, research design, area of study, population of study, samples, instruments, variables, indicators and ended with a recapitulative table. The critical examination of this chapter as shown above served as a stepping stone for the presentation of results and analysis of data collected from the field.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter presents the results of data which was collected through the use of an interview guide, constructed in relation to the themes of our study. The technique used in presenting the data is one where the various characteristics are presented and analyses made to show the extent of their impact on the study as a whole. It uses tables to give a descriptive representation of results. This chapter starts with the analysis of background characteristics, and then proceeds with the analysis of different variables, paying attention to the existence of possible relationships between variables.

4.1. DESCRIPTION OF BACKGROUND CHARACTERISTICS

This section deals with the presentation of data and description of participants with respect to their background characteristics. The data obtained from the opinions of the teachers are presented through tables to draw the trends.

4.1.1. Distribution of teachers according to their gender

Table 4.1 shows that a total of 12 teachers participated in this study. It reveals that among these participants to our study, 8 teachers were female while 4 teachers were male. These representation shows that the female teachers were more accessible and collaborated to the study.

Table 4.1: Distribution of teachers according to their gender

| | Gender | | Total |
|--------------|---------------|--------|-------|
| | Male | Female | |
| Teacher#01 | √ | 0 | 1 |
| Teacher#02 | 0 | √ | 1 |
| Teacher#03 | 0 | √ | 1 |
| Teacher#04 | 0 | √ | 1 |
| Teacher#05 | 0 | √ | 1 |
| Teacher#06 | √ | 0 | 1 |
| Teacher#07 | √ | 0 | 1 |
| Teacher#08 | 0 | √ | 1 |
| Teacher#09 | 0 | √ | 1 |
| Teacher#10 | √ | 0 | 1 |
| Teacher#11 | 0 | √ | 1 |
| Teacher#12 | 0 | √ | 1 |
| Total | 4 | 8 | 12 |

4.1.2. Distribution of teachers according to their age, years of experience, number of children and class taught

Age is considered a very significant factor in this study because the competence of individual matures by age and their work performance is to increase as they mature in age and in years of experience. Distribution of participants according to age would effectively provide a proper view to the research question. Table 4.2 below displays the age of the teachers, years of experience of the teachers, number of children of the teachers and educational level of the teachers.

Table 4.2: Distribution of teachers according to age, years of experience, number of children and educational level

| Participants | Age | Exp | Children | Level |
|--------------|-------|-------|----------|-------------|
| Teacher#01 | 39,00 | 9,00 | 3,00 | Grade One |
| Teacher#02 | 46,00 | 11,00 | 3,00 | Grade Three |
| Teacher#03 | 53,00 | 26,00 | 3,00 | Grade Two |
| Teacher#04 | 30,00 | 8,00 | 1,00 | Grade One |
| Teacher#05 | 31,00 | 5,00 | 3,00 | Grade One |
| Teacher#06 | 40,00 | 9,00 | 4,00 | Grade One |
| Teacher#07 | 30,00 | 10,00 | 0,00 | Grade One |
| Teacher#08 | 44,00 | 9,00 | 2,00 | Grade One |
| Teacher#09 | 34,00 | 8,00 | 3,00 | Grade Two |
| Teacher#10 | 59,00 | 12,00 | 5,00 | Grade One |
| Teacher#11 | 45,00 | 9,00 | 3,00 | Grade One |
| Teacher#12 | 57,00 | 30,00 | 4,00 | Grade One |

It reveals that the ages of teachers varies between 30 years and 59 years. The table shows that 5 teachers are under 40 years old, 4 teachers are between 40 years old and 50 years old and the rest (3 teachers) are above 50 years old. As for the years of experience, they vary between 5 years and 30 years. The table shows that 7 teachers have less than 10 years of experience, revealing that they are young in the profession. The table also shows that 3 teachers have between 10 years and 20 years of experience; and 2 teachers have 26 years and 30 years of experience. The table also reveals the number of children own by each teacher, and it is noticed that the majority of them have 3 children. The table finally reveals that the majority of teachers have grade one educational level.

4.1.3. Distribution of teachers according to educational level

Table 4.3 presents the distribution of teachers according to their educational level. We observe from the table below that the majority of teachers (about 9 teachers) have teacher grade one level ; 2 teachers have grade two level and one teacher has grade three level.

Table 4.3: Distribution of teacher according to educational level

| <i>Teacher</i> | <i>Educational level</i> | | | <i>Total</i> |
|----------------|--------------------------|------------------|--------------------|--------------|
| | <i>Grade One</i> | <i>Grade Two</i> | <i>Grade Three</i> | |
| Teacher#01 | √ 01 | 0 | 0 | 1 |
| Teacher#02 | 0 | 0 | √ 01 | 1 |
| Teacher#03 | 0 | √ 01 | 0 | 1 |
| Teacher#04 | √ 01 | 0 | 0 | 1 |
| Teacher#05 | √ 01 | 0 | 0 | 1 |
| Teacher#06 | √ 01 | 0 | 0 | 1 |
| Teacher#07 | √ 01 | 0 | 0 | 1 |
| Teacher#08 | √ 01 | 0 | 0 | 1 |
| Teacher#09 | 0 | √ 01 | 0 | 1 |
| Teacher#10 | √ 01 | 0 | 0 | 1 |
| Teacher#11 | √ 01 | 0 | 0 | 1 |
| Teacher#12 | √ 01 | 0 | 0 | 1 |
| Total | 9 | 2 | 1 | 12 |

4.1.4. Distribution of teachers according to the names of school

The distribution of participants according to schools is displayed in table 4.4; and it can be seen that 3 teachers in the sample came from Our Lady of Assumption Catholic School Santa (OLACS), 3 teachers in the sample came from All Saints Catholic School Bayele (ASCS), 2 teachers in the sample came from Sacred Heart Catholic Primary School (SHCS Mbei), 2 teachers in the sample came from Catholic School Small Mankon Aziri (CSS Mankon-Aziri) ; and 2 teachers in the sample came from All Saints Special Catholic School Bayele (ASSCS Bayele). This representation follows the snowball nature of our sampling techniques. We interviewed a teacher in Santa that connected us to other teachers; the same procedure was followed in Bamenda. The network of teachers facilitated the collection of data.

Table 4.4: Distribution of teachers according to the name of school

| Teacher | Name of School | | | | | Total |
|------------|----------------|--------------|----------------|---------------|----------|-------|
| | OLACS Santa | SHCS Mbei | ASCS Bayele | ASSCSB aye | CS Aziri | |
| Teacher#01 | √ 01 | 0 | 0 | 0 | 0 | 1 |
| Teacher#02 | √ 01 | 0 | 0 | 0 | 0 | 1 |
| Teacher#03 | √ 01 | 0 | 0 | 0 | 0 | 1 |
| Teacher#04 | 0 | √ 01 | 0 | 0 | 0 | 1 |
| Teacher#05 | 0 | √ 01 | 0 | 0 | 0 | 1 |
| Teacher#06 | 0 | 0 | √ 01 | 0 | 0 | 1 |
| Teacher#07 | 0 | 0 | √ 01 | 0 | 0 | 1 |
| Teacher#08 | 0 | 0 | √ 01 | 0 | 0 | 1 |
| Teacher#09 | 0 | 0 | 0 | √ 01 | 0 | 1 |
| Teacher#10 | 0 | 0 | 0 | √ 01 | 0 | 1 |
| Teacher#11 | 0 | 0 | 0 | 0 | √ 01 | 1 |
| Teacher#12 | 0 | 0 | 0 | 0 | √ 01 | 1 |
| Total | 03 | 02 | 03 | 02 | 02 | 12 |

4.1.5. Distribution of teachers according to their marital status

Marital status is considered as a very significant factor in this study because it contribute to the stability of individuals. As a person matures by age, the change in status will also has an influence in their work performance. Table 4.5, shows that among the teachers we interviewed, 7 of them were married and 5 teachers were single. This showed the married teachers were more collaborative than the unmarried teacher in the study.

Table 4.5: Distribution of teachers according to their marital status

| | Marital Status | | Total |
|------------|----------------|---------|-------|
| | Single | Married | |
| Teacher#01 | 0 | √ 01 | 1 |
| Teacher#02 | √ 01 | 0 | 1 |
| Teacher#03 | √ 01 | 0 | 1 |
| Teacher#04 | √ 01 | 0 | 1 |
| Teacher#05 | 0 | √ 01 | 1 |
| Teacher#06 | 0 | √ 01 | 1 |
| Teacher#07 | √ 01 | 0 | 1 |
| Teacher#08 | 0 | √ 01 | 1 |
| Teacher#09 | 0 | √ 01 | 1 |
| Teacher#10 | 0 | √ 01 | 1 |
| Teacher#11 | 0 | √ 01 | 1 |
| Teacher#12 | √ 01 | 0 | 1 |
| Total | 5 | 7 | 12 |

4.1.6. Distribution of teachers according to classes taught

The classes taught by the teachers are presented in table 4.6, where it can be observed that all teachers who participated most in our study taught in higher classes. We can observe that the number of teachers (4) in our sample taught in class four, and another group of teachers (4) taught in class six. The rest of teachers intervened at various level in the nursery and primary school (class one, class five).

Table 4.6: Distribution of teachers according to class taught

| Teacher | Class taught | | | | | | Total |
|------------|--------------|-----------|------------|------------|-----------|---------|-------|
| | Nursery | Class One | Class Four | Class Five | Class Six | Primary | |
| Teacher#01 | 0 | 0 | 0 | √ 01 | 0 | 0 | 1 |
| Teacher#02 | 0 | 0 | 0 | 0 | 0 | √ 01 | 1 |
| Teacher#03 | 0 | √ 01 | 0 | 0 | 0 | 0 | 1 |
| Teacher#04 | 0 | 0 | 0 | 0 | √ 01 | 0 | 1 |
| Teacher#05 | 0 | 0 | √ 01 | 0 | 0 | 0 | 1 |
| Teacher#06 | 0 | 0 | 0 | 0 | √ 01 | 0 | 1 |
| Teacher#07 | 0 | 0 | 0 | 0 | √ 01 | 0 | 1 |
| Teacher#08 | √ 01 | 0 | 0 | 0 | 0 | 0 | 1 |
| Teacher#09 | 0 | 0 | √ 01 | 0 | 0 | 0 | 1 |
| Teacher#10 | 0 | 0 | √ 01 | 0 | 0 | 0 | 1 |
| Teacher#11 | 0 | 0 | 0 | 0 | √ 01 | 0 | 1 |
| Teacher#12 | 0 | 0 | √ 01 | 0 | 0 | 0 | 1 |
| Total | 1 | 1 | 4 | 1 | 4 | 1 | 12 |

4.1.7. Distribution of teachers according to position occupied

Table 4.7 displays the distribution of teachers according to position occupied in their school. Among the teachers we interviewed, 10 of them are classroom teachers and 2 teachers are head teachers. These show that the study targeted the main personnel of catholic school mission. The study reveals that there is a third person, a manager (a priest) that manages the school. This shows that each catholic school is under the management of a priest that insure that everything functions well.

Table 4.7: Distribution of teachers according to position occupied

| Teacher | Position occupied | | Total |
|------------|-------------------|--------------|-------|
| | Class Teacher | Head Teacher | |
| Teacher#01 | √ 01 | 0 | 1 |
| Teacher#02 | 00 | √ 01 | 1 |
| Teacher#03 | √ 01 | 0 | 1 |
| Teacher#04 | √ 01 | 0 | 1 |
| Teacher#05 | √ 01 | 0 | 1 |
| Teacher#06 | √ 01 | 0 | 1 |
| Teacher#07 | √ 01 | 0 | 1 |
| Teacher#08 | 00 | √ 01 | 1 |
| Teacher#09 | √ 01 | 0 | 1 |
| Teacher#10 | √ 01 | 0 | 1 |
| Teacher#11 | √ 01 | 0 | 1 |
| Teacher#12 | √ 01 | 0 | 1 |
| Total | 10 | 2 | 12 |

4.1.8. Distribution of teachers according to their home residence

Building a house is considered an important achievement in a man's life. It is shaving a shelter for yourself and your family. Providing some sort of security to oneself by building a house is considered a very significant factor in this study because it contribute to the stability and well-being of individuals that has an influence in their work performance. Table 4.8, shows that among the teachers we interviewed, 5 of them have a personal house and 7 teachers were renting.

Table 4.8: Distribution of teachers according to their residence house

| Teacher | Residence House | | Total |
|------------|-----------------|------------|-------|
| | Pers. House | Rent House | |
| Teacher#01 | √ 01 | 0 | 1 |
| Teacher#02 | 00 | √ 01 | 1 |
| Teacher#03 | √ 01 | 00 | 1 |
| Teacher#04 | 00 | √ 01 | 1 |
| Teacher#05 | 00 | √ 01 | 1 |
| Teacher#06 | 00 | √ 01 | 1 |
| Teacher#07 | 00 | √ 01 | 1 |
| Teacher#08 | √ 01 | 00 | 1 |
| Teacher#09 | √ 01 | 00 | 1 |
| Teacher#10 | 00 | √ 01 | 1 |
| Teacher#11 | 00 | √ 01 | 1 |
| Teacher#12 | √ 01 | 00 | 1 |
| Total | 05 | 07 | 12 |

The study reveals from the teachers discourses that most of those who live in their own houses, it is actually the family house or the family compound as the discourses portray: “I live in my own house precisely in our family compound” (Teacher#01). It is very difficult to use the little salary to build a house, but some managed to build as one of the interviewee said: “Yes I used my own money. There was a time they gave us some arias so I took the money and managed to build my house.” (Teacher#02). Therefore, there are some teachers who take the challenge of building their own house with the little salary they receive and some other funds gather from other sources or businesses.

4.2. PRESENTATION AND ANALYSIS OF FIELD DATA

In this section, we are going to present and analyse the data collected from the field in respect to our sub-theme and category. We will highlight the discourses of elements that help to understand the determinants of subjective well-being and how the later affect teachers’ fulfilment and workplace performance.

4.2.1. Sub-theme-School working conditions

Work environment is the totality of working conditions under which a person or a group of persons works or performs his or her duties. Work environment can be in form of physical environment, human environment and relationship with colleagues and administrators, interaction within the system and the general aura of the work climate. Working conditions

offer an atmosphere upon which the work is done. Its components include availability of working tools and equipment, presence of enough working space needed for accomplishment of various tasks, leadership styles that give freedom of expression of personal desires, innovation and creativity, a feeling of recognition and social work availability of different forms of motivators. In this study dealing with the school organisation, we take into account: work climate and cordial collaboration.

Table 4.9: Distribution of teachers' opinions on working conditions

| Working conditions | Modalities | |
|-----------------------|--------------------------|----------|
| | Presence | Absence |
| Work climate | √ √ √ √ √ √ √ √ √ √ √ 12 | 00 |
| Cordial collaboration | √ √ √ √ √ √ √ √ √ 10 | √ √ 02 |
| Didactic materials | √ √ √ √ √ √ √ √ 09 | √ √ √ 03 |

School work climate: Fostering a positive school climate is an important aspect of school improvement efforts. It encourages collaboration among staff and motivates learners to get engaged. All the teachers interviewed showed a strong interest in the output of their personal contributions to work climate in school. They all attested to the fact that there is cordiality among them:

We are very cordial but at times some people when they have problems in their homes there is some sort of transfer aggression, somebody might come in the morning so tensed and when you greet say good morning he will just look at you. So when they look at you like that, you feel bad (Teacher#03).

For the working condition we can't say it's 100% good but we know there is no house that has no problem but we do our best whether the condition is good or bad (Teacher#05).

Schools try to provide a work environment in which individuals can be satisfied. The interviewees believe that it is the basis for school success:

The working climate of the school if I can say, there is no tension. It is relaxed. In the sense that first of all, beginning from the head teacher how does he or she behaves matters very much because the atmosphere has to come from him/her. If she is relax with the teachers and is welcoming, the teachers of course will be very relaxing but not relaxing to a fault. If he or she is very slack and then also we can take it for an advantage so I think she is very frank in the sense that she does not give any room for useless relaxation which is not called for. There are times the

teachers are just there and at times they relax amongst themselves but as a whole as you have said I think it is relaxing in the sense that you find can find that there is no tension, because when the teacher is tensed it goes back to the children and this tends to affect the children back in class (Teacher#09).

Most interviewees believe that school work environment is diversified in their area. However, what is common is that school work is greatly influenced by the cordial collaboration that exists between teachers.

Collaboration between teachers: collaboration or inter-personal relations are regarded by the interviewees as a crucial component of school work environment. There is an indication that the relationship between staff members is generally supportive:

The teachers' problem is a problem of everybody. When one teacher has a problem it concerns the whole staff. It is not just your problem or your go about looking for solution to it alone. We know how difficult it is for a teacher to teach when things are not moving well. Amongst ourselves we know that one cannot be a 100% positive. We have something amongst us we call it Disciplinary Council for the teachers. You can find a teacher who is like going out of the rules and other teachers will call the teacher to order. And immediately, the teacher adjusts (Teacher#12).

Also, most interviewees acknowledge that this collaboration goes on into their personal problems, be it financial or other:

What we usually do is that because of low wages, we have what we call thrift and loan in the school. This helps the teacher instead of borrowing outside he can borrow within the school. That is washing our linens within. So when you thrift and may be you don't have a problem but your other brother has a problem you borrow from what we have thrift. So by making sure that before the end of the year he is able to pay back. For that reason he is happy to do the work. We are also happy that at the end of the year people go home without borrowing from somebody or any other person out of the teachers' family and people will wonder why they have not heard his voice complaining. They keep asking why is it that the teachers don't have enough salaries but they don't borrow in the quarter. In short, all those type of things (Teacher#11).

It doesn't mean that conflicts do not arise among the interviewees, but with times, they have learned to settle their differences:

Our working climate at times it strains; are you getting me? Because there are times that the devil will always like to manipulate may be you may be saying something and the tone in which what you are saying is somehow, or may be, the person

misunderstands you. It is possible because we are human. But by the end of the day we come to a compromise that permit us to explain what we really meant (Teacher#11).

These points of view supports the fact that generally the working environment in catholic schools is supportive. Most teachers feel supported by the school administration and feel that school goals and priorities are the most important. In addition, most teachers believed that other teachers shared ideas that are helpful to their teaching.

4.2.2. Sub-theme-Job satisfaction

The majority of teachers interviewed (100%) were very clear about their job and job satisfaction. Their data revealed that the job was a combination of rights, duties and responsibilities, where rights can be enjoyed when the duties and responsibilities are properly fulfilled. Job satisfaction was a process in which the teachers felt relax, had peace mind and felt security within their souls and minds after performing their duties and responsibilities to help learners and to serve the church, communities, society and the nation as a whole by leading them towards education and knowledge, character building, human values and economic development.

Table 4.10: Distribution of teachers' opinions on job satisfaction

| Job satisfaction | Modalities | |
|------------------------|--------------------------|--------------------|
| | Presence | Absence |
| Satisfaction with pay | √ √ √ √ √ √ √ √ √ √ 10 | √ √ 02 |
| Avancement opportunity | √ √ √ √ √ √ √ √ √ √ √ 12 | 00 |
| Incidental advantages | √ √ √ √ √ √ √ √ 09 | √ √ √ 03 |
| Job security | √ √ √ √ √ √ √ √ √ √ 11 | √ 01 |
| Work contentment | √ √ √ √ 04 | √ √ √ √ √ √ √ √ 08 |

Satisfaction with salary: Most of the interviewees were contented with the little salary they received and see it as coming from God. To them, though as little as it is, it is blessed:

At times I will just say well my pay comes from God because if I look at what I am doing and what I am earning, sincerely speaking no other person will accept to do it. I sacrifice my money, my time and I've been working for the past 3 years or 4 I've not received the head teacher allowance but am making calls, running up and down and when I elaborate all these things am not happy with it and you don't even know where the head teachers allowance goes (Teacher#02).

At times I am satisfied even though the pay package is very small but at times I feel it is blessed because no matter how small it is, it has a significance and if it is not there you will know what it means. At times we are contented with the little salary that is there, but wish it should be more than that because we manage a lot to be able to cope (Teacher#04).

The interviewees all agree that even though the pay package is very small but it is blessed because no matter how small it is, it has a significance and it is regular. They themselves do not understand how they do survive with what they receive as salary.

Advancement opportunities: The study revealed that possibilities of advancement in the catholic school mission is very rare :

In this case, catholic schools have their own formats. They don't just give you head teacher because you have been teaching for long. There are so many teachers in the catholic schools and if considering the criteria of longevity in service all the teachers could have been head teachers. A promotion may occur if misconduct arouses from the head teacher in duty (Teacher#01).

In the catholic schools it is difficult because when you are teaching these kids you need all your time. Like in other schools when you are teaching you can have time to continue your education it is difficult with us. So it is difficult for you to go to school at the same time and teach at the same time. But the only good thing is that you can ask for a study leaf, and you can go to school, come back and they will still file your certificate and maintain you as their teacher. That is what I have seen with some people. So it is good but to advance while still in the field is very difficult (Teacher#08).

But the text in catholic mission school stipulate the terms of advancement:

Advancement opportunity, it's difficult because for the number of years that I have been teaching, that is, 8-9 years I have been here, we have had advancements I think just twice. Of which normally the text stipulates that after every two years there is due advancement. So I can say that for so many years now nothing has been given (Teacher#12).

In most of the case, the interviewees live on hope for a better future that lies ahead as confirmed in one of the view:

We are always living on hopes since they are always telling us there are better days ahead. That we should just be doing it because we are seeing that being with them you are really blessed. When you are sick you certainly discover that you are well without knowing the drugs that you have taken (Teacher#11).

Incidental advantages: The majority of teachers interviewed reported having little advantages in their work. The only advantage they enjoyed may come from appreciations from parents:

Advantages in a sense that just a common “thank you” alone and appreciations that parents give you by seeing the way you are working, you are completely torched, you don’t even care if they pay you or not. I think that’s like an advantage because it’s like a blessing to me. (Teacher#11).

The teachers feel that church is not supportive enough in encouraging them in their efforts by offerings incentives:

On the part of the church, the church does nothing like for example let say if a group of teachers are doing something and recommend help from the church, the church does not act. She is silent about it. There are times that the school works as a school; the church works as the church. To me, I don’t know whether it’s the idea of this place or is the order from the archdiocese? I believe that the school and church should work hand in hand so much so that whenone is weak the other should support the other. In they support each other when one is falling and to me it is a disadvantage because they do not work hand in hand (Teacher#11).

But the interviewees acknowledged that the only advantage is that the Catholic Church covers you in times of illness, cover social insurance and helps the teachers when they go on retirement:

The only advantage is that the Catholic Church covers you in times of illness. If you are sick and you are in the hospital they don’t cut your salary for not being there to deliver lessons to the children and that’s an advantage because in certain private schools when you don’t go to school for a month, you don’t expect anything for that month but with the Catholic Churchin and much as you have a contract with the church, when you are not there they still give you your salary. (Teacher#04)

The advantages of our work is that, catholic schools teachers are registered under the social insurance and this helps them when they go on retirement because it will help them benefit from arias. (Teacher#02)

Nevertheless, they reported that as a catholic school teacher, they think there are some advantages they benefit from for being a catholic school teacher:

As a catholic teacher we have an advantage with our Christian life which is a big advantage. When you are teaching the children the doctrine classes (religion), it is also building you up, you also learn more. (Teacher#05)

What I know is that as a catholic Christian and as a catholic teacher I have an advantage in that personally I'm closed to God. At times when we sit even in the quarter, the population around expect to see a different behavior from some of us which is different that of other people who are not teaching in the catholic school and that they expect to see you not as a problem person and it's just like if you start working and people say, this man like this they are doubting who you are and from where you are coming from and when you miss behave, the next thing they will do is that they come to father and say your teacher was doing like this or that. For example, he drank and got drunk and was in the gutter. So, you have to be afraid of your own conscience. (Teacher#06)

It appears that the issues of conscience and personal closeness to God are among the advantages that emerged from the discourses.

It was also found that the Catholic mission also gives some privileges to catholic school teachers' children:

The agency gives some privileges to teachers children. If you are a teacher and you have a child schooling in a catholic school there is a percentage that the agency takes away from the child's fees and you pay the rest (Teacher#05)

Job security: Most interviewees reported that their job security is insured by a work contract between them and the Catholic Church mission:

As for that, we always have something like a contract form. You go in for the first year and sign a one year contract and after that you go in for two years by signing another two year contract and after that if you are willing to continue then, you can now go in for an unspecified duration which is a permanent contract (Teacher#01).

You are secured because the catholic have a contract. When you sign a contract with them, you are already secured worker unless you go out of the rules and can be sanctioned for that (Teacher#01).

Most of the teachers we interviewed also agreed that once you sign a permanent contract with the Catholic Church mission, unless you do something terrible that requires a sanction that would terminate the contract:

That is one thing I like with this our catholic people they don't send you away unless they have tried to solve your problem and it is very difficult. But it is still very difficult to dismiss someone just like that. I have seen teachers here when they are sick for a very long time they take sick leave but there are still there, and they are still paying them. Even with teachers that are indisciplined they will only

transfer you from one school to another. So it is difficult for them to just get up one day and say they have terminated with you (Teacher#07).

Well there is a contract, when you start, you sign a 1 year contract and then 2 years and when the two years elapses you sign now a permanent contract. Which means except something serious happens you cannot be terminated. But with the one year and two years contract, it is possible that at the end of the year they may say you should not come. After all, you sign for one year or the two years. And for permanent contracts it means it is unspecified unless something happens. Here you become their teacher and even if you want to go, you remain their teacher. That's why I was talking of people who have been out from school for one year and they have done nothing about it. This to me is unacceptable and unfair to their counterparts of the government school where no matter they go to school or stay home, they still receive their salaries. Although they will give complains here and there. The Church cannot only depend on school fees to pay teachers. The church is a big body and there are certain things they need to harmonize (Teacher#07).

So from the teachers' point of view, even in a case of indiscipline the Catholic school mission does not sack, but instead will only transfer the teacher from one school to another. That means, it is difficult for them to get up one day and say they have terminated with your contract.

4.2.3. Sub-theme -Workers' moods

They had an awareness of what the term school work environment means and recognised that each school has a particular work environment with emphasis on specific aspects. Through these descriptions, ideas can be obtained about how a schools operate and in what way it sets its values, attitudes and beliefs:

Table 4.11: Distribution of teachers' opinions on worker's moods

| Workers' moods | Modalities | |
|------------------------------|--------------------------|---------|
| | Presence | Absence |
| Positive affect | √ √ √ √ √ √ √ √ √ √ √ 12 | |
| Negative affect | √ √ √ √ √ √ √ √ √ √ √ 12 | |
| Good humour | √ √ √ √ √ √ √ √ √ 10 | √ √ 02 |
| Relationship with colleagues | √ √ √ √ √ √ √ √ √ √ √ 12 | |

Positive/negative affect: Some interviewees reported that they feel comfortable with the values and attitudes of the school. If they were not able to work in a school with a good and positive feeling, it would be difficult for them to work effectively:

I think my feelings as a teacher have been one time very good and another time when things are not moving very bad, like being with the children, I think it is something inert in me because as a child I've always been with children so I just think that the happiness I have got for this length of time I haven't gone to school due to the present situation, sincerely speaking I've not been feeling fine because when I am passing, these children are shouting madam Vero and with this I feel like I am missing something. So, that happiness is not there (Teacher#02).

For my 26 years in the school I feel fine because if I was not feeling fine now. I would have long gone because my friends with whom I started teaching told me madam let's go to the government and I said no. They asked to know whether I was born to be a catholic teacher. I said yes. At times my mother will even say I don't know which injection they have injected you in that catholic school. You will never leave catholic and I will simply tell her, I am there and I will die there. I'm feeling fine (Teacher#06).

With time, most of the teachers have learned to manage their personal emotions in the face of difficulties, so that their moods would not affect their work. Most of their discourses attested this fact:

There were times that I was very angry and I expressed my emotions but for some time now I made up my mind that one is matured. You need to understand the characters of other people and try to live with them. So, at times nothing means anything to me and my colleagues with whom I'm always laughing don't understand because I ignore certain things and it doesn't matter because I believe such things will always come up and there is no way to avoid it when they come up (Teacher#03).

I feel good because despite the little thing I'm having, I'm satisfied with my family; my children are going to school because I struggle at all cost to make them happy. So I'm happy (Teacher#06).

Some interviewees stressed the importance of the financial package and its inconsistencies on their moods. They agreed that it is something that brings them so many worries about their situations. They have to fit in as possible as they can and make sure they put in all they can despite everything:

I feel at times I am so worried due to these financial difficulties. I mean if the government has been sending the subsidies as they use to do, one would have not been feeling all this. So I feel bad because it used to help most of us (Teacher#08).

My happiness in relation to my job is just that I am just doing a job that I accepted to do and because I love teaching, it's just like a goat has given its neck to be tittered. I cannot pretend that I am happy with my job, then I am telling a lie. As

you can see we have passion for the job we are doing and wish to help innocent children to grow (Teacher#12).

Generally, most of the interviewees believe that as a teacher, you know, if you don't like something you will not want to do it and you will not do it well. So being there are enough facts that they love little ones and want them to feel good and happy.

Teachers' humour: Pleasant and unpleasant affect provide basic experiences of the ongoing events in people's lives. These affective evaluations take the form of emotions and moods. The teachers' expressions contain mixed feelings on how they live their emotions. They forced themselves to be happy:

The teachers are not very happy with their work, they are happy but not at a 100% due to the consideration that sometimes the didactic materials are not there. And sometimes the teachers will have to stress a lot because following a lesson plan, a lesson that teacher needs to deliver but there is something wrong because most often the difficulty is, what am I going to use. Even though as a teacher you have to produce your didactic materials. But sometimes the institution has to provide these things because there are some of the things the teachers cannot afford (Teacher#09).

And then some times the teacher might not be well satisfied because he or she feels that his/her lesson has not been well thought. Nevertheless they are encouraged to continue teaching in a catholic schools because they are sure better days lie ahead. Most importantly is the fact that the church is conscious of the teachers' situation.

Well what really encourages me is that, first; I talked about the results of the children and secondly, in the catholic institution no matter how small the money is, they will always pay you even if it is 50 francs and they pay it constantly without skipping a month(i.e. it is stable or constant) and they don't say I will pay you meanwhile in the final analysis they don't have something to give you or even send you away. They can say we know that we owe you but persevere we shall pay you and that is the most important thing with the church (Teacher#01).

They rely on God to help them through:

With God's help I think am managing it in my own way that I can. At times when it wants to bubble in me I say God take control over me because I don't know what to do if I'm looking at what is going on I may explode and the Lord would just take control over me (Teacher#03).

There exists a lot of collaboration between the teachers because there is no class that you find a single teacher so they collaborate amongst themselves and even with the neighboring catholic schools there is collaboration for the good of the learners.

4.2.4. Sub-theme-Work performance

Performance in the context of school encompasses all the activities that take place in a school situation. In relation to our research, work performance of a teacher can be regarded as the observable and measurable behaviour of a teacher in the school milieu. Therefore, we will consider aspects like student results, program coverage, lesson preparation, teaching methods and classroom management in this area.

Table 4.12: Distribution of teachers' opinions on work performance

| Work performance | Modalities | |
|--------------------|-------------------------------|----------------|
| | <i>Presence</i> | <i>Absence</i> |
| Learners' results | √ √ √ √ √ √ √ √ √ √ √ √ 12 | |
| Program coverage | √ √ √ √ √ √ √ √ √ √ 10 | √ √ 02 |
| Lesson preparation | √ √ √ √ √ √ √ √ √ √ 10 | √ √ 02 |
| Teaching methods | √ √ √ √ √ √ √ √ √ √ 10 | √ √ 02 |
| Class management | √ √ √ √ √ √ √ √ √ √ 09 | √ √ √ 03 |

Learners' results: There are rich opinions regarding how the catholic school goes about achieving better results every year. The teachers express various contributing factors that determine these good results: They think that catholic schools do not teach just to obtain high performance and good results but it is the entire being that formed.

I think first of all, how I see it, the catholic education considering the fact that we are providing the children with morals and spiritual strength, which is good for the children, in as much that the morals and spiritual strength help to strength the children and to permit them to perform well because anything that they are doing they do it with the fear of the Lord so there is nothing that can go above them because they know that courageously they are working with God. They know that with God if they can do anything effectively succeed (Teacher#02).

The only secret is hard work and determination. Someone like me I'm determined. I sat for the exams because I loved the job so when they are complaining about money I said I'm out to help the children. It's not money that brought me there. I

was out to help the children before I sat for the exam so now without money I can still work because all the children who have been entrusted into my care, I need to put them through so that they become something in future and that will be my pride (Teacher#03).

It's just a lot of sacrifice both from the teacher and the children. It is not easy for a child to come to school at 7am and leave at times at 4:00 or 5:00. I can say the children sacrifice too like In my class I use to tell my children that if you are not matured enough you will not cope because the child needs to first of all prepare their mind. You know that with little children too, their brains are not matured but the way you bring them up, they learn to love school and would like to stay in school. We encourage and then take extra time to teach for the children to be able to reach the task (Teacher#04).

For the interviewees, catholic education is the best so far in producing good results:

To the best of my knowledge I know that we have been doing our best to make sure that the children have the best. The way we teach and the way we bring up the children let me talk from my own point of view. I feel for the children, I teach them as if they were my own children and I have feelings for them and that is even when you are disappointed.also I ask myself if it was my own child that is abandoned like that how will I feel. So, sometimes just the natural love I have for the children pushes me to do the work. I have to work more than what I'm expected to do. At times at closing periods I decide to continue (Teacher#04).

The catholic education is the best. From my childhood I've been in a catholic school from class one and by then there was no nursery school. Unfortunately there was no catholic secondary school, so I went to a government school and when I did my teachers training I contacted the parish priest that was around where I was and he employed me as a catholic school teacher and I have been a catholic Christian throughout my life so I was privileged to teach in a catholic school (Teacher#04).

For these teachers, catholic school has a lot of strength because without the catholic school I would not have been where I am. Many other people can also confirm what I am saying.

As I'm teaching the children, I think the catholic school is the best because its main purpose is to evangelize. We use the method of evangelization to teach the children, we use God to teach the children. Another point of success in our school is reading because we know that without reading a child cannot succeed, we take reading as the main priority. We teach them the sounds, if the child doesn't know the sounds of the alphabet it will take him nowhere (Teacher#02).

The teachers are committed although the conditions of work are not favorable but they know that what they are giving, is blessed from God knowing that God has a better future for them.

Program coverage and lesson preparation: The agency states as rules and regulations, the teachers do prepare their lessons. They know that the rule is that no lesson preparation no teaching. They work with the lessons plan weekly and the lessons plan are supposed to enter to the head teacher latest Sunday for proper control:

To prepare the lesson enable us to cover the scheme of work, the head teacher follows us up and makes sure that we write our lesson plan, a teacher can't teach without presenting a lesson plan, you must teach with your lesson plan. When writing a lesson plan, it is a push that you must cover the scheme of work before the end of the year. Every week, you must write a lesson plan before you teach (Teacher#01).

We prepare our lessons every week that is for individual lesson notes and for general lesson notes. So when we prepare our lessons, we follow them up, follow our children and where the children are lacking we have to amend the lessons, then we teach it the next week. Then for the slow learners we give them extra classes. For example with those who can do well in class when we teach and they get it faster we then follow up the slow learners. they don't go at the same rate because some of them can't even write but some are faster and so we give them extra work (Teacher#03).

We follow our scheme of work and then where we see that the children are lacking we try to make up and then from the lesson preparation due to the work notes of the teacher. During the week we do the preparation of lessons and submit it on Friday (Teacher#05).

The teachers prepare two things: they prepare the lesson notes so that they are sure that the notes will help them to effectively teach well.

Teaching methods: The teachers use various methods as the discourses have revealed. They use the various pedagogic approaches to help their pupils get a firm grasp of the lessons. The teachers can also take initiatives in using techniques that would foster learning:

Our first method is that we teach children in groups. that is, we do group work then after the group works the different groups come up with what they have learned from their groups then we do it again together. For those unable to do that we help them (Teacher#03).

It's just like a teacher in your class you are a master of your children that you know your children better and know how they can understand. In training they will tell us that we need to take from the children but in school when we are doing the practical thing we employ all the methods we don't only take from the children. At times in class you have to stimulate the children to give you an information and it is not coming out clearly. Here you can cheap in a word so that it will guide them towards what you want them to say. All the children will not understand you using that method. Therefore, when you teach using different method and give an exercise you discover that no child will complain he/she did not understand. I for one I take it in another way so that those who did not get me the way I presented it will now get it in another way the next time (Teacher#04).

The only special methods we use is knowing who the child is and know the capability of the child. Other methods though there are good in teaching but first of all you have to create that pupils-teachers relationship. When you know who the child is, you know where the child is lacking and you know this one can do this and that this one can do that well and this one can't do well it is there that you see how you can bring up the one that is still down (Teacher#05).

The methods we use here to teach is the participatory method. A method where you try to get what the children have and you only guide them to land. And you don't talk and talk without listening to them (Teacher#08).

From the teachers' views, any other methods can be applied; it depends on the individual teacher, they can apply any other method that can help the child but they avoid discussion method.

Classroom management: Discipline in the classroom is essential for teaching and learning. For the case of catholic schools, the teachers use various methods to insure discipline in their classroom. Most of them agree to its importance:

The way I'm managing them, you know children like these once you tell them something don't do this they will always like to do it. But once you say don't do this repeatedly it is only to come through it over and over but when you come in into the class and they are playing, and you say, you! You don't have to play in class! Or the class is a place where they learn. Where do we play? They will say we play outside, in the house. In class what are you supposed to do? They will say we are supposed to learn. Learn to do what? We learn how to sing, write, answer questions. When you start like that then you will see for yourself that when you are coming to class, the children already know that madam said we should not play in class they will run and sit and be attentive. At times I will teach them a song which goes thus, "better pay attention better pay attention when the teacher is teaching and in future you will be a good child". So when they play in class I shout them and ask, do you want to be a bad child? The children will say no madam. You want

to be what? They say good children then I say ok good children don't play in class they come to class to learn, write and to read so when you continue this they will never play in class even if their friends are playing they will tell him it is not good as you are playing and you will not be a teacher, you will be a bad child, you will not pass your exams (Teacher#08).

Firstly, I make my children to know they are matured enough and need to behave like matured children. When I've made them understand that, each time they commit a crime I simply ask you to tell me your crime because I already know it's a crime and you tell me the crime I employ one of my several ways of punishment. At times I don't spare the rod to spoil the child but I use the rod at times. I use to call them, put them down and talk to them because there are some children that if you use the rod on them they might leave school. Some are already matured and just need dialogue and I tell them this thing you are doing God is not pleased with it and you will go to hell fire, I put it in such a way that they will feel sorry for themselves and will like to change (Teacher#04).

As for class management, you know there are stubborn children but we know how to handle those cases. We often punish but we do punish them in class so that they can at least grab something from what the teacher is saying rather than missing completely when punished outside. We can punish a child maybe by asking him to put his hands up and he sees what they are doing on the board. We don't give corporal punishment which can inflict pain on him which at the end of the day will not help him (Teacher#06).

Many of the people interviewed agreed that catholic schools, though they have a lot of strength, they also have some weaknesses:

In terms of strength they try to put in maximum efforts to see that the children do well. In terms of weakness it is based on the financial situation (Teacher#01).

I think first of all how I see it, the catholic education considering the fact that we are providing the children with morals and spiritual up bringing which is good for the children, these morals and the spiritual part of it help to strengthen the children to perform well because anything that they are doing they do it with the fear of the lord so there is nothing that can go above them because they know that they are working with God. They know that without God they cannot do anything effectively they can't succeed (Teacher#03).

The weakness of the catholic schools education is that on the part of the children we have children who are not Catholics so it difficult at times to abide at what we are giving them. We have Muslims, Pentecostals, those ones cause a lot of difficulties. On the part of the agency, at times they don't encourage teachers to do their work. They lack that encouragement (Teacher#06).

This chapter was out to analyse the experience of catholic primary school teachers. From the analysis, schools try to provide a work environment in which individuals can be satisfied. Also, there appear to be enough collaboration among the teachers for the sake of learners. Most of the teachers are contented with the little salary they received and see it as coming from God. But they leave with hopes for better future. Meanwhile, the teachers feel that the church is not supportive enough in encouraging them in their efforts by offerings incentives. This is why some interviewees stressed the importance of the financial package and its inconsistencies on their moods. They agreed that it is something that brings them so many worries about their situations. They have to fit in as possible as they can and make sure they put in all they can despite everything. There are rich opinions regarding how the catholic school goes about achieving better results every year. The teachers express various contributing factors that determine these good results: They think that catholic schools do not teach just to obtain high performance and good results but it is the entire being that is transformed.

CHAPTER FIVE

DISCUSSION OF FINDINGS, IMPLICATIONS, RECOMMENDATIONS, SUGGESTIONS AND CONCLUSIONS

The main objective of this study was to analyse the influence of subjective well-being on teachers' work performance in catholic primary schools. In this case, we came out with sub-themes that permitted us to present and analyse the data collected from the field. We highlighted the discourses that helped to understand the determinants of subjective well-being and how they later affect teachers' fulfilment and work performance. In this chapter, we shall discuss and analyse the findings in relation to the objectives and the views of some authors. From this interpretation and discussion of findings, the researcher shall make his conclusion and provide some recommendations as well as suggestion for future research on the studied phenomenon. The chapter shall equally enumerate the difficulties encountered in the process of the investigation.

5.1. SUMMARY OF FINDINGS

Given from the findings of our study, the importance of reducing teachers' work pressures and seeking more effective support from school management should be given priority in order to promote the teachers' well-being. Also, given the heavy work load teachers undertake, considerations should be given to the possibility of establishing a national norm in terms of relief to help them to maintain their professional development in this mission schools. This would undoubtedly help school management to take more responsibility for catholic school teachers' professional development to insure that they continue to better learners' results through their hard work and subjective well-being.

5.2. DISCUSSION OF FINDINGS

From the analysis and interpretation of data in the preceding chapter, the following findings of the results reveal that;

5.2.1. Work environment and work performance

As earlier said before, we think that work environment is the totality of working conditions under which a person or a group of persons works or performs his or her duties. The work environment was taken from the physical environment, human environment and relationship with colleagues and administrators, interaction within the system and the general aura of the work climate. It was noticed that working conditions offered an atmosphere upon

which the work is done. Its components include availability of working tools and equipment, presence of enough working space needed for the accomplishment of various tasks, leadership styles that gave freedom of expression of personal desires, innovation and creativity, a feeling of recognition and social work availability of different forms of motivatorsthat lie behind the work performance. In this study dealing with the school organisation, we need to take into account the work climate and cordial collaboration of teachers if we wish to a smooth and warm environment.

Fostering a positive school climate is an important aspect of school improvement efforts. It encourages collaboration among staff and motivates learners to get engaged. All the teachers interviewed showed a strong interest in the outcome of their personal contributions to work climate in school. They all attested to the fact that there is cordiality among them.Schools tried to provide a work environment in which individuals can be satisfied. They believed that it was and it is the basis for school success. Also, they believed that school work environment was diversified in their area. However, what is common is that school work is greatly influenced by the cordial collaboration that exists between teachers. Collaboration or inter-personal relations are regarded as a crucial component of school work environment. There is an indication that the relationship between staff members should be bearable. This binds with the Human relations theory which stipulates that, in the human relationship approach in educational milieu, the importance of individuals working in the institution, and in particular, their views, needs and prejudices dominate. The need of teachers and schools are complementary, each requires the otherand if they don't match together, both will suffer. The teacher will not be able to achieve their goals and the school will fail to meet its objective

Also, most teachers acknowledging that collaboration goes into their personal problems, be it financial or other, it doesn't mean that conflicts do not arise among them, but with times, they have learned to settle their differences. These points of view supports the fact that generally the working environment in catholic schools is sympathetic. Most teachers feel supported by the school administration and feel that school goals and priorities are the most important. In addition, most teachers believed that other teachers shared ideas that are helpful to their teaching.They have an awareness of what the term school work environment means and recognised that each school has a particular work environment with emphasis on specific aspects. Through these descriptions, ideas can be obtained about how a schools operates and in what way it sets its values, attitudes and beliefs

5.2.2. Job satisfaction and work performance

The majority of teachers interviewed were very clear about their job and job satisfaction. They revealed that the job was a combination of rights, duties and responsibilities, where rights could be enjoyed when the duties and responsibilities are properly fulfilled. Job satisfaction is a process in which the teachers feel relax, haspeaceful mind and feelsecurity within their souls and minds after performing their duties and responsibilities to help learners and to serve the church, the communities, the society and the nation as a whole by leading them through education and knowledge building.

Moreover most of the teachers are contented with the little salary they receive monthly and see it as coming from God. To them, though as little as it is, it is blessed.They all agreed that even though the pay package is very small, it is blessed because no matter how small it is, it has a great significance and it is regular. They themselves do not understand how they do survive with what they receive as salary.This is where Greenberg (1987) Procedures in organizations must be fair, transparent and clearly known to every member of the organisation. Better transparency and fairness of procedures will lead to better comprehension by employees and ultimately leading to better results.

The study also reveals that possibilities of advancement in the catholic mission school is very rare: But there exist texts in church that stipulate the terms of advancement. In most cases, the teachers live on hope for a better future that lies ahead as confirmed in one of the interview. Majority of teachers reported having little advantages in their work. The only advantage they enjoyed may come from appreciations from parents. Also, the result of the study shows that the teachers feel the church is not supportive enough in encouraging them in their efforts by offerings incentives. It is true that the teachers' situation is one that need everybody's attention, even that of the parent. But they acknowledged that the only advantage is that the Church covers them in times of illness, they are registered in social insurance and help the teachers when they go on retirement. With organizational justice theory,Managers should understand the relationship of organizational justice and job satisfaction with employee performance minutely because it enhanced employee performance that leads to better and competitive organizations.

Nevertheless, there are some advantages they benefit from,for being a catholic school teacher. It appears that the issues of conscience and personal closeness to God are among the advantages that emerged from the discourses.The Catholic mission also gives some privileges

to catholic school teachers' children. Most of them reported that their job security is insecure by a work contract between them and the Catholic Church mission. Most of the teachers that agreed that once you sign a permanent contract with the Catholic Church mission, unless something terrible that requires a sanction that would terminate the contract. So from the teachers' point of view, even in a case of indiscipline the Catholic school mission does not sack, but instead will only transfer the teacher from one school to another. That means, it is difficult for the church to get up one day and say they have terminated with the contract of a teacher. No matter what, the church has feelings towards the plight of the teachers. By being tolerant towards them, she is somehow sympathising with the teachers.

5.2.3. Worker's moods and work performance

Some interviewees reported that they feel comfortable with the values and attitudes of the school. If they were not able to work in a school with a good and positive feeling, it would be difficult for them to work effectively. With time, most of the teachers have learned to manage their personal emotions in the face of difficulties, so much so that their moods would not affect their work. Most of their discourses attested this fact. They stressed on the importance of the financial package and its inconsistencies on their moods shows that despite everything they need the financial support of other partners and well-wishers to continue this tedious work. They agreed that it is something that brings them so many worries about their situations. They have to fit in as possible as they can and make sure they put in all they can despite everything. Generally, most of them believe that as a teacher, you know, if you don't like something you will not want to do it and you will not do it well. So being there are enough facts that they love little ones and want them to feel good and happy.

Pleasant and unpleasant affect provide basic experiences of the ongoing events in people's lives. These affective evaluations take the form of emotions and moods. The teachers' expressions contain mixed feelings on how they live their emotions. They forced themselves to be happy. And then some times the teacher might not be well satisfied because he or she feels that his/her lesson has not been well thought. Nevertheless they are encouraged to continue teaching in catholic schools because they are sure better days lie ahead. Most importantly is the fact that the church is conscious of the teachers' situation. They rely on God to help them through. There exists a lot of collaboration between the teachers because there is no class that you find a single teacher so they collaborate amongst themselves and even with the

neighboring catholic schools. This collaboration on the part of the teachers is for the good of the learners.

Performance in the context of school encompasses all the activities that take place in a school situation. In relation to our research, work performance of a teacher can be regarded as the observable and measurable behaviour of a teacher in the school milieu. There are rich opinions regarding how the catholic school goes about achieving good results every year. The teachers express various contributing factors that determine these good results: They think that catholic schools do not teach just to obtain high performance and good results but it is the entire being that formed, the teachers as well as learners. In this case give and take or teach and learn is the main maxim of administration, where at both ends human beings are involved giver as well as taker i.e. the teachers and the learners. This way approach to the management of educational institutions markedly depends upon human relationship. For the teachers, catholic education is the best so far in producing good results at all level.

For these teachers, catholic school has a lot of strength. They think without the catholic school some of them would not have been where they are today. Many other people can also confirm what they think. The teachers are committed although the conditions of work are not favorable. They use the various pedagogic approaches to help their pupils get a firm grasp of the lessons. The teachers also take initiatives in using techniques that would foster learning. From the teachers' views, any other methods can be applied; it depends on the individual teacher, they can apply any other method that can help the child but they avoid discussion method. Discipline in the classroom is essential for teaching and learning. For the case of catholic schools, the teachers use various methods to insure discipline in school and classroom. Most of them agree to its importance.

Many of the people interviewed agreed that catholic schools, though they have a lot of strength, they also have some weaknesses. Pleasant and unpleasant affect provide basic experiences of the ongoing events in people's lives. These affective evaluations take the form of emotions and moods. The teachers' expressions contain mixed feelings on how they live their emotions. They forced themselves to be happy. And then some times the teacher might not be well satisfied because he or she feels that his/her lesson has not been well thought. A conscious teacher would never feel if the learners do not understand his/her lesson. Nevertheless they are encouraged to continue putting all effort to help learners understand. Most importantly is the fact that the church is conscious of the teachers' situation and difficulties.

5.3. THEORETICAL AND PROFESSIONAL IMPLICATIONS

Theoretical and Professional implications of this study are listed as follows;

The impact of organizational justice on employee performance was studied in current research work. The existence of society revolves around the principles of justice. Similarly, without justice expecting employees to do well is too difficult. Organizational justice has various dimensions and each one of them exerts varying degree of impact on the performance of employee. The role of catholic education management and its partners is to ensure that organizational justice prevails and jobs are equally distributed along with equal distribution of benefits and rewards according to work done. Fair implementation of rules and regulations with no personal favours in catholic school is essential. Professionalism needs to be maintained. Inputs of workers are valued and accepted and team work is encouraged. Similarly, employees should have positive attitude towards their organization. They must respect the rules and regulations of their organization. Teachers shall keep their motivation high and take positive part to achieve the organizational goals.

Managers at different level in organizations need to understand the importance of organizational justice for enhancing the performance of their employees; various dimensions of organizational justice have got different degree of impact on employee performance which needs managerial attention. Distribution of task /responsibilities, job performance appraisals and rewards should be done purely on the merit ensuring fairness so that every employee or teacher receives fair distribution of task and is appraised accordingly. Procedures in organizations must be fair, transparent and clearly known to every member, Better transparency and fairness of procedures will lead to better comprehension by teachers and ultimately leading to better results. Interactions of managers with their employees must be based on professional norms no personal likings or disliking should be done to avoid biasness in there interaction with employees. Managers should understand the relationship of organizational justice and job satisfaction with employee performance minutely because it enhanced employee performance leads to better and competitive organizations.

The objective of educational institutions is much more difficult to define than the purpose of commercial organization. There are clear-cut educational equivalents to such major private sector objectives as profit maximization of product diversification. Schools and colleges are to develop personal abilities of the individuals, to inculcate the accepted values and beliefs to prepare pupils for the next stage of education or for employment. In this industry

give and take or teach and learn is the main maxim of administration, where at both ends human beings are involved giver as well as taker. This way approach to the management of educational institutions markedly depends upon human relationship. Mary Parker Follett (1933) who was convinced that no one could become a whole person except a member of the group. Thus „Learner“ and „Educator“ though share a common platform and have common purpose, but all this process is interactive and integrative effort of every individual from every group to frame a „holistic“ model. Cohesiveness of the group is important to make an activity productive. Cohesiveness is the product of inter personal relationship between all involved in the teaching learning activity.

In the human relationship approach in educational administration, the importance of individuals working in the organization, and in particular, their views, needs and prejudices dominate. The need of teachers and schools are complementary, each requires the other. If they don't match, both suffer. The teacher will not be able to achieve, school will fail to meet its objective. If they fit each other, objectives are achieved as suited to the salient features. So relationship approach helps education to achieve effective results. The business in educational administration is oriented with teaching, nurturing, simulating and providing a healthy and supportive learning climate for children. The effective use of motivational theories and methods play a significant role in student teacher, teacher principal, principal community, and principal administration relation. The motivational theories also probe into relationship among ends, as behaviour, rewards, satisfaction and productivity.

In the X theory and Y theory, it is widely acknowledged that Douglas McGregor's landmark book, *The Human Side of Enterprise* (1960), changed the path of management thinking and practice. Questioning some of the fundamental assumptions about human behavior in organizations, he out lined a new role for managers: rather than commanding and controlling subordinates, managers should assist them in reaching their full potential. At the foundation of McGregor's Theory Y are the assumptions that employees are: (1) not inherently lazy, (2) capable of self-direction and self-control, and (3) capable of providing important ideas/suggestions that will improve organizational effectiveness. Thus, with appropriate management practices, such as providing objectives and rewards and the opportunity to participate in decision making, personal and organizational goals can simultaneously be realized. In contrast to Theory Y, McGregor indicated that conventional managerial assumptions (which he called Theory X) reflect essentially an opposite and negative view: that employees are lazy; are incapable of self-direction and autonomous work

behaviour; and have little to offer in terms of organizational problem solving. To reinforce his theory, McGregor identified a number of management practices that he thought were consistent with Theory Y assumptions. This he described as participative leadership, delegation, job enlargement and performance appraisals. Moreover, he recognized that implementation of these practices with a Theory X mind set would be limitedly successful, with employees seeing such techniques as untruthful manipulations.

At the heart of McGregor's argument is the notion that school managers' assumptions/attitudes represent, potentially, self-fulfilling prophecies. The school manager who believes that people are inherently lazy and untrustworthy will treat employees in a manner that reflects these attitudes. Employees, sensing that there is little in the job to spur their involvement, will exhibit little interest and motivation. Consequently, and ironically, the manager with low expectations will lament that "you can't get good results nowadays," oblivious as to the actual nature of cause and effect. Conversely, the manager who believes that employees are generally trustworthy and desirous of growth will facilitate their achievement. From McGregor's theory the explanation is that the manager should create conditions that enabled the individual to achieve his/her own goals (including those of self-actualization) best by directing his/her efforts toward organizational goals. Given the implications of theory Y, If Theory Y holds, Mc Gregor implies that a firm can do many things to harness the motivational energy of its employees:

- **Decentralization and Delegation;** If educational institutions decentralize control and reduce the number of levels of management; each manager will have more subordinates and consequently will be forced to delegate some responsibility and decision making to them.
- **Job Enlargement;** Broadening the scope of an employee's job adds variety and opportunities to satisfy ego needs, especially that of teachers. This engaging the teachers in some administrative services like assisting or asking their opinion on decision making, attending some meetings in the place of the head teacher; with his or her permission of course.
- **Participative Management;** Consulting employees (teachers) in the decision making process taps their creative capacity and provides them with some control over their work environment.
- **Performance Appraisals;** having the employee/teacher set objectives and participate in the process of evaluating how well they were met. If properly implemented, such an

environment would result in a high level of motivation as teachers work to satisfy their higher level personal needs through their jobs. This is done by the head teacher or the manager.

5.4. LIMITATIONS OF THIS STUDY

Like every other human endeavour, the study met with the following drawbacks.

This study was limited to the subjective well-being of catholic primary school teachers and their work performance due to time constrain. We were unable to go through secondary school teachers and other catholic educational institutions.

Lack of finance was one of the limitations. Traveling to Bamenda for this study was very far off from Yaoundé and given the political situation of the region movement could not be done easily or freely to other areas. Also the research needed to be in many different areas but movement from one place to the other would have cost a lot, given that the diocese of Bamenda is quite big.

Also, the study was limited only to catholic schools. This was also due to time and financial constrain that we could not extend our research to other denominations or other private schools under the same working condition.

Again, we had to move from school to school, in order to catch up with the appointments made by the teachers. And even so, we had to wait for long hours before some could attend to us, because there were other emergencies that some of these teachers were attending to and most of them were in class when we arrived. We had to wait till closing hour to be received.

5.5. SUGGESTIONS FOR FURTHER STUDIES

Given that the situation of catholic school teachers is a common problem that exist in other sectors of education like in other denominations. It is therefore necessary for further research to be extended to other confessional schools suffering from the same working condition as that of catholic school teachers.

Furthermore, if we wish to find a solution to the problem of teachers in the private sector, it may also be valuable in future research designs to carry out a study in private lay schools. This is because there exist private schools where the working conditions are worse than that of confessional schools.

It may also be valuable in future research designs to obtain more geographical information by extending the research to other areas than the mezam division. This information could provide greater clarity regarding the myriad or bulk of variables that contribute to influence teachers work performance.

Longitudinal research designs would also help to better analyse the influence of subjective well-being and work performance of catholic and other private school teachers. This would better explain the gravity of the situation of these devoted men and women.

In addition, incorporation of a mixed research design can help to further illuminate the unique influence of subjective well-being and work performance of teachers.

5.6. RECOMMENDATIONS

All these challenges call for urgent measures to address them if catholic primary schools are to meet the goals they envisage for the pupils and the communities in which they operate. With the stated challenges, there is dire need for the Catholic Education Secretariat in collaboration with various stakeholders of Catholic education in the region to address them in order to achieve efficient, effective and sustainable education that guarantees unquestionable gains in terms of fair treatment of the teachers and a positive impact on the community. Therefore, the recommendations that followed from the findings are apt and should guide policy-making by the Catholic education secretariat and all concerned stakeholders in a bid to guarantee the well-being of the teachers.

For this impact to be greatly maximized by the Catholic education secretariat and the Bamenda archdiocese in general, measures should be put in place to employ necessary funds for the payment and running of the affairs of the schools in order to lessen the stress of these teachers. The study found out that although the catholic education secretariat and various catholic schools organize fund raisers, the funds made available are hardly enough for the smooth running of the schools not even for the salary of the teachers. This is why in some parishes a teacher's Sunday can be organised to collect gift in cash and kind to catch up with the lacking of these teachers.

Moreover, the catholic education secretariat should deduce proper strategies that will let the government send some teachers to teach in these catholic secondary schools while retaining their salaries as government teachers as most civil servants send their children to these

schools. By this, the little fund obtained from school fees could be used to pay the few teachers that would be employed by the church.

Also, graduates from Catholic secondary schools, and in Bamenda in particular, make good citizens, deeply committed to social justice, the care of the poor, proud volunteers in the church and in community. The widespread establishment of Ex-Student Associations or Alumni over the last three decades has helped to create an entire generation of generous, socially minded individuals ready to help the schools that made them who they now are, in terms of infrastructural development, offering scholarships to bright and needy students, and more. The support of these generous hearts of ex-students and other partners may permit the archdiocese to create a catholic Teachers Foundation. The creation of this foundation would be a way of gathering funds to complete teachers' salaries.

Another point is investing in other means that generate income. From respondents' response, there are other ways to deal with the poor working condition of teachers. This include investing either in a business such as opening a bookshop or any other income generation business to support teachers' salaries or creating a plantation that its product could be sold to support the teachers.

In General, to support Catholic schools, today's efforts need to be rooted in the long-term financial security that comes from institutional commitment through donations, foundations and stable funding sources and also from every parish supporting a Catholic school, even if it is not within their parochial boundaries. Catholic education is a communal, ecclesial duty, not just for parents of schoolchildren or for parishes in which these schools are located. It is therefore crucial that the Government of Cameroon direct enormous financial support towards Catholic schools in the country in general instead of fighting them. Besides, partners or sponsors should not relent in their efforts of supporting these schools. This way, Catholic secondary schools which suffer from the perennial problem of adequate funding and the consequent problem of qualified teachers will have sufficient wealth and to be able to accomplish the vision of Catholic education for the diocese and the Cameroonian society at large.

GENERAL CONCLUSION

It is good to note that, efforts of early missionaries to initiate, and run schools for Cameroonians, before and during the Colonial period were a major contribution to the development of the education in the country, especially in the archdiocese of Bamenda. In addition, Catholic schools have played a central role in deepening the Christian faith of young people, providing the Church with great admiration through their results and community builders. By their own admission, many graduates from some of these Catholic schools learnt precious lessons for life, which has helped them, embrace their civic and family responsibilities with commitment. Many graduates of Catholic secondary schools have been champions and leaders in many fields of Cameroon's development, displaying heroic commitment to service of society. Such achievements would likely be very much more fruitful for the young people in societies that provide cultural identity and pride. With no exaggeration, they owe their success to their formators (the catholic school teachers) who day and night strived to make them what they are today.

Thus, while the contribution of Catholic schools to development in the Cameroonian society at large cannot be ignored, the challenges bedeviling them have greatly weakened the foundations on which a better Cameroonian society in general and the community of Bamenda in particular would have grown. If these challenges are not duly addressed, and the time for doing so is now, the hope for a better Cameroonian society that can come out of this holistic education that Catholic schools offer will be considerably compromised. The catholic schools form a significant fraction of the total number of schools in Bamenda, and their influence has been remarkable and enduring in spite of the many challenges they encounter. Catholic schools are distinctive because of the philosophy underpinning their approach to education. The person of each and every learner is seen as central in the education process. Its formation of the entire being and the satisfaction of it teachers form a thoughtful concern of the institution. These are matters that the Catholic Education Secretariat cannot ignore or manage alone.

More research could be done, of course, about how Catholic schools in the Bamenda archdiocese continue to excel in so many ways, helping to form citizens who are unabashedly believers in the way they live out what is most noble in the Cameroonian society. The few points this study has shed light on are potent reminders of the many long-term effects that

Catholic schools have on the formation of their students thanks to the ceaseless effort of their teachers. Both history has documented and this study shown, there are plenty of reasons for all Cameroonian Catholics to take proud ownership of Catholic schools, be they primary, secondary or tertiary. The pride of these schools is the main force that maintain the teachers in catholic schools to continue serving the schools and the church.

The study was successful in establishing what constituted the essence of Roman Catholic education in the archdiocese of Bamenda and was able to show how frustrating it is to work under poor working conditions with low salary. Yet, in spite of this challenge, Catholic schools teachers continue to thrive, adapting to new and ever-challenging situations and constantly developing new strategies in a bid to offer a more relevant education. Roman Catholic schools in the archdiocese are faced with financial challenges despite the number of learners registered every year in the schools in this area. As a result, it is rather difficult for them to afford highly competent teachers who demand high salaries in return for the services they offer.

It is both heartening and challenging to remember that Catholic churches and schools were originally built on the small donations of early missionaries who sacrificed so much to make to see that locals are well founded in the Roman Catholic faith and are equally well educated. Have we now lost our nerve, the dare and dream that drove our ancestors in the faith, who built a Catholic school system that is the envy of the world? Let us on our part make every effort to see that these schools continue the good work and spur in their managers the great desire of educating the poor.

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ANNEXES

QUESTION GUIDE FOR WORK PERFORMANCE

INTRODUCTION TO INTERVIEW

For some years now, the results in catholic schools have been presenting a pronounced level of high performance. This can be due to the contribution of many factors among which the commitment of teachers. We are interested in the contribution of teachers to these good results as it had been recorded all over the years. We wish to find out how they work to bring about these results; and also what are some of the difficulties they face in the cause of their work to achieve such great results. Your responses in this discussion will be used for purely academic reasons and may go a long way to help in the betterment of catholic teachers work conditions.

Work performance

1. Could you tell us how you see education in catholic primary schools? What is their strength and weakness?
2. How do they go about achieving such a better results every year?
3. How do you go about Program coverage? Lesson preparation?
4. Let's talk about the methods of teaching you used. What are the methods you use in your teaching?
5. What are the methods you do apply for Class management? Do teachers show the example of assiduity and punctuality to students? What about the physical appearance and teachers' behaviour?
6. How devoted are you to your teaching profession?

Personnel working condition

Let's talk now about the working conditions in catholic primary schools:

1. How do you see the work climate in schools? How does work climate contribute to the results?
2. Is there some sort of collaboration between you and your colleagues? What can you say about teachers' relationship in your school?
3. How can you appreciate your work environment?
4. How is your relationship with the headmaster? What are his contributions to your work?

Job satisfaction

Let's talk about your job experience so far!

1. How can you describe your degree of happiness in relation to your job? How do you feel in your job so far? Do you think you are receiving a fair treatment in the work you do?
2. What are the possibilities of advancement opportunity in catholic schools?
3. What are some advantages of your work as catholic school teacher?
4. How evident is it to maintain job security in catholic schools?
5. What are your impressions about your job satisfaction?

Workers' moods

1. How can you describe your feelings so far in your years of teaching?
2. What are the things that encourage you to continue in teaching in catholic schools?
3. How do you manage personal emotions in the face of difficulties that had aroused so far in your work?
4. Do the children of teachers attend school for free in catholic schools?

Preliminary questions

1. I wish to know how old you are. your Sex.
2. How long have you been teaching in the catholic school?
3. Education level? Professional trained teacher?
4. What is the name of your school? Class taught?
5. Are you married? With how many children?
6. Do you rent or live in your own house?