

# Remuneration Level on Teachers Turnover in Secondary Schools in Uganda

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## Abstract

There is always a challenge in remuneration on employee's turnover, thus good remuneration strategies results into improved organizational performance. This paper examines the level of remuneration on teacher turnover in Secondary Schools in Rubaga Division, Kampala Uganda. It examined the effects of both monetary and none monetary rewards. This study mainly relied on the Expectancy theory. The research helps practicing manager to create an effective, balanced and efficient operating reward structure for the organization. The study included school proprietors, teachers, head teachers and government officials (ministry of Education). For the purpose of this research, we used quantitative design and collected data from 120 personnel, selecting 100 teachers and 20 head teachers. The study finds that absence of proper allowances, would directly force teachers out of the teaching profession. The results indicated that there is a significant relationship between remuneration level and teacher turnover in secondary schools in Rubaga Division, Kampala City.

**Keywords:** Remuneration, Monetary rewards, Turnover.

## 1-Introduction

Employee turnover is prevalence and has become a major concern of every organization. Allensworth, Poniscia & Mazzeo (2009) found that turnover also compromises instruction by diverting resources from classrooms. Grissom (2011) points that it widens the gaps between low-income and wealthier schools. Thus, these factors, in turn, reduce a school's capacity to develop programs and implement curricula, and they impede teachers' ability to improve instruction together, over time. It is typically more challenging to fill vacancies in these kinds of schools with qualified teachers Teacher turnover is a global challenge and very complex in nature. It is frequently positioned as either a problem for work force planning and resources, or as an indicator of the relatively poor quality of schooling and teacher morale. Severe teaching gaps are experienced by at least ten countries in the Arab States, East Asia and the Pacific, as well as South and West Asia (Allensworth, Poniscia & Mazzeo, 2009).

Schools with high turnover commonly employ a disproportionately large proportion of novice teachers, who, on average, are less effective than those with more teaching experience, disruptions in instructional continuity result in "less comprehensive and unified instructional programs" for students and this directly affects their learning. Increasing the retention of effective teachers would appear to be an obvious strategy to improve teaching effectiveness, yet over a third of high-performing teachers report that they received little encouragement from their principals to remain at their current school (TNTP, 2012).

Tan Xiaohong (2013) thinks the factors that affect the job satisfaction of R&D personnel are salary, growth and development, work environment, work achievement; work itself, social support and so on. Wang Xueli (2014) believes that the reasons for the loss of R&D personnel include corporate factors, personal factors and social factors. Employee turnover has become a major concern for academics and practitioners alike (Deery, Nath, & Walsh, 2013; Korunka, Hoonakker, & Carayon, 2008; Popoola, Nnadozie, & Moses, 2013). Waswa and Katana (2008) reported that in Kenya, qualified faculty members from various Kenyan public universities have quitted their job for a secured and better paying jobs abroad. Munzali and Obaje (2008) also reported that about 64% of the required number of teaching staff from various universities in Nigeria have left for western industrialized countries, such as USA, United Kingdom (UK), Southern Africa and Middle East countries, including Kuwait, Saudi Arabia and Oman, among others.

## 2-Theoretical Background and Hypothesis

The study is based on the Expectancy Theory by (Vroom,1964). Theory asserts that an individual will decide to behave or act in a certain way because they are motivated to select a specific behavior over other behaviors due to what they expect the result of that selected behavior will be. The theory as advocated by Vroom (2014) argues that employees (teachers) are likely to leave if their expectations are not met. It's preferred by the researcher because it emphasizes what employees need or expected from an organization and failure to fulfill them, leads to low commitment, frustration, loss of morale and eventually leaving their jobs. In the context of this study, private schools can change their policies, treat their experienced staff better, reward them accordingly so as to reduce teacher turnover. Expectancy theory is about the mental processes regarding choice, or choosing. It

explains the processes that an individual undergoes to make choices. Teachers are often not entitled to the same allowances as other civil servants (particularly housing and car loans). Remote area allowances are paid in many countries, but they do not appear to have a major impact in rectifying staffing imbalances between rural and urban schools. This is mainly because they are not usually large enough (typically 20- 30% of basic pay) to compensate teachers for the net disadvantages of rural life.

Mumanyire (2005) states that the most important motivator to the teacher is money which can be in form of salaries, allowances, wages, bonuses, duty allowances and other monetary rewards. Bennell & Akyeampong (2007) indicate that three major issues emerge from the country case studies with regard to allowances. While allowances continue to account for a sizeable proportion of the overall remuneration package for teachers in a few countries (notably India and Bangladesh), the trend elsewhere, and especially in Africa, is for allowances to be phased out, in some cases, almost altogether. In some countries, such as Sierra Leone, remote area allowances have been agreed on, but owing to lack of funding they have not been operationalised Bennell & Akyeampong (2007). According to Maicibi (2003) monetary rewards or incentives are financial rewards directly related to performance. Late payment also has a share in turnover. Not only are pay levels very low but, in many countries, they are not paid on time either Bennell & Akyeampong (2007) Late payment of salaries is very common, especially in low-income African countries, where fiscal crises are most acute. This can have a devastating impact on teacher morale.

Many employees make a systematic assessment of the net monetary and non-monetary benefits from different occupations; People will definitely go for jobs that give them the highest monetary benefit, and teaching maybe their least option. Working conditions and job satisfaction are considered to be correlated in the school (Goldhaber, Gross, & Player, 2007). It is also estimated that employee turnover has a financial costs to organisations due to the separation costs; replacement costs of departed employees and training costs of new employees (Cascio, 2000; McKinney, Bartlett, & Mulvaney, 2007). Waititu (2013) also states that even though salaries are important, working conditions are seen as extremely important in teacher turnover. Furthermore, adds that: One major trigger of teacher turnover is said to be bureaucratic and frustrating working conditions. Working conditions, according Waititu (2013) include: unprofessional administration, lack of support of the parents and community, overload of paperwork, and lack of discipline among students. Influence of substandard workplace conditions on the high rates at which teachers--especially new teachers--leave their schools or quit the profession altogether (Johnson & Susan Moore, 2006)

### **3-Method**

#### **3-1 Sample**

The study included school proprietors, teachers, head teachers and government officials (ministry of Education). The sample size was 120, selecting 100 teachers and 20 head teachers. The study was conducted in Rubaga division, Kampala city-Uganda. This division was selected because it is the division with more schools than the other four divisions (Kawempe, Makindye, Nakawa, and Kampala central division).

#### **3-2 Data Analysis**

The data was collected through a structured questionnaire and was coded and entered into the computer and statistically treated using the Statistical Package for Social Scientists (SPSS). Descriptive statistics was used to determine the distribution of respondents on personal information and the questions under each of the variable. Means and percentages were used to analyze the data. A structured 4 points modified likert scale battery of Strongly Agree (4) Agree (3) Disagree (2) and Strongly Disagree (1). The respondents were asked to indicate the extent to which they are agree/disagree with various statements. The qualitative data was analyzed by developing different themes generated from research objectives. The data on both the independent variable and the independent variable were interpreted using the following mean ranges:

<b>Mean Range</b>	<b>Response Mode</b>	<b>Interpretation</b>
3.26-4.00	Strongly Agree	Very High
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly Disagree	Very Low

#### 4-Results

**Table (1) Effects of salary on teacher turnover in Rubaga Division, Kampala City**

No.	Indicator	Mean	Interpretation
1	Teachers receive salary on time	2.3431	Low
2	Teachers are satisfied with their salary	2.0000	Low
3	Teachers receive bonus on top of their salary	2.1863	Low
4	Teachers' salaries cover all their needs	1.6569	Very low
	<b>Average Mean</b>	<b>2.046575</b>	<b>Low</b>

Source: Survey data-2016

**Table (2) Effects of housing allowance on teacher turnover Rubaga Division, Kampala city**

No.	Indicator	Mean	Interpretation
1	The schools give teachers shelter	2.1863	Low
2	The schools houses are very convenient and are well furnished	3.1176	High
3	The houses are near the schools	3.3627	High
	<b>Average Mean</b>	<b>2.8888</b>	<b>High</b>

Source: Survey data-2016.

**Table (3) Effects of medical allowance on teacher turnover in Rubaga Division, Kampala City**

No.	Indicator	Mean	Interpretation
1	Teachers receive medical allowances	2.3039	Low
2	Teachers' medical allowances cover all their health needs	1.6176	Very low
3	Teachers' families are covered in the same medical insurance	1.5098	Very low
4	Teachers have life assurance	1.2843	Very low
5	Teachers can go to access health services any time	2.2745	Low
	<b>Average Mean</b>	<b>1.79802</b>	<b>Low</b>

Source: Survey data-2016.

**Table (4) Effects of social working conditions on teacher turnover in Rubaga Division, Kampala City**

No.	Indicator	Mean	Interpretation
1	The working condition in schools is good	2.1078	Low
2	The fellow staffs are social	3.0784	High
3	Teachers freely interact with all people at schools	3.5588	Very high
4	The top management are very approachable	3.3235	High
	<b>Average Mean</b>	<b>3.32105</b>	<b>High</b>

Source: Survey data-2016.

**Table (5) Effects of leave and holiday package in Rubaga Division, Kampala City**

No.	Indicator	Mean	Interpretation
1	Teachers are exposed to favorable work-leaves	1.8824	Low
2	The teachers get their holidays without missing	1.7941	Low
3	The schools pay for extra-time work when teachers miss leave	2.1373	Low
4	Teachers receive holiday/leave packages	1.6078	Very low
5	Teachers are free to choose when to go for their work holiday/leave	1.6078	Very low
	<b>Average Mean</b>	<b>1.80588</b>	<b>Low</b>

Source: Survey data-2016.

Table 1 represents research question 1 that sought answers to the effects of salary on teacher turnover in Rubaga Division, Kampala City. The findings reveal that salary as a remuneration factor to teachers is still very low. For example, teachers receive salary on time (mean 2.3431), teachers are satisfied with my salary (mean 2.0000), teachers receive bonus on top of my salary (mean 2.1863), and that teachers' salaries cover all their needs (mean 1.6569). This generally means that teachers' salaries are not sufficient enough and thus do not cover most of the basic needs.

Table 2 shows that although there are some housing challenges faced by the teachers, there are at least some indications that teachers are given housing allowances. For example, the school gives teachers shelter (2.1863), the schools houses are very convenient and are well furnished (mean 3.1176), the house are near the schools (mean 3.3627), and that teachers receive medical allowances (mean 2.3039). This means that although it is not possible for all teachers to have housing within the schools, but the schools houses are very convenient and are well furnished and the houses are also near the schools.

Table 3 reveal that teachers do not get proper medical allowances. For example, it was found that: Teachers receive medical allowances (mean 2.3039), teachers' medical allowances cover all my health needs (mean 1.6176), teachers' families are covered in the same medical insurance (mean 1.5098), teachers have life

assurance (mean 1.2843), and that teachers can go to access health services any time (mean 2.2745). The findings mean that if teachers' medical allowances are there, they don't cover all their health needs, teachers' families are not covered in the same medical insurance, and that teachers do not have life assurance.

Table 4 sought answers to the effects of social working conditions on teacher turnover in Rubaga Division, Kampala City and the findings revealed that there is a good working condition in many secondary schools of Rubaga Division, Kampala City. For example, the study found that the working condition in schools is good (mean 2.1078), the fellow staffs are social (mean 3.0784), teachers freely interact with all people at schools (mean 3.5588), and that the top management are very approachable (mean 3.3235). The findings herein show that schools provide a conducive working environment that instead promotes teacher retention in schools instead of threatening teacher turnover

Table 5 indicates that leave and holiday packages to teachers are very poor. The study found that teachers are exposed to favorable work-leaves (mean 1.8824), the teachers get their holidays without missing (mean 1.7941), the schools pay for extra-time work when teachers miss leave (mean 2.1373), teachers receive holiday/leave packages (mean 1.6078), teachers are free to choose when to go for their work holiday/leave (mean 1.6078). Secondary school teachers in Rubaga division, Kampala City do not receive their holiday/work leave packages. The findings also show that teachers are willing to work on other fields other than education, but disagreed that the policies and regulations in the schools are favorable and adequate to them. It was earlier found that severe teaching gaps are experienced by at least ten countries in the Arab States, East Asia and the Pacific, as well as South and West Asia.

## 5-Conclusion

Basing on the findings, teacher turnover tends to cost schools and pose a risk of teacher retentions in schools. Whether in the developing or developed countries, the challenge for most organizations is how best to retain their employees for the long term in the organization (Goswami, B K. and S Jha, 2012). The working conditions of teachers need to be well managed by school principals and proprietors so as to retain teachers. Analyzing data from North Carolina's Teacher Working Conditions Survey, which included responses from over 70% of the state's teachers, Ladd (2011) found that teachers' reports about their working conditions were highly predictive of their intentions to leave their schools, even when controlling for student race and socioeconomic status, thus, teachers need to be well remunerated so as to remain in their profession. Basics like wage and/ or salary programs and structures accruing from job descriptions, merit-based programs, bonus-based programs, commission based programs and so on, and benefits like retirement plans, health life insurance, disability insurance, vacation, employee stock ownership plan and so on should be included for employees. Meanwhile, several studies have indicated that employee turnover is detrimental to both individuals and organisations (Glebbeck & Bax, 2004; Hellman, 1997). For instance, co-worker turnover, may be a "shock" to the remaining employees, which results in work disruption and also significantly reduce their job embeddedness, thereby triggering thoughts of quitting in them (Holtom, Mitchell, Lee, & Eberly, 2008).

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