

Association Between Remuneration And Job Satisfaction Among Teachers In Selected Public Secondary Schools In Rongo Sub-County, Migori County, Kenya

Shukri Zahra Mohammed¹, Dr. Ruth Walioli

¹(Institute of Youth Studies; Tangaza University College)

²(Catholic University of Eastern Africa, Kenya)

Abstract: Teachers play a fundamental role in peoples' life by inculcating knowledge and skills that are further utilized in nation building. Job satisfaction among the teachers becomes crucial as it possibly influences job delivery to greater extent. This study examined the association between remuneration and job satisfaction among teachers in selected public secondary schools in Rongo Sub-County, Migori County, Kenya.

Materials and Methods: The study adopted a correlational evocative design so as to establish the possible association between remuneration and job satisfaction. The target population of this study was 21 public high schools and 311 teachers. Multi-stage sampling was employed whereby cluster sampling and systematic sampling techniques were used to get the sample size of 120 teachers. Quantitative data was obtained using the researcher-developed socio-demographic questionnaire. The data collection instruments included the standardized Pay Satisfaction Questionnaire (PSQ) and the Job Satisfaction Scale (JSS). Primary data collected was coded and filled into the Statistical Package for Social Sciences (SPSS) version 24 for analysis.

Results: The results pointed that pay level had a significant influence on job satisfaction with a p value of $0.042 \leq 0.05$. Also, it was revealed that benefits have a significant influence on job satisfaction among teachers, with a p value of $0.040 \leq 0.05$. Demographic findings indicated that participants within the age range 31-40 years old were the highest 34.7% ($n = 41$), then followed by participants above 51 years old were 12.7% ($n = 15$). Gender revealed that the males were 52.5% ($n = 63$), while the female were 47.5% ($n = 5$).

Conclusion: This study established that there was a strong significant association ($r = 5.259, p = 0.023$) between remuneration and job satisfaction among teachers in selected public secondary schools in Rongo Sub-County in Migori County, Kenya. The employers of teachers may be consistent in their pay level policies and use the pay structure as a reward scheme commensurate to the effort and value the teachers offer to the school.

Keyword; Job Satisfaction, Remuneration, Teacher

Date of Submission: 02-10-2023

Date of Acceptance: 12-10-2023

I. INTRODUCTION

Job satisfaction is increasingly becoming a vital aspect of human resource management in organization because of its notable contribution to the workforce's output levels. Job satisfaction involves a subjective state of being happy (Veenhoven, 2014). According to Wanjira (2020), job satisfaction is a measure of an individual's contentment, pleasure, or fulfillment derived from one's work and the overall work environment. It is an employee's subjective feelings towards the job. Brooks (2018) postulates that remuneration is a compensation an employee receives in exchange for labor, in the form of salary, as well as a variety of benefits designed to help the employees meet their own commitments and professional demands in accordance with their employment. Remuneration also includes other benefits such as food allowance, overtime pay, and marking allowance which contribute to job satisfaction (Calvin & Review, 2017).

In the contemporary times, job satisfaction and remuneration are areas of keen interest to employers and the employees. Educational institutions and organizations may hardly underrate the centrality of job satisfaction because it is key to improved productivity among the employees (Florin & Sergiu, 2014). Studies by various organizations (OECD, 2014; Asia Society, 2014; World Bank, 2013) found that teachers were the single biggest in-school influence on student achievement and that teacher effectiveness was the most vital school based predictor of student learning.

In the USA, research was conducted by Center on Education Policy (2019) to find out whether teachers were adequately compensated. Findings pointed that teachers in the United States were dissatisfied with their salary, which resulted in teachers' strikes. The spring 2018 teacher strikes or walkouts in West Virginia, Kentucky,

Oklahoma, Colorado, Arizona, and North Carolina led to heightened attention to teacher compensation. Similar walk-outs, sick-outs, or strikes took place early 2019 in Denver, Los Angeles, and Oakland, West Virginia as well as Kentucky. In all these actions, teachers were quoted in the media saying that education was being underfunded. Teachers not only pressed for salary increases, but also for more state support for K-12 education, and the possibility of less remuneration impacted on their job satisfactions. Due to this, 18% of teachers reported having a second job, while a Brookings Institution analysis indicates that teachers are 30% more likely to have a second job than non-teachers as a result of lack of remuneration that may enhance satisfaction in work (Sylvia & Mishel, 2016).

Parker and Brummel (2016) also opined that in British schools, the higher a teacher's salary relative to expected income, the higher the job satisfaction. Furthermore, the same study found that as a teacher's salary improves, so does one's level of job satisfaction. Similarly, a decline in the salary caused a decline in one's level of job contentment. Similarly in Greece and in Vietnam, studies revealed that poor remuneration rates were linked to higher levels of teacher discontent. In some cases, teachers expressed displeasure with their income through strikes to seek pay increases, and it was established that there was a link between salary and job satisfaction among teachers (Giannikis & Mihail, 2017)

In Zimbabwe, research was conducted by Mukomana (2021) on the impact of teacher remuneration on the provision of quality education in secondary schools of Zimbabwe. It was indicated that teacher remuneration was interrelated to all aspects of quality education. The study emphasized the importance of teachers in fostering high standards of education since they performed better when they received both pay and allowances. The study also found other challenges hampering Zimbabwe education system beside meagre teacher remuneration to achieve quality education for all. Some of the challenges were lack of education access by all; unaffordable tuition fees by the poor people, scarce textbooks, lack of access to information by teachers, dilapidating school infrastructure, incapability to expand and develop new infrastructure, and crowded classrooms. However, In Nigeria, Fareo (2018) explored factors affecting educators' fulfilment with their jobs at public secondary educational institutions in Mubi North Local Government. The study found that teachers were satisfied with their monthly pay, fringe perks, and administrative assistance, and it was also pointed that school managers' involvement in guaranteeing teachers' job satisfaction deepened teachers' job satisfaction. Although, previous study by Onwu and Sehoole (2015) indicated that salary had the most significant source of dissatisfaction for teachers in South Africa in past years. In the public education sector, incentives for schools and instructors to perform effectively were typically ineffective due to lack of incentives.

Chumari et al. (2018) held that Teachers in Kenya tried on several occasions to push for higher pay. They went on strike between 2012 and 2015 to gain better compensation, promotions, and a better working environment in general. Teachers were disgruntled with their employment income because they thought that their efforts, workload expectations, and personal academic qualifications were not adequate in comparison to those in other professions and there was insufficient remuneration compensations. It was further pointed that teachers were underpaid in comparison to other occupations, even though teachers contribute to the development and nourishment of other careers. Teachers have used protests and school closures in some cases to ensure that agreements were honored. The displeasure affected teachers' satisfaction and meager remuneration demotivated teachers and some resorted to seeking a better rewarding greener pastures internationally, resulting in a teacher-student ratio gap, and a prevalent problem in Kenya. This better greener seeking opportunity among teachers was widely spreading among teachers in Migori County, Kenya. Also, situational changes in terms of living standards was a cause of change on teachers' needs (Toropova et al., 2021). These were critical concerns that gave the justification for this current study which examined the association between remuneration and job satisfaction of teachers in selected public secondary schools in Rongo Sub-County, Migori County, Kenya.

II. THEORETICAL FRAMEWORK – EQUITY THEORY OF MOTIVATION (ETM)

This study was guided by Equity Theory of Motivation (ETM). The theory was developed by Stacy Adams in the year 1963. The theory argues that employees prefer a fair rate for a job and often, contrast what they give to the job in comparison to what they get. According to Armstrong (2009), equity is seen as a ratio between the individual's job inputs, such as effort or skill and the job rewards, such as financial payment or promotion. Therefore, pay, fringe benefits, recognition, status, and promotion are all examples of rewards, whereas contributions include work, abilities, training, and seniority. Employees desire more compensation or advancement if they are making enormous efforts, and if their inputs do not correlate with reasonable compensation they become dissatisfied with their work (Adams, 1963)

Equity theory further holds that employees are concerned not only with the entire remuneration amount they receive, but also with how it compares to that of others in a similar job level. This idea contends that employees are more motivated when they perceive a fair distribution of rewards. Those who perceive there is a shortage or insufficient incentives are liable to get angry or become unsatisfied with their job (Lunenburg, 2011). Also, the theory predicts that people would assess the equity of their employment rewards in a variety of ways. It

additionally serves as a group motivation theory since it believes that individual desire is intertwined with assessments about the equity with which other comparable persons or peer groups are dealt with. It anticipates that people would strive for the greatest level of equal treatment so that excellent labor and high remuneration may be attained (Adams, 1963).

This theory was used to explain how Kenyan educators behave collectively since they continuously evaluate their earnings and incentives in comparison to those of equivalent government workers. Teachers become unsatisfied with their work if they see that their service in impacting knowledge and skills are significantly larger than the incentives they receive from their employers. This possibly contribute to job dissatisfaction that could further extend to poor teaching.

III. METHODOLOGY

This study made use of the quantitative research methods of data collection and analysis. A correlational evocative design was utilized for this study. Correlation evocative design underscores the notion that genetically influenced people and evoke environmental responses from others (Ghirardi et al., 2020). For instance, when teachers are not satisfied because of their remuneration or fringe benefits, they react by absconding duty, and the students who they teach may be affected. Hence, the teachers’ reaction to their remuneration rate as a result of whether they are satisfied or not, affects students’ academic performance as a result of disrupted learning. This study was conducted in Rongo Sub-County located in Migori County, in the Southern part of Kenya. The study had a target population of 21 public high schools and 311 teachers. Multi-stage sampling that involved cluster sampling and systematic sampling techniques were used get the sample size of 120 teachers. Quantitative data was collected using the researcher-developed socio-demographic questionnaire which encompassed age range, gender, level of education, and duration in the teaching profession. The data collection instruments included the standardized Pay Satisfaction Questionnaire (PSQ) and the Job Satisfaction Scale (JSS). Primary data collected was coded and entered into the Statistical Package for Social Sciences (SPSS) version 24 for analysis. Chi-square values, and correlations were used to assess the association between remuneration and job satisfaction.

Demographic findings showed that participants within the age range 20-30 years old were 19.5% (n = 23), participants within the age range 31-40 years old were 34.7% (n = 41), participants within 41-50 years old were 33.1% (n = 39), while those above 51 years old were 12.7% (n =15). Gender revealed that the males were 52.5% (n = 63), the female were 47.5% (n = 57), while the other was 00.0 % (n = 0). The participant with Diploma were the highest (55.9%) then followed by the participants with a Degree certificate (21.2%). Regarding duration in teaching profession, the participants within 1-5 years in teaching profession were 22.0% (n = 26), participants within 6-10 years in teaching profession were 51.7% (n = 61), while those above 11 years in teaching profession were 26.3% (n = 31).

IV. FINDINGS

Influence of pay level on job satisfaction.

The first objective of this study was to examine the influence of pay level on job satisfaction among teachers in selected public secondary schools in Rongo Sub-County in Migori County, Kenya. Regression analysis was conducted in achieving this objective. The findings are presented in Table 1.

Table 1

Influence of pay level on job satisfaction

	Unstandardized Coefficients		Standardized Coefficients		
	B	Stand. Error	Beta	T	Sig.
(Constant)	1.053	0.347		2.548	1.124
Pay Level	2.780	0.395	0.989	11.779	0.042

$$Y = 1.053 + 2.780 + e$$

According to Table 1, regression coefficients indicated the influence of independent variables on dependent variable. X1= 2.780 displays that one unit change in pay level results in 2.780 units increase in job satisfaction. Hence, increase in the independent variable led to increase in the dependent variable, as demonstrated by the positive regression coefficient. The results of the regression analysis pointed that pay level had a significant influence on job satisfaction with a p value of 0.042, which is less than the threshold of significance of 0.05. A conclusion was formed that pay level had a substantial significant influence on job satisfaction among teachers in selected public secondary schools in Rongo Sub-County in Migori County, Kenya.

Influence of benefit on job satisfaction.

The second objective of this study sought to examine the influence of benefit on job satisfaction among teachers in selected public secondary schools in Rongo Sub-County in Migori County, Kenya. Regression analysis was conducted in achieving this objective. The results are presented in Table 2.

Table 2.

Influence of benefit on job satisfaction

	Unstandardized Coefficients		Standardized Coefficients		
	B	Stand. Error	Beta	T	Sig.
(Constant)	1.043	0.346		2.548	1.134
Benefits	3.835	0.268	0.773	9.353	0.040

$$Y = 1.043 + 3.835 + e$$

As seen in Table 2, regression coefficients showed the influence of independent variables on dependent variable. $X_1 = 3.835$ displays that one unit change benefits results in 3.835 units increase in job satisfaction. Thus, increases in the independent variable led to increases in the dependent variable, as shown by the positive regression coefficient. The regression model revealed that benefits have a significant influence on job satisfaction of teachers, with a p value of $0.040 \leq 0.05$. The p-value was less than 0.05. This hereby indicated that benefits influenced job performance among teachers in selected public secondary schools in Rongo Sub-County in Migori County, Kenya.

V. DISCUSSION

Influence of Pay Level on Job Satisfaction.

The first objective of this study was to examine the influence of pay level on job satisfaction among teachers in selected public secondary schools in Rongo Sub-County in Migori County, Kenya. The results indicated that pay level has a significant influence on job satisfaction among teachers with a p value of 0.042, which is less than the threshold of significance of 0.05. The study demonstrated that high school teachers attached greater importance in their relative pay. An improvement on fringe benefits were considered vital in increasing the level of high school teachers' job satisfaction, and this could reflect on good academic outcomes among the students. It is likely that a better pay level for teachers is crucial in the delivery of their job. Wanjira (2020), who claimed that wage levels were critical in increasing teachers' job satisfaction, which invariably leads to a reduction in dissatisfaction rates among teachers. It was further pointed that stronger awards are paramount to educators to raise their level of job satisfaction.

The findings of this current study are similar with the findings of Olsen and Florescu (2015) in Turkey. They found that job satisfaction offered a significant and positive influence on commitment within an organization. This implies that compensation embraces a significant and positive influence on work satisfaction. Compensation offers an advantageous and significant influence on company devotion through work satisfaction. This study also corroborated with the findings of Balouch and Hassan (2014) in Pakistan, who conducted research to determine the influence of pay level on job satisfaction. The study polled 16,266 workers and employees to investigate the elements that determine employee satisfaction in the workplace. The findings indicated that employees' levels of job satisfaction are influenced by compensation amounts.

In Nigeria, Fareo (2018) in his research also found that teachers were satisfied with their monthly pay, fringe perks, and administrative assistance, it was further pointed that school managers' involvement in guaranteeing teachers' job satisfaction deepened teachers' job satisfaction. The findings of this study corresponds with the findings of Ogada et al. (2020) and Munene (2019) in Kenya, who established that there was an improvement in job satisfaction when there was adequate pay level among teachers.

Influence of Benefit on Job Satisfaction.

The second objective of this study sought to examine the influence of benefit on job satisfaction among teachers in selected public secondary schools in Rongo Sub-County in Migori County, Kenya. The results revealed that benefits have a significant influence on job satisfaction of teachers, with a p value of $0.040 \leq 0.05$. In the teaching profession, fringe benefits are crucial for teachers due to the influence they have on job satisfaction. Teacher morale is lowered by poor compensation from the employer, which indicate insufficient gratitude for their dedicated participation in growing not only the students but the human society as a whole (Maldrine & Kiplangat, 2020). Benefits may be related to teachers' recognition and material appreciation, which is important in raising productivity and enhancing teachers' sense of fulfillment (Mbonea et al., 2021; Ogada Sr et al., 2020). Fringe benefits boost teaching efficacy, which is significantly linked to a strong sense of success in the profession (Al'Abri et al., 2022). According to Maldrine and Kiplangat (2020), fringe benefits enhance personal experience, which is associated with intrinsic motivation.

The findings of this study corroborated the findings of Armstrong (2012) in Pakistan, who found that fringe perks are crucial in job satisfaction. There are two types of fringe benefits: those required by law, such as compensation, social security, and unemployment insurance, leave bonuses, retirement benefits, and pension plans (Mugaa et al., 2018), and those that are discretionary, such as performance awards and prizes, paid holidays, paid vacation, health insurance, and free school lunches. The findings of this present study are also related to the findings of Murrar et al. (2018) in Palestine, and they explored the relationship involving benefits, inspiration, progress, and job fulfilment. Findings revealed a significant positive association between remuneration,

motivation, promotion, and job satisfaction among educators. These findings underscore the central role that benefits play in teacher's motivation and therefore job satisfaction.

In addition, Eric (2015) in Tanzania also found that educators who had won advancements in their schools were happier with their jobs than those who had not received any benefits. A similar findings in Kenya by Chelangat (2014) pointed that most schools awarded basic pay to board-employed teachers through negotiation and merit. The board-employed teachers held that their base income was fair and served as a motivation which further enhanced job satisfaction.

VI. CONCLUSION

This study established that there was a strong significant association between remuneration and job satisfaction among teachers in selected public secondary schools in Rongo Sub-County in Migori County, Kenya. Pay level and other benefits teacher obtain play a critical part in their satisfaction on the delivery of their services. It is hardly refutable that the acquisition of knowledge and skills by students in educational institution, and the growth of the human society are dependent on teachers. A conducive environment where there are consistent pay level and other benefits may pave greater way for job satisfaction among teachers.

VII. RECOMMENDATION

The employers of teachers may be consistent in their pay level policies and use the pay structure as a reward scheme commensurate to the effort and value the teachers offer to the school. Also, benefits received may be based on merit and be timely after an accurate and fair evaluation. The employers of teachers may regularly receive training and sensitization about the value of remunerations and benefits necessary to motivate teachers towards attaining maximum job satisfaction. On recommendation for future research, study may be conducted on the association between remuneration and job satisfaction: A comparative study between teachers in public secondary schools and private secondary school in Rongo Sub-County, Migori County, Kenya.

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