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Teacher Remuneration and Job Satisfaction in Private Secondary Schools: A Case Study in Kakoba, Mbarara City South Division

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Keywords:

Teachers,
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The study examined the correlation between remuneration and job satisfaction among teachers in private secondary schools in Kakoba, Mbarara City South Division. The research objectives were to evaluate the levels of teachers' remuneration, assess their job satisfaction, and establish the relationship between remuneration and job satisfaction in the specified schools. A quantitative research design was employed to ensure the accuracy and relevance of the data collected. The study focused on teachers in private secondary schools in Kakoba, Mbarara City South Division, with a sample size of 40 teachers selected from a total of 57 respondents. Teachers were chosen using a stratified random sampling method from each school, with the selection of private schools based on purposive sampling. Data collection was facilitated through an online questionnaire created using Google Forms. Remuneration was analyzed in terms of basic pay, while teachers' job satisfaction was evaluated based on their overall contentment with the work environment concerning their remuneration. Monthly salaries ranged from 200,000 shillings to 1,000,000 shillings, and job satisfaction levels were rated on a scale of 1-5, with teachers earning higher salaries reporting lower levels of job satisfaction. Inferential analysis, specifically the Pearson correlation coefficient, revealed a very low positive correlation (0.117) between remuneration and job satisfaction levels, indicating that factors beyond remuneration significantly influence teachers' job satisfaction. The study highlighted that 68.3% of the participants expressed dissatisfaction with their monthly salaries, while only 31.7% felt adequately satisfied. The study concluded that there is no statistically significant relationship between teachers' remuneration and their job performance. As a recommendation, it suggested an increase in the remuneration of private school teachers in Kakoba, Mbarara City South Division based on the findings to potentially enhance job satisfaction levels among teachers.

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INTRODUCTION

In the realm of education, teacher remuneration and job satisfaction are crucial factors in ensuring the delivery of quality education. These aspects have garnered significant attention in recent years due to their direct impact on teacher motivation, retention, and overall well-being. Teachers are the cornerstone of schools, as the quality of an education system hinges on the caliber of its educators. They serve as key knowledge facilitators and are instrumental in shaping a nation's future. Therefore, it is essential to gauge the comfort levels of teachers in their work environments.

The concept of employee remuneration can be traced back to the industrial revolution in Europe during the early 1820s when workers began forming groups to address challenges arising from the revolution. While scientific management was touted as a means to enhance workers' well-being, its rigidity and bureaucracy posed contradictions. Satisfied employees are better equipped to fulfill their responsibilities, thereby facilitating overall development and success through knowledge and skills. Numerous studies have highlighted teacher dissatisfaction in the profession (Van den Berg, 2002; Scott, 2001). Job satisfaction lacks a universal and fixed definition, varying between individuals and organizations. It encompasses enthusiasm, happiness, and can lead employees to recognition, income, promotion, achievement, and goal fulfillment (Kaliski, 2007).

The global discourse on the relationship between teacher compensation and job satisfaction has been a subject of scholarly debate for decades. Remuneration, as noted by Calvin (2017),

significantly influences an employee's job satisfaction level, with motives such as job security, future prospects, and social and psychological fulfillment driving individuals to join organizations.

In the African context, remuneration serves as a significant motivator and a primary attraction for teachers in their roles (National Education Union, 2017, cited by Merab, 2022). Money plays a pivotal role in motivating individuals to work, not only fulfilling basic needs but also enhancing quality of life. When individuals perceive they are underpaid, it leads to unhappiness and job dissatisfaction. A teacher's job satisfaction stands as a fundamental determinant of a school's success, as contented teachers are more likely to invest greater effort in their work (Toropova *et al.*, 2021).

The role of teachers is indispensable in the transmission of knowledge within educational institutions. Simultaneously, teachers' remuneration stands out as a significant cost element in educational finance. Vibrant discussions persist in both developed and developing nations on strategies to enhance the quality of education universally and improve the efficacy of schooling for sustainable development. Research by UNICEF (2004) indicates a concerning deterioration in the standard of basic education, notably in achieving millennium educational goals across numerous African countries.

Offering competitive remuneration is crucial for the recruitment, motivation, and retention of exceptional talents. Ibrahim (2016), cited in Calvin (2017), posits that well-compensated and

recognized employees are more inclined to remain with an organization for an extended period, fostering job satisfaction—an indispensable factor in shaping an organization's overall effectiveness and performance. Conversely, a dissatisfied workforce tends to be disengaged and unfocused. Notably, Nigerian universities face significant challenges, including inadequate remuneration, insufficient workplace allowances, and non-payment for excess workloads.

Turning attention to Uganda, a country with a robust educational legacy and aspirations, the scholarship of Artgur Magyezi (2014) assumes relevance. In his work on 'Rewards and Job Satisfaction of Teachers in Government Secondary Schools in Mbarara District,' Magyezi concludes that increased satisfaction with salaries correlates positively with job satisfaction among teachers and vice versa. These findings underscore the critical link between teacher remuneration and job satisfaction. Thus, ensuring teacher satisfaction involves providing appropriate remuneration packages, as highlighted in the UNATU Report (2016).

The study explored the intricate relationship between teacher remuneration and job satisfaction, guided by specific research objectives, questions, and hypotheses.

Research objectives

- To examine the levels of teachers' remuneration in private secondary schools in Kakoba, Mbarara City South Division.
- To assess the levels of teachers' job satisfaction in private secondary schools in Kakoba, Mbarara City South Division.
- To establish the relationship between remuneration and teachers' job satisfaction in private secondary schools in Kakoba, Mbarara City South Division.

Research questions.

- What are the levels of teachers' remuneration in private secondary schools in Kakoba, Mbarara City South Division?

- What are the levels of teachers' job satisfaction in private secondary schools in Kakoba, Mbarara City South Division?

Hypothesis

There is no statistically significant relationship between the levels of teachers' remuneration and their job satisfaction in private secondary schools in Kakoba, Mbarara City South Division.

LITERATURE REVIEW.

This section presents a review of the related literature and studies concerning the variables under investigation.

Teachers' Remuneration

According to Businge (2011), there has been a wide trend in most developing countries that teachers are lowly satisfied due to limited remuneration packages implying that low remuneration leads to low morale amongst school teachers.

From the definition put forward by Maicibi (2005), remuneration is the pay or reward given to individuals for work done and basic salary, wages, health schemes, pension schemes, transport allowances, overtime allowance, and responsibility allowances as pointers to it. Remuneration can also be termed as monetary or financial benefits in the form of salaries, wages, bonuses, incentives, allowances, and benefits that are accrued or compensated to an employee or group of employees by the employer (firm) as a result of service rendered by the employee(s) to the organization or reward for employment.

In the realm of education, employers should take into account the salary factor because when it is improved, it can raise the motivation and productivity of the employees (Hassan, 2020). Studies have also indicated that employees do not show high satisfaction when it comes to the issue of the fairness of salary compared to the tasks they do, anticipating a higher salary for their work (Alrawahi, 2020). Additionally, it is perceived to be very demotivating if a certain set of workers find their salary to be lower than the other workers for performing the same jobs.

As put forward by the United Nations Educational, Scientific and Cultural Organization (2015), Adentwi (2002), Odden and Wallace (2004), and Berman (2006), teachers' job satisfaction in most African countries is related to remuneration and other incentives at work.

The concept of teacher remuneration is a complex one. As Fuller (1986) noted, teachers represent the single most important item in achieving quality education, yet a few African countries have been able to pay their teachers reasonable salaries. While few countries have been able to pay their teachers reasonable salaries, in most developing world teachers are underpaid according to the United Nations Development Program (2005), and the World Bank (2007). Underpayment by most developing countries has in many instances led to the educational sector not attracting highly qualified personnel, the best brains into the teaching profession and has also led some teachers within the system to migrate to greener pastures.

Allowances are also strong motivational tools used by human resource departments of various organizations as well as schools to shape the behaviour of employees to attain the desired goals or performance. Osibanjo and Ojo (2014) noted that allowances are supplementary in nature, not worked for and are usually given to all employees of an organisation irrespective of their differences.

Besides cash, non-monetary schemes which are rewards that an individual experiences, and are directly related to the job itself likewise play an essential role in encouraging employee physical, emotional, and psychological well-being hence contributing to job satisfaction. (Osibanjo & Ojo, 2014). Such include feedback, training, welfare services, promotion, interpersonal relationships, conducive environment, job enrichment among others. Therefore, it is safe to state here that motivated workers perform well, which increases one's willingness to participate in such activities and thus the resultant job satisfaction (Anwar & Qadir, 2017).

The theoretical foundation of the study at hand is that remuneration which consists of monetary and nonmonetary remuneration significantly influences job satisfaction. The theory of reinforcement of job satisfaction was proposed by Skinner (1971) as a way to explain that if a person is rewarded for a particular behaviour, he or she is more likely to perform those actions again. The theory highlights the clear goal and appropriate feedback that remunerates employees. Skinner presents ideas about behaviourism, operant conditioning, and the role of reinforcement in shaping human behaviour. Upon consideration of the set performance goal, the employees in turn make demands on their remuneration package. The ability of the employer is to offer the convincing and appropriate feedback to those demands is the beginning of healthy relationship between the management and the employees. Likewise, the negative reinforcement may lead to job dissatisfaction from the side of employees.

Employee remuneration is very important vis-à-vis job satisfaction and therefore must be determined based on the principle of fairness. It is imperative to understand here that if not compensated well for their services rendered in schools, teachers may experience emotional discontent with their work with additional organizational problems like absenteeism, employee turnover, psychological withdrawal and poor mental health of the employee. This is because people trade labour and loyalty for financial and nonfinancial compensation at work. An attractive remuneration therefore should encourage employees to work harder with more determination and dedication to their duties. Employee compensation (remuneration) plays a very important role at the place of work (Dessler *et al.*, 2015).

Job Satisfaction

The concept of assessing job satisfaction was started in 1911 by Taylor, who stated that rewards such as earnings, incentives, promotions, appreciation and opportunities for progress could increase employee job satisfaction. As job satisfaction is an attitude towards work-related

conditions, various aspects of a job such as higher levels of organizational commitment can lead to overall success and development (Dalkrani & Dimitriadis, 2018). Job satisfaction is impacted by the intensified work that teachers are now expected to carry out, and mirrors the societal trends of overworking teachers. This can be understood in terms of its relationship with other key factors, such as general wellbeing, quality of life, stress at work, stress at organizational matters, control of things, work and social life (Tomazevic *et al.*, 2014).

According to Mueller *et al.*, (2008), there are two types of job satisfaction: global job satisfaction, which depends upon employees' overall feelings about their jobs; and job facet satisfaction, which depends upon employees' overall feelings about specific job aspects, such as salary, benefits, and equality of available resources. An organization's health, progress and quality of work can be visible only through the comprehensive view of job satisfaction, largely depending upon human resources.

Job satisfaction as an area of research has been much explored by industrial and organizational psychologists. It is observed that there are two types of people, one who find pleasure in their work and one set of people who find work as only compulsion, thus determining the level of job satisfaction for workers is imperative both for employees as well as organizations (Anwar, 2017).

It is believed that workers are satisfied when the workplace is orderly with adequate tools, materials and a favourable working environment and that poor equipment and facilities may lead to tension among employees according to research by Voris (2011). If working conditions are not conducive, hardworking employees who can find jobs elsewhere may leave the organizations and mediocre employees would stay. While this is common in all sorts of organizations, schools are not exceptional. Teachers value physical surroundings that are safe, comfortable, close to home and those that offer adequate tools and equipment and those with buildings that are in

good conditions for physical comfort and conditions that facilitate work goals attainment.

As put forward by Luthans (2005), job satisfaction or dissatisfaction is as a result of employees' perceptions of how well their job provides those things that they view as important and necessary, to working well and to their enjoyment. When it comes to the definition of job satisfaction, Okoye (2011) sees it as meaning how much an individual is contented with his or her job. Robbins (2005) believes that it focuses on the feelings of a person about his or her job. Newstrom (2007) describes it as the particular views of employees, which are affected by favourable and unfavourable feelings and attachment of one's work. It is also a final state of agreement of a psychological process to work, along with its terms and conditions, which are essential for a higher competitive level and organizational success (Garcia, 2005).

Job dissatisfaction, in contrast, can be due to an absence of work-life balance, a lack of advancement and opportunities, a non-supportive working environment, a lack of encouragement, lack of recognition, and stress. Ahmadi and Alireza (2007) assert that these factors also increase employee turnover rates. As a result, dissatisfied employees may reduce their levels of performance and efficiency and may lead to worker turnover, as stated by Sonmezer and Eryaman (2008). Dissatisfied employees leaving the organization may deflate other employees' motivation before they depart, as highlighted by Feinstein and Vondrasek (2001).

RESEARCH METHODOLOGY

Research Design

The study employed quantitative approach during data collection and analysis. Quantitative research is ideal for assessing and quantifying variables such as salary levels, benefits, and job satisfaction scores using structured tools like questionnaires. This approach enabled accurate and objective measurement of these variables.

Population and Sampling

Purposive sampling was employed to select private secondary schools in Kakoba, Mbarara City South Division because it allowed the researcher to tap into the expertise and knowledge of schools that fit the study's criteria and objectives. This approach ensured that the data collected would be relevant and applicable to the research question.

Stratified random sampling, on the other hand, was used to select teachers from each school. This approach ensured that teachers from different strata, such as gender, subject area, and experience level, were represented in the sample. This approach also allowed for more accurate estimates of the population parameters, as the sample was drawn from specific subgroups within the population.

Data Collection Instrument

Ethical considerations were a crucial aspect of this study. To ensure the protection of participants' rights and privacy, informed consent was obtained from all participants before they completed the questionnaire. They were fully informed about the study's purpose, procedures, and potential risks and benefits. Confidentiality and anonymity were also ensured, as participants' responses were kept confidential and their identities were not disclosed. Furthermore, participation was voluntary, and participants could withdraw at any time.

The self-administered online questionnaire was designed using Google Forms. It consisted of two sections: demographic information and questionnaire items covering the Independent Variable (Remuneration) and the Dependent Variable (Job satisfaction). The questionnaire employed a mixed-methods approach, combining Likert scale items (e.g., 1-5) to measure remuneration and job satisfaction levels, as well as open-ended questions to gather qualitative data on participants' experiences and perceptions.

To ensure the questionnaire's validity and reliability, a pilot study was conducted with a

sample of 20 teachers. The pilot study aimed to test the questionnaire's clarity and comprehensibility, identify and address any technical issues, and refine the questionnaire items based on feedback. The pilot study revealed minor issues with question wording and formatting, which were subsequently addressed. The revised questionnaire was then deployed for data collection. This rigorous process ensured that the data collected was accurate, reliable, and valid, providing a solid foundation for the study's findings.

Data Analysis

After data collection, analysis of results was computed using the Statistical Package for the Social Scientists (SPSS), for both descriptive and inferential statistics. Descriptive statistics, including means, standard deviations, and frequencies, were used to summarize demographic data and questionnaire responses. Inferential statistics were employed to test hypotheses and explore relationships between variables. Specifically, Pearson's correlation coefficient (r) was used to examine the relationship between remuneration and job satisfaction. This test was chosen to identify the strength and direction of the relationship between these two continuous variables. The choice of statistical test was guided by the study's research questions, data type, and assumptions. The selected tests provided a comprehensive understanding of the relationships between remuneration and job satisfaction.

RESULTS

Data was collected on teachers' gender, age, years of experience, additional responsibilities, monthly salary, and levels of job satisfaction. However, what was analysed by inferential statistics were the monthly salary and levels of job satisfaction.

Monthly salary

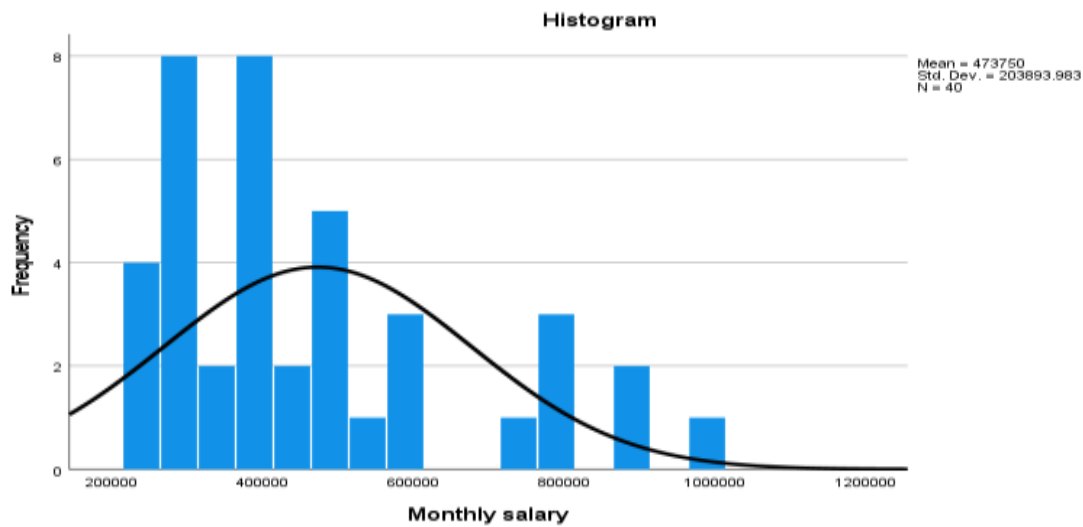
The respondents' monthly salary ranged from 240,000 shillings to 1,000,000 shillings, as summarized below.

Table 1: The respondents' monthly salary.

		Statistics	
		Monthly salary (Shillings)	Us dollars
N	Valid	40	
	Missing	0	
Mean		473750.00	124.67
Mode		300000	78.95
Std. Deviation		203893.983	53.66
Range		760000	200
Minimum		240000	63.18
Maximum		1000000	263.16

1USD = 3800 UGX.

Figure 1: Histogram showing the respondents' monthly salary.



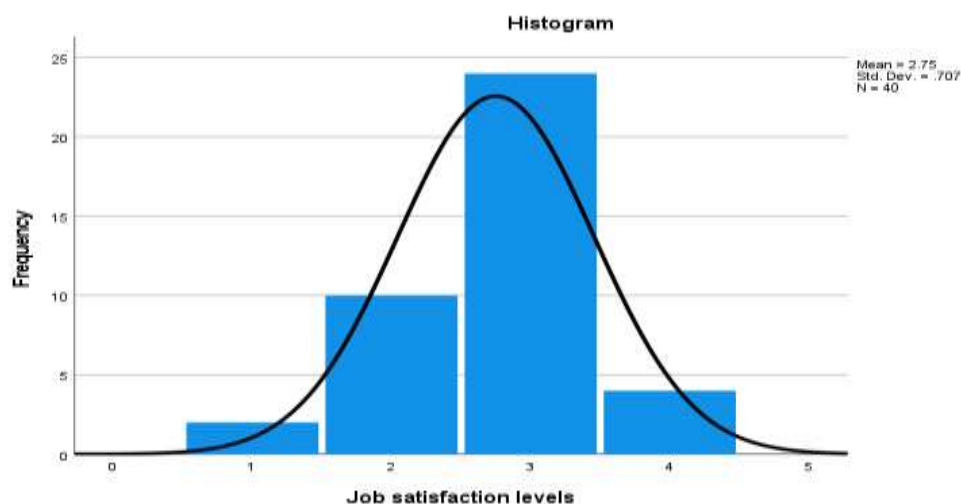
Job satisfaction levels

The respondents' job satisfaction levels ranged from 1-4 (on a scale of 1-5) with the majority rating themselves at 3.

Table 2: The frequencies of the respondents 'job satisfaction levels.

Job satisfaction levels					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	5.0	5.0	5.0
	2	10	25.0	25.0	30.0
	3	24	60.0	60.0	90.0
	4	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

Figure 2: A histogram showing the respondents job satisfaction levels.



Relationship Between Remuneration and Job Satisfaction Levels

The Pearson correlation coefficient (r) value of 0.117 indicates a very low positive correlation between teachers' remuneration and job satisfaction levels. This means that as remuneration increases, job satisfaction also tends to increase, but only slightly. The correlation is weak, suggesting that other factors may have a more significant impact on job satisfaction. The p-value of 0.472 indicates that the correlation is not statistically significant. This means that the observed correlation could be due to chance, and it's unlikely that the relationship would be replicated in another sample. In the context of this study, the non-significant p-value implies that the

null hypothesis cannot be rejected. Therefore, it can be concluded that there is no statistically significant relationship between teachers' remuneration and their job satisfaction levels in private secondary schools in Kakoba Division, Mbarara City North. The implications of this finding are that remuneration may not be a primary motivator for teachers' job satisfaction in this context. Other factors, such as school culture, leadership, or personal fulfilment, may play a more significant role in determining job satisfaction. This suggests that schools and policymakers should consider a broader range of strategies to improve teacher job satisfaction, rather than relying solely on remuneration increases.

Table 3: Correlation between remuneration and job satisfaction levels.

Correlations			
		Monthly salary	Job satisfaction levels
Monthly salary	Pearson Correlation	1	.117
	Sig. (2-tailed)		.472
	N	40	40
Job satisfaction levels	Pearson Correlation	.117	1
	Sig. (2-tailed)	.472	
	N	40	40

DISCUSSION OF RESULTS

What are the levels of teachers' remuneration in private secondary schools in Kakoba Division, Mbarara City North?

From the findings, teachers in private secondary schools in Kakoba division of Mbarara City North

are paid low salaries compared to the work they do. This is related to what Hassan (2020) suggested that if the salary factor is improved, it can raise the motivation and productivity of employees). Additionally, according to Businge (2011), it is perceived that teachers are lowly satisfied due to limited remuneration packages. It

is very demotivating if a certain set of workers find their salary to be lower than the other workers for performing same jobs.

From a practical stand point, increasing teacher remuneration may not directly translate to significant improvements in job satisfaction without considering other contributing factors such as teaching experience, teachers' welfare among others. Therefore, much as there is need to increase teachers, salaries, other factors that contribute to job satisfaction should also be put into consideration.

What are the levels of teachers' job satisfaction in private secondary schools in Kakoba Division, Mbarara City North?

From the findings, many teachers in private secondary schools in Kakoba Division Mbarara City North are not satisfied with the work they do. This agrees with Ahmadi and Alireza (2007), who believe that job dissatisfaction in contrast, can be due to an absence of work-life balance, a lack of advancement and opportunities, a non-supportive working environment, lack of encouragement, lack of recognition and stress. These factors also increase the employee turnover rate. Also, Feinstein and Vondrasek, (2001) stressed that dissatisfied employees leave the organisation and may deflate other employees' motivation before they do. Therefore, to promote job satisfaction among teachers, the employers in private schools should improve all the conditions that motivate teachers to feel satisfied with the work they do.

From the findings, there is no statistically significant relationship between teachers' remuneration and their job performance, meaning that the levels of teachers' job satisfaction depend on other factors other than remuneration. This agrees with (Judge *et al.*, 2020), who stress that job satisfaction is complex and multifaceted, and thus means different things to different people. Also, according to Tomazevic, Seljak and Aristovnik (2014), job satisfaction can be understood in terms of its relationship with other key factors, such as general well-being, quality of life, stress at work, stress at organizational matters, control of things, work and social life.

Besides, George and Jones, (2008), view job satisfaction as the collection of feelings, beliefs and attitudes about the job, especially about work and its kinds and about co-workers, supervisors, subordinates and pay. Therefore, job satisfaction depends on a number of factors.

CONCLUSIONS AND RECOMMENDATIONS

From the discussions, there is need to increase private school teachers' remuneration in Kakoba, Mbarara city South Division, if they are to be satisfied with their jobs. This may even help on teacher retention and job performance among teachers who are happy with remuneration.

From the discussions, other factors that lead to teachers' job satisfaction should as well be maintained, for example, the availability of teaching-learning materials and good working relations with management and fellow staff members. This is because the study findings discovered that the levels of teachers' job satisfaction among teachers in private secondary schools in Kakoba, Mbarara City South Division depend on other factors, not remuneration.

While the Pearson correlation coefficient showed a low positive correlation between remuneration and job satisfaction, the study's results suggest that teachers' remuneration is still an important aspect of their job satisfaction. Increasing remuneration can lead to improved teacher retention and job performance, as satisfied teachers are more likely to be motivated and committed to their work.

All in all, to enhance teacher satisfaction and ultimately improve educational outcomes, schools should not only ensure competitive remuneration but also prioritize supportive working environments, professional development opportunities, transparent communication and recognition schemes programs. This is in line with Folola Osibanjo and Ojo (2014), who asserted that besides cash, non-monetary schemes which are rewards that an individual experience, and are directly related to the job itself likewise play an indispensable role in encouraging employee physical, emotional, and psychological wellbeing.

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