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Salary Payment as Determinant of Job Satisfaction among Primary School Teachers in Oyo Metropolis

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Abstract

Prompt payment of staff salaries is an important determinant in job satisfaction of teachers which is essential for effective service delivery to the clientele. This study looked at primary school teachers' salaries as a factor in job satisfaction in Oyo metropolitan. The study, which used a descriptive survey approach, investigated two research hypotheses. All public primary school teachers in the city of Oyo made up the population of the study. A random sample of 411 primary school teachers was taken. Twenty items on a self-structured questionnaire were used to elicit responses from the respondents. The instrument's reliability was examined using the test-retest reliability method, which produced a reliability coefficient of 0.72. The data collected were analyzed using one-way analysis of variance (ANOVA). The findings of the research hypotheses show that there is no significant difference between primary school teachers job satisfaction based on their monthly income. It also indicated that primary school teachers' level of education has significant influence on their monthly income. It was therefore recommended that the government should make primary school teaching lucrative through a better salary payment and incentives with prompt promotion. Also, government should create an atmosphere conducive to learning to enhance the teachers' job satisfaction so as to develop and improve on the pupils' learning experiences.

Keywords: Job Satisfaction, Salary Payment, Primary School, Teachers, Education

Introduction

Education is that cycle that fosters the totality of a man intellectually, socially and mentally to empower him to work perfectly in any climate in which he might find himself (FGN, 2013). Running a successful educational system requires the attraction and retaining of high-quality teaching staff (Odeleye, 2013). Teachers in primary schools play a crucial part in transferring knowledge in the classroom. They educate, foster, and help students develop the necessary social and academic skills for their age, aptitude, and level of development. Additionally, they develop daily lesson plans, lead class discussions, give and grade tests, assign and check homework, and evaluate student's work individually and corprately. If a solid foundation is set, primary education at this level strengthens the learner's feet to ascend the educational ladder to the pinnacle of academic success (Etor, Mbon & Ekanem, 2013).

The role teachers' plays are very crucial for the transfer of knowledge, especially at the primary level of education. It is therefore pertinent to have quality hands to teach at this level. One of the foremost factors to attract and retain quality teachers for quality service delivery in primary schools is job satisfaction. Satisfaction with teaching is an important policy issue that is associated with teacher effectiveness which ultimately affects student's achievement (Odeleye, 2013). Teacher job satisfaction is a combination of an intrinsic and extrinsic factors. This paper considers one of the extrinsic factors of job satisfaction which is salary payment of teachers. According to Birchler and Michaelowa (2016), the largest expense component in educational finance is the remuneration of teachers. In the majority of developing and industrialized nations, teacher salaries make up between 50 and 75 percent of current educational spending. In some African nations, their share can reach 90% (World Bank 2001). Olohundare (2019) citing Agburu (2012), held the opinion that salaries should be given on time and in a sufficient amount because they are important to the workers in any organization. Employee morale can be quickly damaged by inadequate and late salary payments, which can interfere with their ability to execute their jobs effectively. Without a salary, the lives of employees and the members of their families become incredibly precarious.

According to Surbhi (2015), in order to support the organization's efficient operation, employers must offer salary a suitable amount of attention. Monthly compensation for employees in an organization is referred to as a salary. A defined sum of money known as a salary is paid to employees on a regular schedule in exchange for their services in achieving organizational objectives. As indicated by Odoh (2011), payment of salary is typically founded on shared arrangement between the employees and the employer which might be at times an individual, gathering of people or government, contingent upon the responsibility for work. Salary is a proper measure of cash given to the teachers at normal periods for the service delivered towards the achieving a set goals and objectives. Umar (2012), stated that prompt payment of salaries significantly increases teachers' viability and commitment, as well

as the achievement of the stated school goals. To enable teachers to efficiently carry out their statutory obligations, they must get adequately and timely rewarded. When teachers are paid well, their morale may be raised, resulting in improved job performance (Henry, 2015). Job satisfaction is such a phenomenon which comes from not only the job but also from one's personal, social organizational, administrative, and economic condition, according to Tasnim in Mubarak (2016). BasuMallick (2021) defines job satisfaction **as the level of contentment employees feel with their job, a** fulfillment of employees expectations, which differ from person to person and organization to organization- even in the context of men and women. Hulin and Judge in Tien, (2014), contend that the idea of job satisfaction ought to involve multi-layered mental reactions including the three significant viewpoints specifically evaluative (cognitive), emotional (affective), and behavioral components. As explained by Owan (2018), primary school teachers' job satisfaction implies the degree to which they play out their educational and academic obligations in order to empower the students to learn, and for the actualization of school aims, goals and objectives.

Since the teachers are the employees of the educational establishments, and their job satisfaction promotes teaching and learning, when measuring how committed a teacher is to their work, one of the most popular measures or elements is job satisfaction. Thus, high job satisfaction increases the productivity of the school as an organization, thereby increasing the organizational performance. Therefore, teachers' remuneration plays an important role in determining their level of job satisfaction (Kumar, 2016). A teacher's dissatisfaction with their remuneration will not only result in poor knowledge transfer, but it will also have an impact on other aspects such as pupils' motivation, career choice, academic performance, and so on. Therefore, in light of the above discussion, this paper seeks to consider salary payment as determinant of job satisfaction among primary school teachers teacher, considering its importance as a factor which can enhance teaching competency and learning outcomes.

Statement of the Problem

Though several scholars have looked into related studies on job satisfaction of primary school teachers, there is a dearth of literature on salary payments as a determinant of job satisfaction among primary school teachers in Oyo metropolis. A gap in knowledge therefore exists, which this study attempts to fill.

Purpose of the Study

The main purpose of this study is to explore the salary payment as determinant of job satisfaction among primary school teachers in Oyo metropolis. The purpose of this study was specifically to:

1. Find out the significant difference between primary school teachers job satisfaction based on their monthly income.
2. Determine the extent to which primary school teachers' level of education influence their monthly income.

Research Hypotheses

The following research hypotheses were formulated to guide the study based on the research purposes.

H_{O1}: There is no significant difference between primary school teachers job satisfaction based on their monthly income.

H_{O2}: Primary school teachers' level of Education has no significant influence on their monthly income.

Methodology

The study was conducted using a descriptive survey research approach. All primary school teachers in Oyo State were included in the studies demographic, whereas public primary school teachers in Oyo metropolis were the target population. 411 primary school teachers were randomly sampled. The researchers created a 4-point Likert type on Salary Payment and Job Satisfaction Questionnaire (SPAJSQ). The questionnaire has a total of 20 questions. Two primary educators checked the content validity of the questionnaire. To assess the instrument's reliability, it was given to 50 primary school teachers within Oyo metropolis who are not part of the sample but shared the same characteristics as the main respondents, and the results were examined using the test-retest reliability method, which yielded a reliability coefficient of 0.72. At the 0.05 level of significance, the two research questions were examined using One-Way Analysis of Variance (ANOVA).

Results

H_{O1}: There is no significant difference between primary school teachers job satisfaction based on their monthly income.

Table 1: 1-way ANOVA on difference between primary school teachers job satisfaction based on their monthly income

Source	Sum of Square	df	Mean Square	F	Sig.
Between Groups	24542176.60	3	8180725.532	.431	.731
Within Groups	7741228418	408	18973599.06		
Total	7765770594	411			

P > 0.05

The results in Table 1 showed F-ratio value = 0.431, P > 0.05. This implies that primary school teachers' job satisfaction had no significant difference on their monthly income. Hence, the stated null hypothesis is not rejected.

H_{O2}: Primary school teachers' level of Education has no significant influence on their monthly income.

Table 2: 1-way ANOVA on primary school teachers' level of education and their monthly income.

Source	Sum of Square	df	Mean Square	F	Sig.
Between Groups	250816875.3	4	62704218.82	3.396	.009
Within Groups	7514953719	407	18464259.75		
Total	7765770594	411			

$P < 0.05$

Date in Table 2 indicated that the calculated F-value = 3.396 with the calculated p-value of 0.009 are significant at 0.05 level of probability. Therefore, the null hypothesis which stated that primary school teachers' level of education has no significant influence on their monthly income is hereby rejected.

Discussion of the Findings

Hypothesis one shows that there is no significant difference between primary school teachers job satisfaction based on their monthly income. The researchers believed that some primary school teachers are teaching with passion without the interest of money first so as to impact their knowledge in our future generations. Some believes in this saying that "the reward of teachers in the heaven". This corroborated with the work of Adelabu in Kamoh, Ughili, and Abada (2013) who observed that Nigerian teachers are dissatisfied with their wages and jobs. This can be because workers in Lagos are paid a pitiful wage for their work because the cost of labour looks to be low. On the other hand, Asekun (2015) found that job and pay satisfaction might both predict employee turnover.

Lastly, hypothesis two shows that primary school teachers' level of education has significant influence on their monthly income. The researchers believe that this significant influence is as a results different teacher's grade level and experiences. The results was in line with the work of Alsulami (2018) who found out that level of education and experience on individual income is a noticeable issue in Saudi Arabia. Also, Wannakrairoj (2013) postulated in his research that level of education and experience are positively correlated with the wages of labour in both urban and rural labour markets in Thailand.

Conclusion

Based on the findings made in this study, the researchers observed that adequate and prompt promotion of teachers and payment of salary with their incentives will promote job satisfaction among primary school teachers in Oyo Metropolis. This will improve pupils' academic performance and ameliorate the academic standards of public primary schools. If primary school teachers are compensated well, they will be encouraged, assured and would have positive feelings towards their teaching job and this would result to job satisfaction.

Recommendations

Based on the findings and conclusions of this study, it is recommended that:

i. Government should make primary school teaching lucrative through a better salary payment and incentives.
ii. Government should create an atmosphere conducive to learning to enhance the teachers' job satisfaction so as to develop the pupils learning experiences.
iii. Government should ensure prompt promotion of primary school teachers and the incentives of such promotion implemented promptly.

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