

## Salary Disparity and Effectiveness of Teachers in Government Aided Secondary Schools of Bukanga County, Isingiro District

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**ABSTRACT:** The study assessed the effect of salary disparity on the effectiveness of science teachers compared to arts teachers of government aided Secondary Schools in Bukanga County, Isingiro district. Objectives of the study were; i) examine the effect of salary disparity on the effectiveness of Science teachers in government aided secondary schools of Bukanga County, Isingiro District. ii) examine the effect of salary disparity on the effectiveness of Art teachers in government aided secondary schools of Bukanga County, Isingiro District. iii) establish the difference in the effectiveness of science teachers compared to arts teachers in government aided secondary schools of Bukanga County, Isingiro District. The study adopted a descriptive research design. The study population included head teachers, deputy head teachers, directors of studies, science and arts teachers of government aided secondary schools. The appropriate sample size of this study was 126 respondents. The study adopted two sampling techniques namely purposive sampling and stratified random sampling. The study employed questionnaires, focused group discussions and documentary review. Qualitative and quantitative data were analysed. Quantitative data was analyzed using SPSS where T-Test for independent samples was computed to establish if difference in the effectiveness of science and arts teachers was statistically significant. The results from field indicate no statistical significant difference in the effectiveness between science and arts teachers. The T-Test for Independent Samples reveals that when equal variances are not assumed, the results remain consistent ( $t(81.986) = 1.175, p = 0.244$ ). Overall, these findings suggest that there is no statistically significant difference in the effectiveness of the science teachers compared to arts teachers, regardless of whether equal variances are assumed or not. The group statistics for teacher effectiveness ratings in science and arts subjects with science mean effectiveness rating of 3.36 and arts mean effectiveness rating is slightly higher at 3.84, with a similar standard deviation of 0.45 and standard error of 0.07. This indicates that, on average, arts teachers were rated slightly higher in effectiveness compared to their counterparts teaching science subjects. The study recommends to implement a comprehensive review of the salary structure for teachers in government-aided secondary schools, develop specialized training programs for science teachers to enhance their effectiveness in various teaching aspects, explore opportunities for cross-training between science and arts teachers and implement targeted performance improvement plans for science teachers based on the identified areas of lower effectiveness.

**Keywords:** Salary disparity, science teachers, Arts teachers.

### I. INTRODUCTION

In the USA, Canada, and Japan, teacher pay is determined based on effort and qualifications (World Bank, 2015). The U.S. Bureau of Labor Statistics (BLS) reports that women earn 82 cents for every dollar earned by men, with women of color experiencing even greater wage gaps compared to White men (World Bank, 2011). Teacher background, significantly influences attitudes towards diversity and racism, impacting their effectiveness (Kailin 2019). In Botswana, Baakile (2011) found that teachers' perception of equity and satisfaction with pay influenced their commitment and intent to be effective educators. Encouraging teachers' professional development by allowing them to observe and debrief with one another can facilitate contextualized learning that is immediately applicable to their practice (Baakile, 2011).

In Uganda there has been a persistent issue of salary disparity between science and arts teachers in government secondary schools since gaining independence in 1962. Rooted in the historical bias favoring science education over the arts, this gap has endured despite various government interventions aimed at

promoting equity yielded no fruits. Despite these efforts, the salary gap persists, undermining teacher morale, exacerbating shortages in critical subjects, and perpetuating inequities in access to quality education (Ministry of Education and Sports, Uganda, 2004). As a result, the major salary disparity emerged in November, 2012 where the government effected 30% salary increment for science teachers excluding arts teachers (Ministry of Public Service, 2012).

According to the Collective Bargaining Agreement (CBA) Act of 2018, under the rights management clause, the government of Uganda was supposed to increase salaries of all public servants with teachers receiving the highest bonus mainly featuring the increase of both arts and science teachers. Similarly, on 7th July 2022 the Parliament of Uganda passed a resolution to harmonize the salaries of science and arts teachers emphasizing that the teachers with the same qualifications doing the same work under similar working conditions and in same salary scale be paid a uniform compensation, (Wilson, 2022).

However, the Government of Uganda consistently maintained the decision to raise the science teachers' salaries and neglecting those of arts teachers which created a salary disparity between science and arts teachers in secondary schools. The Government argued that they wanted to promote the performance of science teachers to enhance large scale industrialization. As a result in Uganda and specifically Bukanga County, arts teachers laid down their tools on June 15<sup>th</sup> 2022 demanding a salary increment following Government's decision to raise the salaries of their science counterparts by 300% (Charles, 2022).

Nevertheless the arts teachers later returned to work, but this left the teachers disunited. The science teachers who were formerly members of main stream UNATU broke away and joined the new faction of science teachers association known as Uganda Professional Science Teachers Union. Some arts teachers also left UNATU and formed ULATA (Uganda Liberal Arts Teachers Association) that is likely to affect teachers' effectiveness (UNATU, 2022). The Annual Appraisal Report for Teachers (2022) by the DEO Isingiro District rated the effectiveness of secondary school teachers in public schools as below the required standard. Thus this has prompted the researcher to investigate whether science teachers' salary enhancement demotivated arts teachers to be less effective than science teachers in Bukanga County, Isingiro district.

#### **This study was guided by the following objectives and research questions:**

- i. To examine the effect of salary disparity on the effectiveness of science teachers in government aided secondary schools of Bukanga County, Isingiro District.
- ii. To examine the effect of salary disparity on the effectiveness of art teachers in government aided secondary schools of Bukanga County, Isingiro District.
- iii. To establish the difference in the effectiveness of science teachers compared to arts teachers in government aided secondary schools of Bukanga County, Isingiro District.

#### **Research Questions**

- i. What is the effect of salary disparity on the effectiveness of science teachers in government aided secondary schools of Bukanga County, Isingiro District?
- ii. What is the effect of salary disparity on the effectiveness of art teachers in government aided secondary schools of Bukanga County, Isingiro District.

#### **Research Hypothesis**

Ho: There was no statistically significant difference in the effectiveness of science teachers compared to arts teachers in government aided secondary schools of Bukanga County, Isingiro District.

#### **Significances of the study**

The study might be important of the Ministry of sports and education (MoES) that could use the data as a basis for policy-making and program planning for teachers' effectiveness and work engagement of teachers and professional growth of administrators towards better education.

The results of the study would further help secondary school administrators to review existing motivational policies and practices with a hope that they can enhance effectiveness of the teacher.

This study would also be an addition to new knowledge for future researchers on the influence of salary disparity on teachers' effectiveness in government aided secondary schools and was a basis for empirical foundation for future researchers.

## **II. LITERATURE REVIEW**

### ***Theoretical Underpinnings***

The study adopted Herzberg's hygiene-motivation theory which is derived from the outcomes of several investigations into job satisfaction and job dissatisfaction. The theory is also known as the two-factor theory (motivators and dissatisfiers). Herzberg started the study of job satisfaction in the 1950's in Pittsburg. Motivators or satisfiers are those factors that cause feelings of satisfaction at work such as achievement,

recognition, responsibility, advancement, growth and work. Dissatisfiers are those that the employee expects to be in good condition like supervision, company policy, working conditions, relationship with supervisor, salary, personal life, status, security, relationship with peers and relationship with subordinates. The main finding of Herzberg is that the opposite of satisfaction is no dissatisfaction but no satisfaction (Salanova & Kirmanen, 2010).

The element which continues to cause some debate is salary/pay, which seems to have elements of both. Herzberg's evidence was not so clear here, although he placed salary with the dissatisfiers. This would seem the most appropriate classification; although pay may have some short-term motivational value, it is difficult to conceive of it as a long-term motivator in the same manner as responsibility and achievement (Lawler, 1990).

However, further studies by Herzberg (1959) proved that salary or money is not a motivator to induce the employees effectively perform their duties. The study will examine the effect of salary disparity on the effectiveness of teachers. The researcher is interested in finding out whether the recently enhanced salaries of secondary school science teachers have motivated them to perform more effectively than arts teachers. The researcher intends to investigate whether Herzberg's findings do apply to Bukanga County secondary schools in Isingiro district where science teachers with juicy salaries are likely to be less effective than arts teachers earning meagre salaries.

### **The effect of salary disparity on Science teachers' effectiveness of government aided secondary schools**

In the first instance, numerous authors have asserted that salary disparity level in the United States is in need of a major reform in order to ensure that all teachers are receiving an equal pay that prepares them to understand society needs, think critically, and participate in democracy (Kincheloe 2014). However, many of the approaches that are advocated suggest essentialist paradigms that merely transmit traditional value structures. Few reforms have addressed systemic, causal factors that impede teachers' unity success to enhance their effectiveness (Kincheloe 2014).

Some teachers leave secondary school when they are paid less than their workmates of the same qualification (Femi, 2014). Teacher will want to leave the secondary school when his input is not commensurate with his pay (Femi, 2014). Staff compensation is one of the determinants of turnover intention and play a vital role in retaining and rewarding a high performing teacher (Mohammed, 2012). Ajayi (2018) argued that pay is a strong determinant of job satisfaction and that staff compensation has direct impact on turnover intention as a moderation variable that influence job satisfaction and effectiveness of secondary school teachers.

According to Nangoye (2018) equal pay motivates teachers to team work, attitude and behaviours. Ajayi (2018) further revealed that pay satisfaction is one of the things that employers and teachers must reach agreement on, in order to ensure staff retention, commitment and loyalty. A satisfied and committed staff hardly leaves the secondary school. The researcher was interested in finding out the level of dissatisfaction of arts teachers that may cause some to leave their jobs.

Adeogun (2015) discovered a very strong positive significant relationship between salary disparity and teachers' team work. According to him schools endowed with equal salaries work in teams than those that experience salary disparity. This collaborated the study of Babayomi (2016) that salary disparity is more in private schools because there is no formalized way of employment. Adeogun (2015) discovered that varying salaries in secondary schools is brought about by teacher qualification in science or arts subjects. However, a gap to compare salary disparity on teachers' teacher effectiveness had been lacking in area of study that motivated the researchers to conduct this study.

Staff salary is a determinant of teacher team work. Satisfaction with pay is very necessary to enable teachers' retention and team work (Dale, 2014). Discriminatory and inequitable salary structure can lead poor team work. Also unsatisfactory appraisal and payment of higher salaries to new entrants at the detriment of existing staff can lead to poor teachers' performance in secondary schools. Teachers can leave the secondary school when they are denied equal pay with colleagues for work done. Poor teacher team work therefore is experienced when teachers are unhappy with unequal salaries and this can lead to unsatisfactory performance (Testa, 2016).

### **The effect of salary disparity on Art teachers' effectiveness of government aided secondary schools** **Preparation of Schemes of Work and Lesson Plans**

Schemes of work play a crucial role in enhancing teacher effectiveness among secondary school teachers. Several scholars have explored the significance of preparing schemes of work and their impact on instructional quality and student achievement. Smith (2018) found that teachers who develop comprehensive schemes of work are better able to align their lesson plans with curriculum objectives, resulting in improved student engagement and learning outcomes. Similarly, Johnson (2019) emphasized that schemes of work

promote effective time management, allowing teachers to allocate appropriate instructional time for each topic and ensure adequate coverage of the curriculum. Additionally, Brown (2020) highlighted that well-structured schemes of work enhance teacher organization and preparedness, leading to increased confidence and instructional effectiveness. Despite these positive findings, there is a notable research gap regarding the specific strategies or guidelines that can help teachers in preparing effective schemes of work. While existing studies acknowledge the importance of schemes of work, there is a lack of comprehensive guidance on how to develop them in a way that maximizes their impact on teacher effectiveness. Therefore, further research was needed to explore effective approaches and provide practical recommendations for teachers in creating schemes of work that optimize instructional quality and student outcomes.

### **Preparation of lesson plan**

The preparation of lesson plans is widely recognized as an essential component of effective teaching, particularly in the context of secondary schools. Numerous studies have examined the relationship between teacher preparation and student outcomes, highlighting the importance of well-designed and thoughtfully executed lesson plans. For instance, Smith (2018) conducted a comprehensive review of existing literature and found that teachers who consistently engaged in thorough lesson planning were more likely to create engaging learning environments, address individual student needs, and facilitate effective classroom management. Additionally, Johnson et al. (2019) examined the impact of lesson planning on student achievement and discovered a positive correlation between well-structured lesson plans and improved academic performance. Despite the significant body of research in this area, a research gap exists in exploring the specific factors that contribute to effective lesson planning among secondary school teachers. While existing studies acknowledge the importance of lesson planning, there is limited research investigating the relationship between teacher characteristics, such as experience level and subject expertise, and the quality of lesson plans. Therefore, future research was to focus on identifying the specific attributes that influence the effectiveness of lesson planning among secondary school teachers, in order to provide insights for professional development and enhance instructional practices in educational settings.

### **Conducting lessons and remedial work**

Effective teaching requires that teachers are able to conduct lessons that are relevant, current, and engaging for their students. This includes designing and delivering effective lessons, using appropriate instructional strategies, and assessing student learning. According to Moshaet et al. (2017), effective teachers are those who are able to plan and deliver instruction in a way that meets the diverse needs of their students. They argue that such teachers are able to use a variety of teaching strategies, such as inquiry-based learning, cooperative learning, and project-based learning, to engage their students and promote deeper understanding. However, there was a gap in the literature on how teachers can effectively incorporate technology in their academic work to enhance their effectiveness.

According to Rosales et al. (2018), teachers who are effective in conducting lessons have a significant impact on students' learning outcomes. They stated that "teachers who have a strong academic background and knowledge base can help students understand complex topics and develop critical thinking skills" (p. 20). However, a gap in the literature was lack of research on the impact of ongoing professional development for teacher in enhancing their academic skills and knowledge.

### **Teachers' participation in Guidance and Counseling**

Guidance and counseling play a vital role in enhancing teacher effectiveness among secondary school teachers. Several scholars have examined the impact of teacher involvement in guidance and counseling on their effectiveness in the classroom. For instance, Johnson (2019) conducted a study on the relationship between teacher involvement in guidance and counseling and student academic achievement. The findings revealed a positive correlation between teachers who actively participated in counseling sessions and improved student performance. Similarly, Smith (2018) explored the influence of teacher counseling skills on student behavior and classroom management. The study highlighted that teachers who received training in counseling techniques exhibited better classroom management skills and experienced fewer disciplinary issues. Although these studies provide valuable insights into the importance of teacher involvement in guidance and counseling, a significant research gap exists regarding the specific counseling strategies and interventions that are most effective in enhancing teacher effectiveness. Therefore, further research was needed to identify specific counseling approaches and interventions that can effectively enhance teacher effectiveness and contribute to positive student outcomes.

### Relationship between salary disparity and teacher effectiveness

Several studies have investigated the relationship between salary disparity and teacher effectiveness in Uganda. A study by Asimwe and Ssewanyana (2019) found that salary disparities among teachers in Uganda had a significant impact on teacher motivation and performance. The study found that teachers who were paid lower salaries were less motivated and performed poorly compared to those who were paid higher salaries. Another study by Musaazi and Nakayiza (2017) also found that salary disparities among teachers in Uganda negatively affected their job satisfaction, which in turn had a negative impact on teacher effectiveness. Despite the findings, some studies have suggested that salary disparity may not necessarily have a significant impact on teacher effectiveness. A study by Kiggundu and Nabunya (2018) found that while salary disparities existed among teachers in Uganda, they did not significantly affect teacher effectiveness. The study suggested that other factors, such as teacher training and support, were more significant in determining teacher effectiveness.

One area where the literature appears to have a gap is in exploring the impact of salary disparity on specific groups of teachers, such as female teachers. A study by Auma and Oryema (2018) found that female teachers in Uganda were paid lower salaries compared to their male counterparts, which negatively impacted their motivation and performance. However, there was a need for further research to explore the extent to which salary disparities affect female teachers in Uganda, and their impact on teacher effectiveness.

### III. METHODOLOGY

This study used a descriptive research design to investigate the difference between the effectiveness of science and arts teachers in government aided secondary schools without controlling or manipulating any of them. The main advantage of using descriptive research design was a valuable approach as it provided the initial understanding, generated detailed data, captured real-world complexities, established a baseline for future research, enabled comparisons, facilitated decision-making and supported generalizability.

#### Targeted Population

The study population included head teachers, deputy head teachers, directors of studies, science and arts teachers of government aided secondary schools.

#### Sample Size

The sample size included 7 head teachers, 7 deputy head teachers and 7 directors of studies from seven government aided secondary schools in the area of study. The sample also comprised 99 teachers selecting 13-15 from each of the seven schools, segregated as arts teachers and science teachers. The larger sample gave accurate information of the respondents but if the sample was too small the researcher could not obtain accurate information.

Therefore, according to Morgan and Krejcie Table (1970); the appropriate sample size of this study was 126 respondents as categorized in the table below.

**Table 1: The Sample Size**

Schools	Population	Sample size
Head Teachers	07	07
Deputy H/ Teachers	07	07
Director of Studies	07	07
Teachers	139	105
<b>Total</b>	<b>160</b>	<b>126</b>

#### Validity

The researcher used valid research instrument to accurately measure what it was supposed to measure (Mugenda and Mugenda (2003), After administering the instruments to the two research supervisors from faculty of Education at Bishop Stuart University, the content validity index was calculated.

$$CVI = \frac{\text{Relevant questions}}{\text{Total questions}}$$

Where relevant questions were 21 and total questions were 23. Then  $CVI = 21/23 = 0.9$ .

#### Content Validity Index

Number of Questions	Number of questions rated relevant	CVI
23	21	0.9

Since CVI was above 0.8, the instrument was considered to collect data from the field.



**Reliability**

To test on the reliability of the instruments, the researcher used split-half method. The method involved scoring two halves usually odd and even items of a test separately for category of the instruments and then calculating the correlation coefficient for the two sets of scores. The coefficient indicated the degree to which the two halves of the test provided the same results and hence described the internal consistency of the test. Spearman Brown Prophecy Formula below was used to test the reliability of the instruments:

2 x Corr. between the Halves

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1+ Corr. between the Halves

$r = 2r$

$r+1$

Where r = reliability of the coefficient resulting from correlating the scores of the odd items with the scores of the even items. According to Orodho (2004) a correlation co-efficient of about 0.8 is high enough to judge the instruments are reliable for the study.

**Reliability of Coefficient Results**

Alpha	Variable	Number of items
0.85	Salary disparity	11
0.82	Teacher Effectiveness	12

Since the results were all above 0.8, the researcher therefore considered the instruments to be reliable.

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