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Nexus Between Teachers' Remuneration and Teachers' Job Satisfaction

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Kenya.

Teachers' job satisfaction is amongst the fundamental factors that are applied in determining the success of a school. A teacher who is satisfied is most likely to give more effort in pursuit of the school's success, whereas a teacher who is dissatisfied is likely to laze; hence, the students would not achieve the optimum benefits of education. This study seeks to establish the relationship between teachers' remuneration and teachers' job satisfaction in public secondary schools in Molo Sub County, Kenya. The study is anchored on Herzberg's theory and Maslow's Hierarchy of Needs theories, and a conceptual framework showing the relationship between the independent and dependent variables was given. A mixed methods methodology, which employed both quantitative and qualitative methods, was adopted. The study adopted the correlational research design. The study's target population included 423 teachers, 33 principals and one director of education. Stratified random sampling was applied to select the 10 schools, 10 principals and 201 teachers who took part in the study as sample size. The Sub-County Director of Education in Molo Sub County was also selected purposively. Questionnaires were used to obtain primary data. Data was analysed using both descriptive statistics and inferential statistics and presented using tables and figures. The findings revealed that teacher's remuneration provided decent living earnings. The pay was compared to other workers in school and equitable to the work done. However, remuneration, as compared with the private sector, department and workload, needs improvement. Therefore, teacher's remuneration had a strong positive correlation with job satisfaction. The study concluded that teachers' remuneration had a positive and significant effect on job satisfaction. The study recommended the use of remodelling remuneration to be compared with the private sector and other departments.

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INTRODUCTION

Job Satisfaction is the attitude of an employee in the organisation towards his/her job (Chen et al., 2012). If the current work that the employee is doing does not give him/her any gratification, be it psychological or physiological, then they will not have any satisfaction in their job. Bhat (2018) defines job satisfaction as a lens consisting of a set of either favourable or unfavourable feelings and emotions through which employees look at their jobs. This therefore refers to the assortment of attitudes that workers hold in regard to their work.

Based on this continuum, job satisfaction is then understood to be individual attributes and therefore it is the product of the accomplishment of every individual's needs, which greatly vary from one person to another. The job satisfaction concept entails an individual's current job fulfilling his/her psychological as well as physiological needs through the organisational process. Job satisfaction can also be viewed essentially as a multidimensional attitude that is made up of good pay, promotion in one's career, a healthy working environment and so much more.

Wangechi et al. (2018) imply that job satisfaction is a major and significant cornerstone of the development of manpower in every organisation. They point out that by boosting job satisfaction among employees, their work productivity will also be greatly affected in a positive way. The worth of job satisfaction is additionally drawn with the positive and reciprocal relationship it has with life satisfaction with respect to an individual's life and its influence on personal, social, and work life. Job satisfaction is a necessary condition that fosters a healthy growth of the personality of the teachers because it is the way a teacher as an employee feels about their work as a generalised attitude toward the job based on evaluation of different aspects of the job (Bhat, 2018).

Teachers' remuneration and the job satisfaction of public secondary school teachers is an area of great interest. Fatima and Ali (2016) carried out a study in Islamabad, Pakistan, on how higher secondary level teachers' job satisfaction is impacted by their financial compensation. The purpose of the study was to find out how teachers' financial compensation at the higher secondary level impacts their job satisfaction in both public and private schools in Islamabad. The main outcome of the study revealed that most of the higher secondary schools had a fixed system of payment, and very few had a variable system of payment. The findings further revealed that the salary of teachers did not align with their productivity, but they showed that both attraction and retention are pegged on the compensation given to the employees. In addition, they showed that there is more satisfaction when teachers receive opportunities to be recognised; they can see their input to overall productivity, have the power to make decisions concerning their work; they can plan for their tasks; and even more when teachers get meaningful that are meaningful and direction from their supervisor. Likewise, the compensation practices of the organisation and the job satisfaction of employees are highly correlated, but the compensation practices on their own had no significant influence on the employees' job satisfaction. There was no significant difference in terms of the teachers being male or female, as well as for the teachers from public schools and those from private schools with different qualifications and/or age groups. The finding did indeed report that different teaching experiences for teachers also brought about a significant and varied difference towards their job satisfaction (Fatima and Ali, 2016).

The Molo Sub-County has had a poor run of performance in the past three years, recording an average of 4.3 mean grade since 2018 (KNEC, 2018). However, some studies have shown that most of the teachers show satisfaction with their

profession, and they get payments that they consider to be modest, as they also have a sense of respect from the members of the community. Likewise, studies that were carried out in public secondary schools have also shown an overall dissatisfaction by teachers with their jobs. This study will therefore be interested in investigating the relationship between selected teachers' remuneration practices and teachers' job satisfaction in public secondary schools in Molo Sub-County, Nakuru County, Kenya.

Objective of the Study

This study has the following objectives: -

- Establish the relationship between teachers' remuneration and teachers' job satisfaction in public secondary schools in Molo Sub-County.

LITERATURE REVIEW

Theoretical Framework

There are some theories that can be associated with job satisfaction, with the Herzberg theory and Maslow Hierarchy of Needs being amongst some of the most widely cited and also forming the content theories. According to Gawel (1997), Herzberg and Howe (1959) introduced the two-factor theory in an attempt to explain people's attitudes towards their work. The two-factor theory is made up of two parts, the first being the hygiene factors, which cover the working conditions, interpersonal relations, company policy, supervision, and salary. The second bit is the motivators, which include elements like the work itself, promotion, achievement, recognition, and responsibility. The motivators, also viewed as the satisfiers, are linked to long-term and positive effects on work. Hygiene factors, on the other hand, also known as the dissatisfiers, constantly give forth to short-term changes towards attitudes and performance at work, hence quickly falling back to its previous level" (Gawel, 1997).

Another theory is Abraham Maslow's Hierarchy of Needs, coined in 1954 (Gawel, 1997). The theory is presented as a pyramid with the basic needs at the lowest level and an individual's self-

actualisation at the very top of the pyramid. Maslow argues that the fulfilment of the low-level needs in the hierarchy causes motivation for the pursuit of the next-level needs through their work.

The factors that have been outlined in this theory will be applied in counter-checking the predicament of public secondary school teachers in Molo Sub-County, Nakuru County. These factors will form a framework for the hindrance of teachers' job satisfaction as well as retention in public secondary schools and will, therefore, be used as the basis for data collection.

Empirical review

Teachers' Remuneration and Teachers' Job Satisfaction

Money stands out as a major motivation for working. Apart from enabling an individual to fulfil his/her basic needs, it also enhances one's quality of life. Consequently, when an individual gets an amount lesser than what he/she deserves, they become unhappy. In some cases, employees work overtime, but they do not get compensation in return (Gomba, 2016). When an individual does not get monetary benefits for their work, it is natural that their job satisfaction will be low (Abuhashesh et al., 2019). The findings of Kumar (2019) in a study on the effect of factors of compensation on the job satisfaction of teachers, which was carried out in Bangladesh, reveal that the relation between the factors that affect compensation in a teacher's work and their job satisfaction is significant. He postulates that compensation is a key factor that drives and motivates employees regardless of their profession. The finding shows that when teachers are well compensated, they will be satisfied with their jobs because they will be encouraged and feel positive towards their jobs. This then implies that one major source of job dissatisfaction for a teacher is poor compensation. Furthermore, the study findings showed that there exists a mismatch between the compensation of teachers and their job description, and this subsequently affects their work negatively, leading to low job satisfaction. He further argued that work

allowances like retirement, transportation, and medical significantly affect teachers' job satisfaction.

Africa has, for some time now, been reporting poor performance in academics and education at various levels, which have been considerably linked to a band of dissatisfied teachers (Richardson and Radloff. 2014). Adesulu et al. (2015) argue that Nigeria, of all the African states, has been the worst hit due to a number of reasons, the most notable being a total disregard of the teachers by successive governments that have continually refused to pay teachers' salaries (Abayomi et al., 2015). This has, as a result, poorly impacted these teachers both psychologically and physiologically, and in effect, reduced their enthusiasm for their job as well as their efforts in pursuit of quality education. Iwu et al. (2018) postulate that the effectiveness of teachers will only be achieved when teachers, on their own accord, promote excellence, which can only be realised when they are adequately motivated. This, therefore, means that teachers being very valuable in the socioeconomic development of the country need to be addressed adequately, but even more precisely, their salaries need to be paid fully and on time, for it generally affects their productivity, job satisfaction and eventually their development of the society.

Iwu et al. (2018) note that teachers in Nigeria are considered to be a major resource in influencing the performance of students in pursuit of quality basic education and are largely resourceful when it comes to influencing socioeconomic growth, but they are not adequately motivated. In their study on attaining quality education by examining the determinants of teacher job satisfaction, 547 teachers from 23 in the Ibadan South-West Local Government Area in Oyo state, Nigeria, were sampled. The outcome of the study put forth that the pay or salary that teachers receive, as well as increased responsibilities and growth opportunities that are connected to their work, are the main work factors that contribute significantly to the job satisfaction of teachers. They noted that teachers' remuneration was a very critical and

emotive factor that needs to be considered very carefully, for it affects their functioning in all parts of their lives but, most importantly, in their work. According to Ndijuye and Tandika (2019) and De Sousa (2013), in most instances, pre-primary school teachers are reported not to actively take part in their social activities and individual family events, while stating that the reason for this is due to their insignificant financial contribution. This, they further state, is because of inadequate income that can hardly meet their basic needs and those of their extended family members.

Pepira-Mensah et al. (2017) carried out a study in the Northern Zone of Ghana on how the job satisfaction of basic school teachers is affected by compensation. They highlight that compensation is essential for every organisation in that attracting and retaining quality employees is dependent on the kinds of compensation it offers. Their study sought to establish the teachers' perception of compensation and what effect compensation has on teacher job satisfaction. Employing a convenience sampling of 100 basic school teachers, the findings of the study showed that teachers' perception of the compensation practices of the teaching service was negative (Pepira-Mensah et al., 2017). They further noted a significant correlation between the job satisfaction of teachers and the compensation dimensions of basic payment, incentives, and benefits. Based on their results, it is shown when teachers are not well compensated, their job satisfaction will be low, and their productivity will go down. Low job satisfaction of these teachers affects their productivity and leads to turnover, which affects the school and the students as well. They note that the role of teachers in building and shaping society is not only far-reaching but has a significant effect on the calibre of individuals they teach and mould. With this in mind, they state that compensation policies and packages need to be revised to effectively address this gap and, hence, have more effective teachers who are satisfied with their profession.

Ansah-Hughes (2016) did a study to examine job satisfaction among teachers in Ghana's Techiman

Municipality. Teachers from Junior High School and Senior High School were randomly sampled, making a sample of three hundred and six (306) elements. From the study findings, it was shown that the teaching was ideally professional for the teachers in the Techiman Municipality, but most of them would change their profession because they lack job satisfaction. Many researchers point out that pay ranks as determinant number one in regard to job satisfaction. Also, in Ghana, Addai et al. (2018) state that there is a high frequency of teachers agitating for, among other factors, better pay in their profession. In their study on organisational justice and job satisfaction as predictors of turnover intentions among teachers in the Offinso South District of Ghana, they sought to assess the influence of job satisfaction and organisational justice on turnover intentions among teachers. Using one hundred and fourteen teachers to complete the organisational justice index, the teachers' satisfaction scale and the turnover intention scale, the findings with regard to the components of job satisfaction revealed that only pay contributed significantly to teachers' turnover intentions. The study findings showed that teachers placed a lot of priority on their pay; hence, when these teachers get satisfactory remuneration, they pay less attention to other factors, such as interactional justice.

Secondary schools in Kenya, including Nairobi County, have experienced problems with the teachers. Due to limited finances, the Kenyan government put in place structural adjustment programmes that had a profound impact on educational financing. This left staff disheartened owing to a number of factors, such as insufficient and non-competitive salaries, as well as they were dissatisfaction with non-financial factors, including poor working conditions, heavy workload, institutional governance, professional growth, and recognition, among others (Ombima, 2014). There has therefore been an exodus of teachers into private schools or abroad due to these factors with a view of attaining better pay opportunities. As a result of the great value of education in people's socioeconomic development, there are great measures that have

been put in place to ensure that one successfully goes through the Education process by attaining high academic results. In Nairobi County, this desire for good achievement has put all relevant stakeholders in the Education Sector on a high alert. Many strategies have been adopted in pursuit of ensuring high performance and better outcomes, including the government's introduction of performance contracts, Subsidising Secondary Education (SSE), increased hours for teaching and learning, remedial classes on the weekends, intensive testing policies, etc. Muguongo et al. (2015), in a study on the effects of compensation on job satisfaction among secondary school teachers, concluded that insurance coverage, one of the forms and part of the compensation packages, greatly impacts teachers' job satisfaction. It was concluded that of the insurance covers given to teachers, they were most satisfied with medical covers. Whereas the bonuses that were given to them only slightly affected their job satisfaction. The bonus motivates teachers to be more concerned with teaching well, pay incentives for motivation and pay incentive schemes to achieve objectives.

The study by Kumar (2019) was undertaken in Bangladesh with a focus on compensation and did not look at the other factors of teacher job satisfaction, nor did it touch on ma. Pepira-Mensah et al. (2017) from Ghana also studied how compensation for basic school teachers affected their job satisfaction and did not also look at the other variable of job satisfaction as stated herein. Iwu et al. (2018) study, on the other hand, was based on the quality of education and how it was affected by teachers' job satisfaction in Nigeria. In addition, they sampled 547 teachers from 23 in Nigeria's Ibadan South-West Local Government Area in Oyo State. In Kenya, Muguongo et al. (2015) also focused on the effects of compensation on job satisfaction among secondary school teachers. From these studies, it is evident that not much has been done focusing on the relationship between management practices and the job satisfaction of teachers in public secondary schools and even more in Molo

Sub-County, Nakuru County, Kenya. This, therefore, necessitates the need to undertake a study on the relationship between management practices and public secondary school teachers' job satisfaction in Molo Sub-County, Nakuru County, Kenya.

Al Ajlan (2019) undertook a study on the factors influencing teachers' job satisfaction in a case study of public secondary schools in Buraidh City, Saudi Arabia, which sought to investigate the dynamics that influence teachers' job satisfaction in the public secondary schools in Buraidah. Being a quantitative research, data was collected by using a questionnaire from 150 teachers and analysed using descriptive statistics. The main outcome of the study showed that remuneration, school managers and working conditions have an influence on teachers' job satisfaction. They further showed that of the three factors, remuneration had the most significant and the greatest effect on the job satisfaction of teachers at secondary public schools of the study. Remuneration, as he pointed out, not only affects job satisfaction but also affects teachers' performance and output (Rasheed et al., 2016; Al Doghan and Al Bar, 2015), their job attitude (Ahmed et al., 2012), teacher motivation (Matoke et al., 2015) and teacher commitment in the high schools (Alshehry, 2014).

METHODOLOGY

This study applied a correlational research design, which aims to investigate relationships between two or more variables without the researcher controlling or manipulating any of the variables. The study adopted both quantitative and qualitative methods to investigate the study variables. This study targets teachers from selected public secondary schools in the Molo sub-county. Molo sub-county has a total of 33 public secondary schools with a total of 33 principals, 423 teachers employed by the Teachers Service Commission and one sub-county director of education. Using a stratified sampling technique, a sample size of 201 teachers, 10 principals and one sub-county director of

education obtained by Krejcie and Morgan (1970) formula were selected.

Data was gathered using questionnaires administered to teachers, and an Interview was conducted with the County Director of Education. The data obtained was coded for easy analysis. It was then analysed using qualitative and quantitative methods. For quantitative data, responses to the closed-ended items in the data collection instrument were assigned codes and labels. The descriptive statistics computed included percentages, frequencies and means. For inferential statistics, multiple regression analysis and correlation analysis were applied to test the hypotheses on the relationship between selected management practices and teachers' job satisfaction. The codes were then reviewed, revised, and combined into themes and sub-themes. The themes were then presented in a coherent manner. The responses were edited to ensure correct grammar, chronology, coherence, and precision and then presented in the form of tables, pie charts and graphs.

RESULTS AND DISCUSSION

The teacher's remuneration findings obtained from the questionnaires used a five-point Likert scale where U, SS, S, VS, and ES referred to unsatisfied, slightly satisfied, satisfied, very satisfied, and extremely satisfied, respectively. It also adopted the mean as descriptive statistics in generalising the level of satisfaction of teachers. This was presented in *Table 1* as follows:

Table 1 revealed that 36.0% of teachers were slightly satisfied with the pay represented the majority. However, the amount paid for the work done was unsatisfactory for 26.4% of the respondents. A mean of 2.5225 showed that teachers were somewhat satisfied with the amount of salary. 85.4% of teachers believe that they would be satisfied if they get better earnings than what they earn. This was confirmed by a mean of 3.2921, which showed that the teachers were satisfied with their current job.

37.6% of the responses showed that they were dissatisfied with their job as a source of steady

employment. However, 75.8% were satisfied with the job providing steady employment. The overall mean of 2.4382 showed that most teachers were

slightly satisfied with their profession as a source of steady employment and income.

Table 1: Teacher's Remuneration Descriptive Statistics

	U	SS	S	VS	ES	Mean
The amount of pay for the work I do.	26.4%	36.0%	11.2%	11.8%	14.6%	2.5225
The opportunity to make a better earning for a decent living.	0.0%	0.0%	85.4%	14.6%	0.0%	3.2921
The way my job provides for steady employment.	37.6%	21.9%	14.0%	11.8%	14.6%	2.4382
How my pay compares with that for similar jobs in other departments.	24.2%	49.4%	11.8%	14.6%	0.0%	2.1685
My pay and the amount of work I do.	24.2%	36.0%	25.3%	14.6%	0.0%	2.3034
How does my pay compare with that of other workers within the school?	11.2%	37.1%	25.3%	26.4%	0.0%	2.6685
How does my pay compare with that for similar jobs in the private sector?	36.0%	21.9%	14.0%	28.1%	0.0%	2.3427

The results showed that 75.8% of the respondents were satisfied that teacher's pay was slightly satisfactory compared with that for similar jobs in other departments. A mean of 2.1685 implies that teaching was satisfactory compared with other departments. According to the results, 88.8% of the respondents were satisfied with the pay in relation to the amount of work done at school. The mean of 2.3034 indicated that the salary slightly satisfied teachers based on the amount of work done.

64.0% of respondents were satisfied with the pay compared with that of other workers within the school. A mean of 2.6685 showed that the salary was satisfactory as compared with other employees in the school. The results showed that

36.0% of respondents were not satisfied with the pay as compared with that for similar jobs in the private sector. The mean of 2.3427 revealed that the average number of teachers was slightly satisfied with their salary as compared with similar jobs in the private sector.

Kumar (2019) also found that remuneration was the driving force among teachers in Bangladesh. The study also found that other work allowances like medical, retirement and transportation contributed as part of salary to job satisfaction. Pearson correlation analysis was conducted to ascertain the relationship between teacher's remunerations and job satisfaction. This was presented in *Table 2* below.

Table 2: Correlations Analysis

		Job Satisfaction
Teacher's Remuneration	Pearson Correlation	.776**
	Sig. (2-tailed)	.000
	N	178

The Pearson correlation coefficient of 0.776 was obtained from the results with a significant value of 0.000. This indicated that there was a strong positive significant correlation between teacher's remuneration and job satisfaction. Similarly, Fatima and Ali (2016) found a strong correlation between remuneration and job satisfaction.

In respondents to the interview question, all the principals agreed that teacher pay had an influence on job satisfaction. As the Principals elaborated, it

was evident that teachers' pay significantly motivated teachers to come to school and run their lives. P8 response,

"Teachers, just as other employees, require constant salary that is enough to run their family life as well as work life. The salaries of teachers have improved to an extent we can compare ourselves with the public sector. However, there is still room for improvement

since we are not on par with high-performing private firms”.

These results agree with the regression analysis and correlation analysis that there is a strong relationship between remuneration and job satisfaction.

The responses from Principals to “What aspect of pay make the most difference for teachers in their jobs?” revealed numerous aspect, which included allowance, bonus, benefits, and salaries. The response from P5 was,

“We still have areas which the government need to address in the teaching profession. One of them is to improve the minimum salary and upgrade to other levels to improve job satisfaction. The second is to enhance the allowances and benefits that are given to the private sector besides house, medical and hardship allowance. This will enhance job satisfaction among the teachers”.

This implies that there is a need to review salaries, allowances, bonuses, benefits, and salaries to achieve equity in remuneration within the public and private sectors.

In response to “What are the challenges in the remuneration of teachers by principals in public secondary schools?” the principals agreed that the remuneration of teachers employed by the government was under TSC. However, the school board have set some remuneration of teacher for PTA teachers and reward amount for subject improvement and performance-based rewards. According to P1,

“Our school have set a reward system for any teacher who improves their subject in terms of points. We also reward teachers when the over-mean score improves. This will motivate and create job satisfaction and improve the performance of teachers”.

This meant that the principal had no control over the teacher’s remuneration, with the exception of rewards and PTA teachers.

CONCLUSION

In the first objective, the results revealed that the teaching job had better opportunity for teachers to earn a decent living. The teachers are satisfied when the salary is compared with other workers in school as well as compared with the job done. However, teachers were slightly satisfied with how the salary assists in providing steady employment when compared with the private sector and the amount of work done. The teaching job was satisfactorily similar to other departments in the secondary schools. Therefore, the study found that teacher’s remuneration had a positive significant relationship with job satisfaction.

The study concluded that there was a positive significant relationship between remuneration and job satisfaction among secondary schools. This is because teachers’ job has improved, leading to better earning for a decent living. It is also paying well as compared with other workers in school and in relation to equity with work done. However, their remuneration as compared with the private sector, other departments and the workload requires improvement.

Recommendations

The study recommends the body in charge of salary and remuneration remodel the remuneration of teachers in comparison with private and other departments to make it competitive. This can be achieved by creating a competency and performance-based remuneration system to improve the quality of education.

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