



AN ANALYSIS OF THE INFLUENCE OF DEMOGRAPHIC VARIABLES ON TEACHERS' JOB SATISFACTION IN SECONDARY SCHOOLS OF KASHARI NORTH COUNTY, MBARARA DISTRICT, UGANDA

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Abstract:

Any nation's education system is always as good as its teachers, and their professional satisfaction and demographic characteristics directly determines their efficacy and the quality of the services rendered. The study aimed at providing insights into how different demographic variables influence teachers' job satisfaction in secondary schools of Kashari North County, Mbarara District, Uganda. The objective of the study was to establish the relationship between demographic factors and teachers' job satisfaction. From 245 teachers in ten secondary schools, the study drew data from a sample of 150 teachers obtained with the help of the Statistic Kingdom at a confidence level of 95% and a margin of error of 5%. Respondents were sampled sequentially following stratified, proportionate and simple random sampling techniques. A cross-sectional research design was adopted. Data was obtained using structured questionnaires, and data analysis was conducted utilizing frequencies, means, percentages, standard deviation and linear regression. The study findings showed that there was a statistically significant relationship between both years of teaching experience and monthly income range on teachers' job satisfaction $F (2, 141) = 4.256$, $P < 0.05$, where years of teaching and monthly income range had a negative effect ($B = -0.158$, $\beta = -0.265$, $t = -3.002$, $p < 0.05$) and positive effect ($B = 0.177$, $\beta = 0.290$, $t = 3.288$, $p < 0.05$), on teachers' job satisfaction respectively. The study concluded that while an increase in years of teaching experience decreases job satisfaction, higher monthly income leads to increased teacher job satisfaction, and age has no significant role it plays on job satisfaction. The study recommended that amendments be made by policymakers in the current educational policy framework on teacher's emolument to account for the years of experience of teachers rather than base on subjects taught, development and implementation of a structured incentive program comprising of experience-based rewards to improve job satisfaction among long-serving

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teachers, setting up income generating projects by schools to supplement on teachers' salaries, and school administrators designing school programs using years of teaching experience criterion.

Keywords: demographic characteristics, job satisfaction, Uganda, secondary school teachers

1. Introduction

Teacher job satisfaction remains a key determinant of the quality of education and effectiveness of institutions globally. Empirical studies worldwide show a consistent connection between motivational strategies aligned with demographic characteristics employed by school administrators and teacher job satisfaction, professional retention, and, in the end, student academic achievements (Ortan *et al.*, 2021; Collie, 2023). Ryan and Deci (2020) define job satisfaction as the feeling of well-being that an individual experiences regarding the work they are engaged in, and the pleasure derived therein. Similarly, Mosadeghrad (2013) and Mosadeghrad and Yarmohammadian (2006) define job satisfaction as the employee's reaction towards their job; their feelings and emotions from their experience over a period of time, in comparison to their actual outcome and desired outcome. Current trends marked by drastic educational reforms and more demands for accountability call for an understanding of the factors that keep teachers motivated and committed to their roles, if resilient education systems are to be built in order to offer quality education to learners. Factors like age, years of experience, and income have been widely studied, though with divergent results depending on contexts. While some studies report that job satisfaction decreases with tenure due to burnout (Sorensen & Ladd, 2020), Ortan *et al.* (2021) express that job satisfaction levels in young educators who had just started their professional career in pre-university systems were high compared to their older and more experienced counterparts. And other studies show that experience matters more if teachers' pay is fair and recognition catered for (Kraft *et al.*, 2020). Similarly, Baker and Knight (2025) concur with Kraft *et al.* (2020) regarding employees' take-home pay as their income obtained from their place of work mattered a lot in their job satisfaction

In Africa, teacher job satisfaction is often discussed through the lens of the continent's educational challenges of resource constraints, large class sizes, and inadequate pay (Evans & Yuan, 2018). The continent faces significant teacher shortages, partly caused by dissatisfaction and attrition, especially among early and mid-career educators (Dill, 2025; Watson, 2024). According to Lindqvist and Gidlund, (2025), the United Nations Educational, Scientific and Cultural Organization (UNESCO) report showed that 44 million new teachers were needed for it to achieve Agenda 2030 targets yet the mechanism of attracting more to the profession and even retaining the few already in the system is still a universal challenge of many countries in Africa as the case is

globally. Teacher shortage not only hinders school management and students' learning but also jeopardizes the quality of education in a given country.

Similar patterns are observed in East Africa, where systemic challenges of small salaries and, at times, delayed, a few or no chances of career progression, and heavy workloads contribute to widespread teacher dissatisfaction (Evans & Yuan, 2018). A study by Costantine *et al.* (2025) suggests that teacher demographic factors interact with school and policy provisions environments to shape their individual professional experiences, calling for context-specific studies to better understand these effects.

The teaching jobs in Uganda exist in both the public and private sectors with different pay systems, with public schools generally offering more stable salaries than private ones and uneven distribution of resources between rural and urban schools (Ayebare, 2018; Musoba, 2020; Nakibuule, 2009). That notwithstanding, Adedeji and Olaniyan (2011) postulate that both sectors face similar challenges, especially in rural areas where resource shortages and poor working conditions are prevalent. According to Baguma (2010), Dinensio (2022), and Zikanga *et al.* (2021), reports show ongoing concerns about teacher morale, especially in government-aided secondary schools where salary differences exist among teachers, and also delays in promotions accelerate the problem further. Although some recent policies have attempted to address these issues, teacher turnover remains high in many districts, which weakens the government's effort to provide quality education to its citizens (Onen, 2024; Arinaitwe, 2021). Along with this national narrative, local factors such as school management, community support, politics, and regional economic conditions further influence how demographic variables like age, teaching experience, and income affect job satisfaction.

Mbarara District, particularly Kashari North County, is mostly rural with a growing but under-funded secondary education sector. Schools in this area face special challenges like poor infrastructure, reliance on government funds, and having many young teachers at the career entry point (Nasuna *et al.*, 2021; Kabananukye, 2014), making quality education to remain a dream to many school-going children in the area, thus hindering the country's attainment of Sustainable Development Goal 4 (Zickafoose *et al.*, 2024). Even though the area values education, teachers in Kashari North County feel more frustrations arising from salary stagnation, especially in the Arts and humanities, inadequate incentives for experienced staff, and limited professional development initiatives. To date, a few localized studies have critically focused on how factors like years of service, age, and income relate to job satisfaction in this area. This study, therefore, aimed at filling that gap by analyzing how different demographic factors influence teacher job satisfaction in secondary schools in Kashari North County, Mbarara District, Uganda.

1.1 Purpose of the Study

The purpose of the study was to provide insights into how different demographic variables influence secondary school teachers' job satisfaction.

1.2 Objective of the Study

To establish the relationship between demographic factors and teachers' job satisfaction in secondary schools in Kashari North County, Mbarara District.

2. Literature Review

2.1 Demographic Factors and Teachers' Job Satisfaction in Secondary Schools

According to Wronowski & Urick (2022), in an era characterized by continuous business growth, companies are intensifying their efforts to compete in acquiring top-notch talent. Not surprisingly, many employees leave their previous company for other companies that promise more benefits for these human resources (Ado, 2021). An intention to leave is a critical current problem for organizations (Negoro & Wibowo, 2021). When an employee leaves, the resources spent on training, development, and education for that employee are lost (Ertas, 2015). The high labour mobility in the business world has raised the awareness of many companies on the need to pay attention to how to retain employees, considering mature people who are not betrayed by age to reason rightly (Agbator & Olori, 2020). The success of a company's business in the face of rapid change also largely depends on the retention of competent employees who are mature enough to understand the dynamics of the work to be done (Johari *et al.*, 2012).

Job satisfaction is a factor that impacts the intention to leave (Balabanova *et al.*, 2016; Effendi *et al.*, 2021). It is essential in organizational behavior and human resource management practices (Amarasena *et al.*, 2015). Maintaining employee performance relies heavily on job satisfaction, positively impacting organizational performance (Tabatabaei *et al.*, 2013). Over the past decade, there has been a notable decrease in job satisfaction among women, while men's job satisfaction has exhibited comparatively consistent levels (Sousa-Poza & Sousa-Poza, 2003).

Contrary to the findings of Eleswed and Mohammad (2013), women exhibit greater satisfaction and commitment to their work than men. Thus, leaders need to know what factors can affect employees' high and low job satisfaction to stabilize their performance (Van & Spruyt, 2021). Demographic factors also affect the intention to leave (Agbator & Olori, 2020; Qowi *et al.*, 2019). Agyeman and Ponniah (2014) mentioned that age, length of service, income level, educational qualifications, and gender are widely acknowledged as primary factors influencing the intention to remain in a given context. At the same time, Akpa and Asikhia (2016) illustrate that gender does not influence employees' intention to leave an organization. Additionally, age, length of service, and marital status do not impact the intentions to leave, whether high or low (Qowi *et al.*, 2019).

Previous research examining the correlation between demographic factors and job satisfaction has produced inconclusive findings (Bogler & Nir, 2020). According to some researchers, there is a link between demographic variables such as age, gender, and work experience, as well as the ups and downs of job satisfaction (Eleswed & Mohammad, 2013). Similarly, Mirembe and Mwesigwa (2024) found that demographic factors – age

and years of service affect job satisfaction, where, for example, teachers who had been in the classroom for a longer period were less proud and unhappy with their profession compared to those who had just joined the teaching profession. On the other hand, Ashraf (2020) claims that demographic factors do not affect job satisfaction. Paul and Phua (2011) reveal that academic qualifications, gender, marital status, and length of employment did not significantly impact overall job satisfaction. Managers today value employee job satisfaction more than ever because happier employees are more committed to the organization, and this reduces employee intention to leave (Eleswed & Mohammad, 2013).

Job satisfaction pertains to employees' emotions and convictions concerning their occupation (Canrinus *et al.*, 2021). The spectrum of job satisfaction can span from being highly contented to extremely dissatisfied (Tran & Smith, 2020). Another job satisfaction notion is positive feelings about one's job due to evaluation (Sorensen & Ladd, 2020). Employee intent to leave is consistently associated with turnover behavior (Akpa & Asikhia, 2016). Employees' exit intention is their tendency to quit a job (Darling-Hammond *et al.*, 2020). Employees' intention to leave describes their commitment to their current job, their likelihood of finding work elsewhere soon, and their likelihood of leaving and pursuing other opportunities (Riley, 2021).

Employee job satisfaction correlates with various demographic factors, including gender, age, and education (Tabatabaei *et al.*, 2013). Demographic factors contribute significantly to the high perception of job satisfaction (Neelamegam, 2010). These variables were also discovered to have significant positive and negative effects on several aspects of job satisfaction (Mohammed *et al.*, 2017). To meet productivity goals, organizational management must ensure employees are happy with their jobs.

Demographics also correlate with intentions to leave. Studies indicate that job satisfaction is usually predicted by demographic factors, such as age and gender, and teacher professional characteristics such as years of teaching experience, degree level, and type (Kraft *et al.*, 2020). Generally, research on teacher gender and job satisfaction is characterised by a large degree of inconsistency (Grissom & Bartenen, 2022). Teachers' age being correlated with job satisfaction, while gender had no effect give light on the state of the professionals in the workforce to train learners from different backgrounds (Egalite & Kisida, 2022). Similarly, Akhtar *et al.* (2022) also found a significant relationship between age and job satisfaction, with the older teachers being more satisfied than the younger teachers among teachers of Bahawalnagar district in Pakistan. In most cases, women are believed to be more satisfied with the teaching job than men (Nguyen *et al.*, 2020).

In practice, happier employees add more value to the organization (Baran & Arabelen, 2018). Job satisfaction is looked at as satisfaction with one's qualifications and responsibilities, satisfaction with one's boss, satisfaction with one's coworkers, and satisfaction with one's work (Haim & Amdur, 2021). It is perceived differently from one employee to another, depending on the expectations, needs, and values of a job (Madero *et al.*, 2021). In addition, Johnson *et al.* (2020) contend that someone experiencing high job

satisfaction harbours positive sentiments regarding his work, while an individual with low job satisfaction holds negative feelings (Robbins & Judge, 2019).

Research evidence indicates that a demographic factor income is positively associated with job satisfaction among teachers in secondary schools (Schiemann, *et al.*, 2022; Kume, E. (2020); Beng *et al.*, 2020). In addition, Ingersoll and Bartenan, (2022) examined data from Texas and found that higher salaries increase the retention of high-quality teachers. They concluded that salary levels among teachers appear to be an important component of any strategy to improve teacher quality. Conversely, Dolton and Marcenaro-Gutierrez (2011) reviewed studies from 19 countries and found that pay rise among teachers positively and significantly influences student academic achievement. They suggested that improving teacher pay is likely to have a positive effect on the quality of the teacher workforce.

Income is a significant factor in determining job satisfaction for teachers in secondary schools (Kraft *et al.*, 2020). Additionally, a meta-analysis by Nguyen *et al.* (2019) synthesized 40 studies and found out that "*teacher salary is positively related to job satisfaction*". The authors concluded that salary is an important factor in teacher job satisfaction and retention. Research consistently indicates that higher teacher salaries are associated with greater job satisfaction among secondary school teachers (Sorensen & Ladd, 2020; Diagne, 2023). Improving teacher pay appears to be an important strategy for boosting the quality and retention of educators (Riley, 2021).

The relationship between income and teachers' job satisfaction in secondary schools is a topic of ongoing research (Nguyen *et al.*, 2020). Some studies indicate that higher income levels can significantly influence teachers' job satisfaction, while others have found no significant relationship between the two (Papay *et al.*, 2020). Bhandari (2021) and Ingersoll and Smith (2003) found that teachers who earned higher salaries were more likely to report higher levels of job satisfaction. This suggests that financial compensation can play a role in improving teachers' overall satisfaction with their jobs (Madero *et al.*, 2021). However, other researchers have found that income alone may not be the primary determinant of teachers' job satisfaction (Ali *et al.*, 2011). For example, a study by Murnane and Willett (2005) found that teachers' job satisfaction was more closely related to factors such as the school environment, student demographics, and administrative support than to their income level (Chirchir, 2016). Similarly, Shyim and Korb (2016), reported there being no significant correlation between the monthly income range and job or life satisfaction in a correlational study conducted among secondary school teaching staff in Jos North LGA.

Additionally, some studies have found that the relationship between income and job satisfaction may vary depending on individual teacher characteristics, such as experience, education level, and teaching assignment (Nguyen *et al.*, 2019). Higher-income-earning teachers are more likely to report higher levels of job satisfaction, but this relationship is not observed among lower-income teachers (Cansoy & Parlar, 2020). Income generated from reward systems that bring about achievement within the education sector is aligned to appropriate managerial approaches; appreciating

contemporary functions of employee motivation and improvement of learners' performance (Christiana *et al.*, 2020). Teachers' reward systems inspire teaching within the lifeblood of secondary education, and one of the major reasons for rewarding teachers is to improve their job satisfaction, which translates to better status and quality of teaching (Geiger & Pirovarova, 2021).

High job satisfaction is valuable for employees as it impacts various workplace factors, including absenteeism and productivity, improving company value (Lussier *et al.*, 2019), and other organizational citizenship behavior (Luthans, 2011). It has been established that delighted employees have better physical and mental well-being (Ladd, 2020). This makes many researchers argue about what causes high job satisfaction (Ingersoll *et al.*, 2011). On the other hand, employee dissatisfaction will have a negative effect, producing stress and tension, which usually cause various physiological disorders (Neelamegam, 2010). Disgruntled employees are likelier to break the rules (Lussier *et al.*, 2019) and show counterproductive work behavior (CWB), turnover, and absenteeism (Robbins & Judge, 2019).

3. Materials and Methods

The study employed a quantitative approach and a cross-sectional research design to investigate the relationship between demographic factors and teachers' job satisfaction in secondary schools in Kashari North County, Mbarara District, Uganda. The study's target population was all teachers in secondary schools within Kashari North County. According to the Mbarara Education Office, there are approximately 284 secondary school teachers in the 12 (twelve) secondary schools in the county. Among the twelve schools, 3 are government-aided (Public) while 8 are private schools. Using the statistic kingdom (<https://www.statskingdom.com/>), a sample of 150 participants drawn from both female and male teachers in the secondary schools within Kashari county was selected from a total population of 245. This was within the range of sample size determination at a confidence level of 95% and a margin of error of 5%. Sampling involved stratified sampling to ensure representativeness from both government-aided and private schools, proportionate sampling to minimize bias, and simple random sampling to offer an equal and independent chance to participants for being selected into the sample to take part in the study.

Data was collected from the month of December 2024 to March 2025 using semi-structured questionnaires. The questionnaires consisted of close-ended items measuring the variable Teachers' job satisfaction on a 5-point Likert scale, with another section on demographic information.

Validity-content validity was ensured by conducting a pilot study in a nearby district, Ibanda in Ibanda North County, to test if the items formulated measured the set objective, and a Content Validity Index (CVI) of 0.94 was obtained. Face validity was ensured by having multiple reviews from different subject experts. Similarly, Reliability was ensured by using the Cronbach alpha coefficient statistical analysis on the pilot study

results, which enabled the assessment of the internal consistency of the instrument. A Cronbach alpha coefficient of 0.862 was obtained for the level of teachers' job satisfaction as shown in Table 1 below, indicating a high internal consistency of the instrument.

Table 1: Reliability Statistics for the Dependent Variable: Level of Teachers' Job Satisfaction

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.860	.862	7

Source: Pilot survey data (2025).

Data obtained was analysed using frequency, percentages, standard deviation and multiple linear regression. Ethical clearance was obtained from Bishop Stuart University institutional REC with reference number BSU-REC-2025-475. Other ethical considerations like confidentiality, informed consent and anonymity were also observed throughout the whole research tenure.

4. Results and Discussion

4.1 Response Rate

The study intended to collect data from 150 teachers in secondary schools of Kashari North County, and as such, 150 questionnaires were distributed. However, out of the 150 questionnaires distributed, 146 were returned, giving a response rate of 97.3%, exceeding the 70% response rate cutoff deemed sufficient for further analysis in survey studies (Draugalis *et al.*, 2008; Kothari, 2004), as shown in Table 2 below

Table 2: Teachers' Response Rate

Response	Total
Number of distributed questionnaires	150
Number of returned questionnaires	146
Number of unreturned questionnaires	04
Response rate	97.3%

Source: Field data (2025)

4.3. Respondent's Demographic Characteristics

The following are the findings on the demographic characteristics of teachers in secondary schools in Kashari North County, Mbarara district. The demographic attributes of teachers captured in this study included gender, age, marital status, level of education, teaching experience, income range, religion, current position and type of school and were all summarised in Table 3 below

Table 3: Demographic Characteristics of Respondents (N = 144)

Variable	Category	Frequency	Percentage
Gender	Male	104	72.2
	Female	40	27.8
Age	Under 25	8	5.6
	25-34	83	57.6
	35-44	34	23.6
	45-54	16	11.1
	55 and above	3	2.1
Marital Status	Single	38	26.4
	Married	100	69.4
	Divorced	4	2.8
	Widowed	2	1.4
Level of Education	Diploma	30	20.8
	Bachelor's Degree	110	76.4
	Master's Degree	4	2.8
Teaching Experience	Less Than 1 Year	3	2.1
	1-5 years	57	39.6
	6-10 years	35	24.3
	11-15 years	22	15.3
	16-20 years	13	9.0
	More than 20 years	14	9.7
Income Range	Less than Ugx 300,000	24	16.7
	Ugx 300,000 - Ugx 600,000	63	43.8
	Ugx 600,001-Ugx 900,000	26	18.1
	Ugx 900,001-Ugx 1200,000	4	2.8
	Above Ugx 1200,000	27	18.8
Religion	Roman Catholic	76	52.8
	Protestant/Anglican	59	41.0
	Seventh-day Adventist	3	2.1
	Islam	2	1.4
	Others	4	2.8
Position in School	Classroom Teacher	93	64.6
	Head of Department	29	20.1
	Director of Studies	11	7.6
	Deputy Headteacher	7	4.9
	Head Teacher	4	2.8
Type of School	Public	80	55.6
	Private	64	44.4

Source: Field data (2025).

From Table 3 above, it was noted that the majority of the respondents were males, 104 (72.2%), compared to their female counterparts, 40 (27.8%). For age, the majority of both male and female respondents fell between the age bracket of 25-34 years, 83 (57.6%), while only 03 (2.1%) were aged 55 and above. Out of these, 100 (69.4%) were married, 34(26.4%) were single, 04(2.8%) were divorced, and the rest were widowed. Out of 144 respondents who filled questionnaires, 110 (76.4%) held a Bachelor's Degree, 30 (20%)

had Diplomas, while 04 (2.8%) had a Master's Degree. The largest group had 1-5 years of teaching experience, 57 (39.6%), while those with more than 20 years of teaching experience constituted 14 (9.7%). The majority of the respondents, 63 (43.8%), have their income ranging between Ugx 300,00-600,000, and a significant proportion of respondents in the sample, 27(18.8%), earn above Ugx 1,200,000, while 24 (16.7%) earn less than Ugx 300,000. Roman catholic respondents were the majority, constituting 52.8%, followed by Protestant/Anglican at 41.0%, while other religions made up a small proportion of 6.3% combined. For the position held in school, the majority of respondents, both male and female, 64.6% (93) were Classroom Teachers, 20.1% (29) Heads of Department, 7.6% (11) Director of Studies, 4.9% (07) as deputy headteachers, while only 2.8% (04) hold the position of Head Teacher. Among the 144 respondents who filled the questionnaire, the majority, 80 (55.6%), work in public secondary schools compared to private secondary schools, 64 (44.4%).

4.5 The Relationship between Demographic Factors and Teachers' Job Satisfaction in Secondary Schools in Kashari North County, Mbarara District

In order to examine if there was a relationship between Demographic factors and teachers' job satisfaction in secondary schools in Kashari North County, Mbarara district, the following null hypothesis was tested:

HO: There is no statistically significant relationship between Demographic factors and teachers' job satisfaction in secondary schools in Kashari North County, Mbarara district.

To test the hypothesis, a multiple linear regression was performed at a 95% confidence level. To determine how demographic factors (age, years of experience, and monthly income range) predict job satisfaction, a regression equation was established as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where,

Y is job satisfaction,

X_1 is age, X_2 is monthly income,

X_3 is years of teaching experience,

β_1 , β_2 , β_3 are the regression coefficients,

β_0 is the intercept, and

ε is the error term.

Below are the regression results;

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.309 ^a	.095	.076	.77906	1.810
<i>a. Predictors: (Constant), Age, Monthly Income Range, Years of Teaching Experience</i>					
<i>b. Dependent Variable: Job Satisfaction</i>					

From the above results in Table 4, the "R" column represents the R Value, which is a coefficient of correlation that can be used to measure the quality of prediction of job satisfaction among teachers. An R value of 0.309 in the R column indicates a weak level of prediction in the model. This implies that there is a weak positive relationship between Demographic factors and Job satisfaction. The R-squared value indicates the proportion of variation in Job satisfaction that is explained by demographic factors. In this case, 9.5% of the variation in job Satisfaction can be explained by demographic factors. This implies that a total of 90.5% of the variation in job satisfaction can be explained by other variables outside this model.

Additionally, an F-test was done to test the hypothesis that there is no statistically significant relationship between demographic factors and job satisfaction among teachers in secondary schools in Kashari North County, Mbarara district, and the results are shown in Table 5 below.

Table 5: Model Fitness

ANOVA ^a								
Model		Sum of Squares	df	Mean Square	F	Sig.		
1	Regression	8.974	3	2.991	4.929	.003 ^b		
	Residual	84.971	140	.607				
	Total	93.945	143					
<i>a. Dependent Variable: Job Satisfaction</i>								
<i>b. Predictors: (Constant), Age, Monthly Income Range, Years of Teaching Experience</i>								

Table 5 above shows the test of the significance of the model in predicting Job Satisfaction. The regression model was significant at an $F(3, 140) = 4.929, P < 0.05$. This implies that the hypothesis that was tested about demographic factors was statistically fit to predict job satisfaction. From the above output of the findings, the F-test is statistically significant since the probability value (0.003) is less than the significance value (0.05) which implies that demographic factors predict teachers' Job Satisfaction hence we reject the null hypothesis and conclude that there is statistically significant relationship between demographic factors and job satisfaction among teachers in secondary schools in Kashari North County, Mbarara district.

Table 6: Regression Coefficients

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	3.475	.210		16.534	.000
	Years of Teaching Experience	-.218	.086	-.365	-2.523	.013
	Monthly Income Range	.172	.054	.282	3.172	.002
	Age	.120	.138	.125	.873	.384
<i>a. Dependent Variable: Job Satisfaction</i>						

From Table 6 above, the findings indicate that Years of Teaching Experience had a significant negative effect on job satisfaction ($B=-0.218$, $\beta=-0.365$, $t=-2.523$, $p<0.05$). This suggests that for every additional year of teaching experience, job satisfaction decreases by 0.218 units, holding other variables constant.

Furthermore, Monthly Income Range had a significant positive effect on job satisfaction ($B=0.172$, $\beta=0.282$, $t=3.172$, $p<0.05$). This indicates that higher income ranges are associated with higher job satisfaction, with a 0.172 unit increase in job satisfaction for each unit increase in income range, holding other variables constant. For Age, it did not have a significant effect on job satisfaction ($B=0.120$, $\beta=0.125$, $t=0.873$, $p>0.05$). This suggests that within this model, age is not a significant predictor of job satisfaction.

Thus, as per the hypothesis, demographic factors, years of teaching experience, and monthly income are the significant predictors of job satisfaction

The two predictors, Years of Teaching Experience and Monthly Income, being significant in predicting job satisfaction, a multiple linear regression was run to establish the model relating the variables, and it yielded results shown in Tables 07, 08, and 09 below.

The model summary results in Table 7 indicated an R value of 0.301, showing a weak level of prediction in the model, thus implying a weak positive relationship between the monthly income range, years of teaching experience, and Job satisfaction. The R-squared value of 0.091 indicates that 9.1% of the variation in job Satisfaction can be explained by years of teaching experience and monthly income.

Table 7: Model Summary

Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate	Durbin-Watson
1	.301 ^a	.091	.078	.77841	1.803
<i>a. Predictors: (Constant), Monthly Income Range, Years of Teaching Experience</i>					
<i>b. Dependent Variable: Job Satisfaction</i>					

The joint prediction of the two predictors (monthly income range and years of teaching experience) shown in Table 8 was statistically significant, $F (2, 141) = 4.256$, $P<0.05$.

Table 8: Model Fitness

Model	Sum of Squares	df	Mean Square	F	Sig.		
1	Regression	2	4.256	7.024	.001 ^b		
	Residual	141	.606				
	Total	143					
<i>a. Dependent Variable: Job Satisfaction</i>							
<i>b. Predictors: (Constant), Monthly Income Range, Years of Teaching Experience</i>							

The regression weights associated with the above predictors, as presented in Table 8, below, show that year of teaching experience has a significant negative effect on job satisfaction ($B=-0.158$, $\beta=-0.265$, $t=-3.002$, $p<0.05$), suggesting that for every additional year of teaching experience, job satisfaction decreases by 0.158 units, holding other variables constant.

In addition, Monthly Income Range had a significant positive effect on job satisfaction ($B=0.177$, $\beta=0.290$, $t=3.288$, $p<0.05$), indicating that higher income ranges are associated with higher job satisfaction, with a 0.177 unit increase in job satisfaction for each unit increase in income range, holding other variables constant.

Table 9: Regression Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.568	.181	19.711	.000		
	Years of Teaching Experience	-.158	.053	-.265	.003	.828	1.208
	Monthly Income Range	.177	.054	.290	.001	.828	1.208
<i>a. Dependent Variable: Job Satisfaction</i>							

The optimal model associated with the predictors was, therefore, as follows.

$$TJS = 3.568 + 0.177MIR - 0.158YTE$$

Where;

TJS = Teachers' Job Satisfaction,

MIR = Monthly Income Range,

YTE = Years of Teaching Experience.

The study findings indicate that demographic factors, years of teaching experience and monthly income range had a statistically significant relationship with job satisfaction among teachers in secondary schools in Kashari North County, Mbarara district. The findings revealed that Years of Teaching Experience had a significant negative effect on job satisfaction, whereby every additional year of teaching experience resulted in job satisfaction decreasing by 0.218 units. Whereas Age, it did not have a significant effect on

job satisfaction, the study additionally found out that Monthly Income Range had a significant positive effect on job satisfaction, showing that higher income ranges are associated with higher job satisfaction, as indicated by a 0.172 unit increase in job satisfaction for each unit increase in income range.

These findings are consistent with the findings of other studies, like those by Kume, E. (2020), and Beng *et al.* (2020), who found that demographic factors of teaching experience and monthly income had a significant relationship with job satisfaction among Albanian lower secondary school teachers and Malaysian Chinese independent school teachers, respectively.

Similar to the study findings, Opoku (2020), found out that individual teachers' teaching experience had a significant negative relationship with their career satisfaction among educators in basic schools of Bodi District in the Western North Region of Ghana. The findings are also in convergence with those of a mixed study conducted by Wambasi (2015), among public primary schools in Bungoma County, Kenya. This scenario can be attributed to the increased personal, family and friends' financial demands that emerge as one serves for long. The individual's family keeps expanding, and the same is for his personal circles, which in turn encroaches on his earnings, and as such, as years go by, one's satisfaction in the current job keeps declining. However, inconsistencies exist in the literature regarding years of teaching experience and job satisfaction. Kemunto (2018) found that one's teaching experience had no significant relationship with job satisfaction among secondary school teachers in Kenya, where even teachers with less than one year in the field within Kiisi central sub-county were found dissatisfied with their current roles.

Other empirical studies conducted also indicate consistency with our findings about teachers' monthly income ranges and their relationship with their job satisfaction. For example, Bhandari (2021) found out that the yearly income of community school teachers of Phidim Municipality in Nepal was significantly related to their job satisfaction under a bivariate analysis. Similarly, a study using TALIS 2018 data by Diagne (2023) revealed that teachers' salaries were positively and significantly associated with satisfaction with their jobs.

However, according to Diagne (2023), other factors like distributed leadership and teacher collaboration were also at play and were also influential to the majority teacher job satisfaction in 48 countries that were covered by the database considered in the study. Incongruence exists between the study findings and those of Shyim & Korb, (2016), who reported there being no significant correlation between monthly income range and job or life satisfaction in a correlational study conducted among secondary school teaching staff in Jos North LGA. The findings on monthly income range having a positive relationship with job satisfaction align with Herzberg's Motivation-Hygiene Theory used in this study, where salary, a hygiene factor, is said to prevent dissatisfaction; however, it does not cause satisfaction in isolation, since also non -monetary incentive need to be part of a sustained long-term motivation. This relates to Diagne's (2023) idea of complementing job satisfaction with other strategies, like distributed leadership.

There exists divergence in the study findings about age with other existing studies. A study conducted by Akhtar *et al.* (2022) among teachers of Bahawalnagar district in Pakistan's government and private schools found out that there was a significant positive relationship between job satisfaction and age, where the aged were found to have higher job satisfaction than the young. The lack of an agreement on age as an influencer of job satisfaction in these studies indicates insensitivity to cultural differences in valuing seniority at workplaces in different countries. The negative relationship between teaching experience and job satisfaction noticed among teachers in the study findings could be caused by unmet professional expectations and emotional exhaustion in the course of their tenure. All these inconsistencies in the studies highlight how job satisfaction is a complex phenomenon differing in the teaching profession depending on the location, context and other individual teacher characteristics.

The declining satisfaction levels among senior teachers in Kashari North County could be mitigated by a paradigm shift regarding the policy on salary scales, putting into consideration one's years of service, as well as introducing experience-based incentives to keep experienced teachers hopeful. The quantitative nature of this study limited the collection of in-depth insights from teachers as they responded to pre-set items, and others might have given ideal responses and avoided exposing their actual salary and the years they had taught. Future studies could focus on conducting a qualitative study to explore the topic in depth.

5. Conclusion

Demographic factors of years of teaching experience and monthly income range in particular significantly influence teachers' job satisfaction in Kashari North County, Mbarara district. While an increase in years of teaching experience decreases job satisfaction among secondary school teachers, higher monthly income leads to increased teacher job satisfaction, and age has no significant role in the play on job satisfaction.

6. Recommendations

The current policy framework in Uganda relating to teachers' emoluments is based on the subjects taught, either Arts or Sciences, and does not include an aspect of the years of teaching experience. Policy makers should therefore consider the amendment of this policy to include the years of experience of teachers in the teaching profession.

The Ministry of Education and Sports should develop and implement a targeted, structured incentive program comprising experience-based rewards to improve job satisfaction among long-serving secondary school teachers, as this will make them feel appreciated for their labour over time. Such programs could involve mentorship and advisory roles for the junior young teachers, as well as assigning them leadership responsibilities. This might help in lowering their egos and counteracting their unmet expectations in their career.

The Ministry of Education and Sports and other line ministries should earmark funds in their budgets and allocate them to schools purposely for setting up income-generating projects. This could help schools supplement the salaries their teachers earn from the central government.

School administrators should design school programs using the years of teaching experience criterion. This can be intentionally done, giving flexible working schedules to the longest-serving teachers

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Conflicts of Interest Statement

The author declare that he had no financial or personal interests that could have influenced the results of this paper.

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