

Influence of Primary School Teachers' Remuneration on the Level of Job Satisfaction: A Comparative Study of Public Primary Schools in Nakuru Municipality and Kabartonjo Division, Kenya

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Abstract

The primary school teachers' remuneration has been a bone of contention in Kenya since independence. The main teachers' outcry has been the low pay despite the extra work and other challenges, which has led to lack of job satisfaction. This has been made worse by the fact that Teachers in Kenya also receive different pay rates depending on where one is located. Therefore, the purpose of this study was to compare the influence of teachers' remuneration on their level of job satisfaction. The study adopted the ex post facto's causal comparative research design. The target population was the teachers in primary public schools in Nakuru Municipality and Kabartonjo Division. The total study population was 1490 teachers. The study used proportionate stratified sampling to select 66 teachers, whereby 43 teachers were selected from Nakuru Municipality and 23 teachers from Kabartonjo Division. In addition seven head teachers were purposively included in the study. The study population was well categorized into strata to ensure that gender, rural and urban schools were equally represented. Data was collected by the use of a questionnaire and an interview schedule. The questionnaire was administered to the teachers while the head teachers were interviewed. Descriptive and inferential statistics were used in analyzing the data collected with the aid of the Statistical Package for Social science (SPSS) version 17.0. This involved generation of percentages and frequencies. In addition, chi-square was utilized to establish if there was a statistical significant relationship between teacher remunerations and the level of job satisfaction. For validation, the instruments were given to experts to ascertain their clarity and adequacy. Cronbach's alpha was used to measure the reliability of the questionnaire. The findings indicated that there is no difference in the level of job satisfaction between teachers in Nakuru Municipality and Kabartonjo Division. The inferential statistics indicated that there is a significant relationship between teacher remuneration and the level of job satisfaction. The study recommended that the TSC should review teachers' salaries structure with the intent to increase it from time to time. This is expected to avert the frequent industrial actions.

Keywords: Influence, Level of Job Satisfaction, Teacher Remuneration

Introduction

A highly motivating teaching force is crucial in the development of human resources required by any country in order to challenge globalization and competition prevailing in the world today (Birgen, 2003). However, it is noted that most of the teachers do not appear enthusiastic about their

job and most of them engage in strikes as a way of bargaining for better salaries in Kenya (Nyambala, 2003). Over time teachers' earnings have tended to decline worldwide. This is to some extent a result of the global increase in the number of educated people (UNESCO, 2005). UNESCO (2005) further noted in that in Indonesia, Philippines, Chile and Argentina there has been a significant reduction in teachers' salaries. This global trend indicates that the primary concern of the teachers is the poor pay. This is even worse in the developing countries teachers earnings are often insufficient to provide a reasonable standard of living (UNESCO, 2005).

In Africa, teachers' salaries are low and the teachers are dissatisfied with their jobs (UNESCO, 2004). As a result, teachers do not fully concentrate in their duties as most of them engage in income generating activities. This concept of low pay and dissatisfaction of teachers in Kenya began long ago during the colonial period (Nyambala, 2003). For example, historically in 1960s the African teachers in Kenya were paid at lower scale in comparison to their European, Asians and Arab counterparts. Birgen (2004) however, stated that the Kenyan teachers during the colonial time did not have clear terms and conditions of service. They were often harassed, denied annual study and maternity leave and other fringe benefits that caused dissatisfaction (Otiende, Wamaiu & Kiragu, 1992). However, the Kenyan government has always tried to improve the working conditions of the teachers through commissions and reports but, still the Kenyan teachers have always portrayed signs of dissatisfaction. For example the ROK (1964) report made the teachers condition to worsen. This is because it placed teachers' employment under the local authorities. Therefore it resulted into irregularities in the payment of teachers' salaries (Eshiwani, 1993). To make matters worse the ROK (1985) report was also set up which recommended a new salary structure for graduate secondary school teachers while the primary school teachers were left out (Otiende, *et al*, 1992).

The introduction of FPE by the NARC government in 2003 was another added challenge for the teachers (Muroki, 2004). It created a situation whereby teachers were faced with several problems such as admission of over aged children, over enrolment at the teacher-pupil ratio of 1:100 and teaching of disabled children without adequate training. Therefore the study attempted to compare the influence of teacher remuneration on the level of job satisfaction in two different set ups with one having rural and the other an urban inclination.

The decline in academic performance among public primary schools in Kenya remains a major concern of the government, teachers, parents, educationists and other stakeholders. There is also a sharp disparity in performance existing between rural and urban public primary schools in the country with the urban ones seemingly performing better than their rural counterparts. A teacher's dissatisfaction with the teaching job is likely to lead to less effort put in by the teacher to improve pupils' performance. There is therefore need to compare the teachers' level of job satisfaction in public primary schools in Nakuru Municipality and Kabartonjo Division which are urban and rural settings respectively.

In Kenya where the current study was done, teachers' salaries are low and the teachers are dissatisfied with their jobs (UNESCO, 2004). As a result teachers do not fully concentrate in their studies as most of them engage in income generating activities. This concept of poor remuneration seems

to cut across continents. For example a research done in China as cited by Ingersoll (2002) noted that poor pay is one of the most important reasons why teachers leave the profession. In Swaziland, salaries were found to be the important pull factors to other professions and it tends to make teaching less attractive and hence lacking retention capacity (Hanson, 1969)

Shiundu and Omulando (1992) stated that most young and better trained teachers opt for better paying jobs elsewhere and hence the best of their efforts cannot be realized in the Education sector. They state that in most developing countries, teaching is taken as a bridging occupation into which people go prior to setting down to a more lucrative and satisfying job. Therefore there is need to establish the effects of teachers remuneration on jobs satisfaction among primary school teachers. The objectives of this study were to: (1) compare the level of job satisfaction among primary school teachers in Nakuru Municipality and Kabartonjo Division, and (2) establish the influence of Primary school teachers' remuneration on the level of job satisfaction in Nakuru Municipality and Kabartonjo Division.

Research Methodology

The research design used was the *ex post facto's* causal- comparative. This is a design in which the study attempts to identify causative relationship between the dependent and independent variables (Gay & Airasian, 2003). However, the researcher cannot manipulate the independent variables or randomize the subjects (Gay & Airasian, 2003). This design is considered appropriate as the study was not confined to merely collection and description of data, but also necessitate cross cultural comparison (Holmes, 1965).

The study was carried out in Nakuru Municipality in Nakuru County and Kabartonjo in Baringo County, Kenya. The target population was 1490 public primary school teachers. The study used proportionate stratified sampling to select 66 teachers. Four schools with adequate facilities were selected in the Nakuru Municipality whereas three schools were selected in the Kabartonjo division. The sample size was selected proportionally from the total population of each area and proportion of gender. In order to give an insight into the study the researcher also purposively selected another sample of 7 head teachers.

Data was collected using questionnaires and interview schedule. These instruments were constructed to meet the objectives of the study. The questionnaires were developed for the teachers while the interview schedule was for the head teachers. For validation, the instruments were given to research experts to ascertain its clarity and adequacy. The aim was to test the level of language, vocabulary and sensitivity of items. The instruments were amended according to the experts' comments and recommendations before being administered. Further, a pilot study was done in two primary schools to establish whether the instruments could elicit the data that was anticipated. It is further noted that it was meant to detect any form of ambiguities, which might have been encountered in the actual study. Cronbach's alpha was used to measure the reliability of the instrument. A reliability coefficient of 0.81 was obtained which was above the recommended threshold of 0.7 and above (Borg, Gall & Gall, 2003).

Results and Discussion

Teachers may encounter different experiences due to diverse working environment. This study was carried out in two different environments: Nakuru Municipality which was an urban area and Kabartonjo Division which was a rural set-up. This therefore formed the basis to establish the level of job satisfaction among the teachers in the rural and urban settings. The amount a teacher earns can determine the level of satisfaction and respondents were asked to indicate whether they were satisfied with the salaries they earned. The findings are presented in Table 1.

Table 1: Salary and level of Satisfaction

Area of Study		Do you consider the salary you earn to be adequate?		
		Yes	No	Total
Nakuru	Count	3	40	43
	% within Area of study	7.0%	93.0%	100.0%
Kabartonjo	Count	4	19	23
	% within Area of study	17.4%	82.6%	100.0%
Total	Count	7	59	66
	% within Area of study	10.6%	89.4%	100.0%

From the above findings it is observed that in both areas teachers were dissatisfied. In Nakuru Municipality (93%) indicated salary was inadequate compared to (82.6%) in Kabartonjo Division, who too indicated salary was not adequate. Both areas indicated with a small percentage that salary was adequate. This implied that teachers were not satisfied with what they were paid as salaries. Dissatisfaction brings about industrial action to demand for better salaries as has been the case in Kenya where teachers have always gone on strike with the aim of getting better salaries. Due to the strikes experienced in Kenya in the recent years there has been return to work formulas drawn in terms of salary increments. For instance in 2011, there was an increment of teachers' salaries and the study sought to find out whether teachers in the two areas were satisfied with the increment. The findings are presented in Table 2 which shows the level of satisfaction with salaries increment.

Table 2: Level of Satisfaction with Salary Increment

Area of Study		The general view on the new salary increment		
		Yes	No	Total
Nakuru	Count	41	2	43
	% within Area of study	95.3%	4.7%	100.0%
Kabartonjo	Count	22	1	23
	% within Area of study	95.7%	4.3%	100.0%
Total	Count	63	3	66
	% within Area of study	95.5%	4.5%	100.0%

In comparing the two areas on the level of satisfaction with the salary increment made, teachers both areas had the same view that, they were not satisfied (95.3%) for Nakuru and (95.7%) for Kabartonjo. This clearly shows that teachers in both areas were not satisfied with the package they got and it also shows low level of satisfaction. These findings concurs with Bogonko (1992) who stated that since the salaries of the teachers are low in relations to other professions like law and medicine, the teachers can either quit or combine teaching with running other income generating activities. Dissatisfaction arising from low levels of income in teaching often triggers ones initiative to set up a business to be able to survive. The teachers have set up kiosks, "mitumba" stalls, served lunches and engaged in farming so as to supplement their meagre income (Makura, 1998). Teachers did this in violation of regulations that demands that a teacher cannot simultaneously carry out a business enterprise whose demand in time and effort interferes with the teaching duties. To find out whether teachers engage in businesses, respondents were asked to indicate if they engaged in such businesses, and the findings are presented in Table 3.

Table 3: Teacher Engagement in Business Activities

Area of Study		Do you engage in any income activities?		
		Yes	No	Total
Nakuru	Count	26	17	43
	% within Area of study	60.5%	39.5%	100.0%
Kabartonjo	Count	14	9	23
	% within Area of study	60.9%	39.1%	100.0%
Total	Count	40	26	66
	% within Area of study	60.6%	39.4%	100.0%

From the findings above, there was no difference in the level of involvement in business, both in Nakuru and Kabartonjo. This proved that due to low level of satisfaction teachers are more involved in business to cater for the surplus of their needs. This confirms assertions by Bogonko (1992) as earlier who stated. To be more elaborate, respondents were asked to indicate the kind of business activities they were involved in. The findings are presented in Table 4.

Table 4: Teachers' Economic activities

Area of Study		Do you engage in any income activities?			
		Farming	Coaching	Business	Total
Nakuru	Count	8	12	7	27
	% within Area of study	29.6%	44.4%	25.9%	100.0%
Kabartonjo	Count	11	1	2	14
	% within Area of study	78.6%	7.1%	14.3%	100.0%
Total	Count	19	13	9	41
	% within Area of study	46.3%	31.7%	22.0%	100.0%

From the findings, majority (44.4%) in Nakuru were involved in part time teaching, (29.6%) farming and (25.9%) in business while in Kabartonjo (78.6%) were farmers, (14.3%) were involved in business and (7.1%) in part-time coaching. This implies that respondents are not satisfied with the remuneration and are forced to engage in economic activities to make more for sustainability. The study can conclude that level of satisfaction in both study areas do not differ that much, they both experience the same problems and lack of satisfaction.

The rates of teacher remuneration appear to play an important part in motivating teachers to seek other forms of employment. Therefore the study sought to find out whether remuneration has any influence on the job satisfaction. Respondents were asked to indicate whether the rate of teacher remuneration has any effect on job satisfaction. The findings are presented in Table 5.

Table 5: Effects of Remuneration on Job Satisfaction

Area of Study		Do you think the rate of teacher remuneration has effect on job satisfaction?		
		Yes	No	Total
Nakuru	Count	36	7	43
	% within Area of study	83.7%	16.3%	100.0%
Kabartonjo	Count	19	4	23
	% within Area of study	82.6%	17.4%	100.0%
Total	Count	55	11	66
	% within Area of study	83.3%	16.7%	100.0%

From the findings, teachers in both areas agreed that remuneration has an effect on job satisfaction as indicated by (83.7%) from Nakuru and (82.6%) from Kabartonjo. To justify this, respondents gave some reasons as to why remuneration has an effect on job satisfaction. Respondents indicated that, good remuneration motivate teachers, and teachers have no need to start any other income generating activity to sustain their needs. Further respondents were asked to rate their level of satisfaction. The findings are presented in Table 6.

Table 6: Level of Job Satisfaction

Area of Study		Level of job satisfaction				Total
		Very satisfying	satisfying	Not satisfying	Uncertain	
Nakuru	Count	2	8	33	0	43
	% within Area of study	4.7%	18.6%	76.7%	0%	100.0%
Kabartonjo	Count	0	2	20	1	23
	% within Area of study	0%	8.7%	87.0%	4.3%	100.0%
Total	Count	2	10	53	1	66
	% within Area of study	3.0%	15.2%	80.3%	1.5%	100.0%

From the finding, teachers from Kabartonjo were found to be more dissatisfied as indicated by (87%) than those from Nakuru as indicated by (76.7%). This implies that the rate of dissatisfaction in rural areas is slightly more than the urban areas. To elaborate, more respondents were asked to comment about teacher satisfaction in the division or the municipality. The findings are presented in Table 7.

Table 7: Teacher Opinion on Satisfaction

Area of Study		Opinion on teacher satisfaction in the division or municipality			
		Not satisfying	Satisfying	Uncertain	Total
Nakuru	Count	35	7	1	27
	% within Area of study	81.4%	16.3%	2.3%	100.0%
Kabartonjo	Count	21	1	1	23
	% within Area of study	91.3%	4.3%	4.3%	100.0%
Total	Count	56	8	2	66
	% within Area of study	84.8%	12.1%	3.0%	100.0%

From the findings in Table 7, teachers in both areas indicated dissatisfaction as indicated by (81.4%) from Nakuru and (91.3%) from Kabartonjo. Further teachers were asked to indicate whether they were happy with working conditions in their areas of work. The findings are presented in figure 1

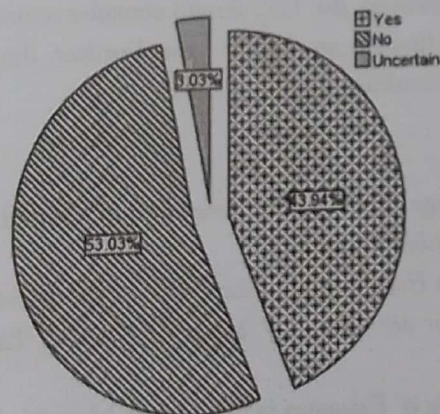


Figure 1: Level Satisfaction with Working Conditions

From figure 1, 53.03% were not happy with the working conditions in their work stations while (43.94%) indicated that they were happy. Remuneration involves more than payments or salaries and it includes working conditions. Therefore the conditions influence job satisfaction in one way or another. In conclusion, the study had sought to find out whether there was any relationship between remuneration and job satisfaction and the study has shown clearly that there is a significant

relationship. To ascertain the existence of relationship between remuneration and job satisfaction, a chi-square test was carried out and the findings are presented in Table 8

Table 8: Chi-Square test Determining Relationship remuneration and job satisfaction

Relationship between remuneration and job satisfaction	
Chi-Square	29.333 ^a
Df	1
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 33.0.

From the findings, a chi-square value of ($X^2=29.33$, $df= 1$ Sig = 0.00) was realized an indication that there was significant relationship between remuneration and job satisfaction.

Conclusion and Recommendations

The findings have revealed that teachers have low levels of job satisfaction in both Nakuru Municipality and Kabartonjo Division. This level of job satisfaction has forced teachers to engage in income generating activities or look for greener pastures where the remuneration is satisfying. This implies that teachers are spending less time in teaching which has contributed to poor performance in public primary schools. From the study, it has also emerged as it was proved by the hypothesis tested that there is a statistically significant relationship between remuneration and level of job satisfaction.

In view of the foregoing conclusions, the TSC should consider reviewing teacher's salaries, structure with the intent of increasing them from time to time. Further, the salaries to be reviewed should reflect the current economic conditions.

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