

**IMPACTS OF TEACHERS' REMUNERATIONS ON WORKING
PERFORMANCE: A CASE STUDY OF TEMEKE DISTRICT**

ATHUMAN IBRAHIM MBAROUK

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF HUMAN
RESOURCES MANAGEMENT OF THE OPEN UNIVERSITY OF
TANZANIA**

2017

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a Dissertation titled: **“Impacts of Teachers’ Remunerations on Working Performance in Temeke District”** in partial fulfillment of the requirements for the Degree of Master of Human Resource Management (MHRM) of the Open University of Tanzania.

.....
Dr. Salvio Macha

(Supervisor)

.....
Date

COPYRIGHT

No part of this thesis/dissertation may be reproduced, stored in any retrievable system or transmitted in any form by any means, electronically, mechanically, photocopying, recording or otherwise without prior written permission of the author or The Open University of Tanzania.

DECLARATION

I, **Athuman Ibrahim Mbarouk**, do hereby declare that this Dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

.....

Signature

.....

Date

DEDICATION

I dedicated this research paper to my beloved mother Maimuna Hussein and my beloved father Ibrahim Mbarouk, as well as my beloved wife Jamila Juma, and children Nailath Othman and Ibrahim Othman for their prayers and support, which enabled me to devote much time, attention and financial resources to make the work see the light of the day. God bless you.

ACKNOWLEDGEMENT

I would like to express my heartfelt thanks and appreciation to all who contributed in one way or another to enable the successful completion of this study. I feel greatly indebted to a number of individuals that without their assistance this study would not be possible. First and foremost and with a sense of great humility I thank Almighty God for his blessings that have enabled me to successfully accomplish this study.

Second, I am indebted to my supervisor Dr. Salvio Macha who was generous with his time in providing me with valuable guidance, comments and suggestions which helped me in producing this study. Basically, through his critical review to my work he played an important role as a mentor and inspire, hence, building my capacity to complete this study. Indeed, I found his critiques more helpful than intimidating. Also my family for their love and support during the whole period of this study, I say thank you and God bless you all.

Third, a warm appreciation goes to DEO of Temeke, head of schools, and teachers who kindly assisted me to answers my questions. They generally provided me with collaboration during data collection with a polite language. Last but not list, I humbly thank all who participated in one way or another to make this work successful. I really appreciate their contribution.

ABSTRACT

Remunerations is one of the most important means for sustainability of life of employees in many countries over the World by helping them to consume their basic needs. Although extensive research has been conducted in the area of Human Resource Management, but the impacts of remunerations on working performance of employees, still remain as a problem especially to the developing countries. The aim of this study was to assess the impacts of teachers' remuneration on working performance, using Temeke district as case study. The study used government and private schools located within the district to complete this work. In order to understand the study aim, two specific objectives were developed and these focused particularly on to examine the perception of teachers on the factors influencing working performance, and to identify the motivational factors that help to increase teachers' performance. The methodology used in this study is mostly qualitative research approach that employed techniques such as questionnaires and interviews to collect data. The sample size of this study was 64 respondents obtain from the population of teachers and head teachers of the six randomly selected secondary schools, DEO, and DEO academic of the Temeke Municipal council. Also quantitative approach was used in some cases such as mathematical calculations of the study sample. Based on this sample the results obtained indicate that more than 70% respondents replied that remunerations such as salary, allowances, bonuses, fringe benefits, have the positive impacts on teachers' performance, that is to say the improvement of those remuneration packages can lead to higher and better performance of teachers, though there is other factors contributes to the performance teachers like training, good working conditions, good relationship between teachers and management.

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION	iv
DEDICATION	v
ACKNOWLEDGEMENT	vi
ABSTRACT	vii
TABLE OF CONTENTS	viii
TABLE	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
LIST OF ABBREVIATIONS	xv
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of the Problem	1
1.2 Statement of the Problem	3
1.3 Objectives.....	5
1.3.1 General Objectives	5
1.3.2 Specific Objective	6
1.4 Research Questions	6
1.5 Significance of the Study	6
1.6 Limitation of the Study	7
1.7 Delimitations	7

1.8	Definition of Key Terms	7
1.8.1	Employees Performance.....	7
1.8.2	Remunerations.....	8
1.8.3	Morale	8
CHAPTER TWO		9
LITERATURE REVIEW		9
2.1	Introduction	9
2.2	Theoretical Framework	9
2.2.1	Abraham Maslow’s Needs Theory.....	9
2.2.2	Expectancy Theory.....	11
2.3.1	The Perception of Teachers on Working Performance	15
2.3.2	Motivational Factors for Teaching Morale and Performance	18
2.6	Research Gap	21
2.7	Conceptual Framework	22
CHAPTER THREE		23
RESEARCH METHODOLOGY		23
3.1	Introduction.....	23
3.2	Research Paradigm	23
3.3	Research Design	23
3.4	Population of the Study.....	24
3.5.1	Sample Selection Techniques	25
3.5.2	Sample Size.....	25
3.6	Instrument for Data Capture	25
3.7	Procedures for Data Collection.....	26

3.8	Validity of Instrument.....	26
3.9	Reliability of the Instruments	26
3.10	Data Analysis.....	27
3.9	Ethical Issues to be Considered	27
CHAPTER FOUR.....		28
DATA PRESENTATION AND DISCUSSION.....		28
4.1	Introduction.....	28
4.2	Characteristics of Respondents.....	28
4.2.1	Gender of Respondents	28
4.2.2	Age of the Respondents	29
4.2.3	Education Level of the Respondents.....	30
4.3	Length of Services	31
4.4	Understanding of the Term Remuneration	32
4.5	Performance Depend on Remunerations	33
4.6	Contribution of Good and Planned Remunerations to the Teacher's Working Performance.....	34
4.7	Responsibilities of Teachers at Working Place	34
4.9	Assessing the Teachers Working Performance	35
4.10	Relationship between Remuneration and Performance	36
4.11	Discussion of the Findings.....	37
CHAPTER FIVE		39
CONCLUSION AND RECOMMENDATION.....		39
5.1	Introduction	39
5.2	Conclusion.....	39

5.3	Recommendations	40
5.3.1	To the Teachers' Union.....	40
5.3.2	To the Department of Education	40
5.3.3	To Teachers	40
	REFERENCES.....	41
	APPENDICES	46

TABLE

Table 3.1: Indicate Sampling Composition..... 25

LIST OF FIGURES

Figure 2.1: Maslow's Hierarchy of Needs	11
Figure 2.2: Conceptual Framework	22
Figure 4.1: Gender of the Respondents.....	28
Figure 4.2: Age of the Respondents.....	29
Figure 4.3: Education Level of the Respondents	30
Figure 4.4: Status of the Respondents.....	31
Figure 4.5: Length of Service	32
Figure 4.6: Understanding of the Remunerations	33
Figure 4.7: Relationship between Remunerations and Performance	36

LIST OF APPENDICES

Appendix I: Questionnaires 46

Appendix II: Structured Interview 51

Appendix III: Research Clearance Letter..... 55

LIST OF ABBREVIATIONS

CURT	Constitution of the Republic of Tanzania
DEO	District Education Officer
EFA	Education for All
HR	Human Resources
MDGs	Millennium Development Goals
MHRM	Masters of Human Resource management
OUT	Open University of Tanzania
TETP	Tanzania Education and Training Policy
T/L	Teaching and learning methods
UNESCO	United Nation Educational, Scientific, and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Background of the Problem

One task of human resource managers in today's world is to motivate and retain employees. Owing to the present challenges faced by business, management of organizations in an attempt to maintain their place in the competitive market, are beginning to focus on factors that make an organization's workforce willing to go the extra mile to achieve firm goals and objectives. The Association of British Insurers, Principle and Guidelines on remuneration, (2000) stated that "for good and bad economic times, maximizing the contribution from every employee is vital to organization's success". It is thus apparent that for such organization's success, motivation of the employees is a key factor. Motivation is a company's life-blood (Sharma, 2006:1). It has been seen to reduce turnover, increase productivity, reduced absenteeism, increase revenue and improved performance (Pei Yu Lin, 2007).

Effective remuneration practices can be seen as means to meet organizational objectives, such as increasing morale and retaining and attracting good employees (Steere, 2000; Laabs, 2000, Kurlander and Barton, 2003). The evolution of remuneration arrangement reflects the drive of management to strong corporate performance.

Education is an indispensable instrument that helps in the production of an educated man, civilized and forward looking democratic society. Socio-economic development of any nation depends on the provision of right and appropriate quality education

(Ogundele, 2015). Tanzania as a country recognizes importance of education for national growth and development. Also Ogundele, (2008) stated that any nation that toys with education is toying with her socio-economic development.

Employee remuneration covers how people are rewarded in accordance with their value to the organization. It is about both financial and non-financial rewards and embraces the strategies, policies, structure and processes used to develop and maintain the reward system. Effective remuneration practices can be seen as means to meet organizational objectives, such as increasing morale and retaining and attracting good employees (Steere, 2000; Laabs, 2000, Kurlander and Barton, 2003). The evolvement of remuneration arrangement reflects the drive of management to strong corporate performance.

Teachers' effectiveness has been theorized as important to students' performance (Hammond, 2010). According to Hammond effective teachers have improved subject matters knowledge, are capable of designing and deliver instruction, can better manage and evaluate classrooms and can better support student leanings. Other scholar such as Clotfelter, Ladd and Vigdor, (2007) suggest that effective teacher use new teaching strategies pay more attention to student learning and use assessment to change their practice.

According to CURT (2000:7) under education in global era, challenges to equity, opportunity for diversity, identified that, decline of pupils performance is associated with, input process and outputs. Input is associate with poor training preparation of teacher, poor physical environment, poor teaching and learning materials, poor

supervision and assessment these are not effective to the extent that promote pupils performance. Process relates to bad relation between community and school, poor school management, poor classroom instruction, curriculum and planning are not effective to the extent that promote performance of pupils.

In terms of outputs it is believed that over 80% of pupils entering primary school leaving examination score less than 50%. (CURT 2000:7) such situation revile that teachers working morale is not well implemented hence effectively to pupils performance is not promising. Thus, this study aimed at examining the impacts of teachers' remunerations and finally suggested the measures to be taken so as to improve teachers' working performance.

1.2 Statement of the Problem

According to Mumanyire, (2005) 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. However, other factors such as actual teaching conditions, the environment in which the school is located, teacher participation in matters which affect them, job security and level of commitment to the school's objectives are all crucial to the level of motivation of teachers (Ibid).

Teaching is a mass occupation, which accounts for one-half to two-thirds of public sector employment in most developing countries (Bennell, 2004). While other professions (engineers, medical doctors and lawyers) enjoy a high degree of self-regulation and are successful in maintaining high barriers to entry in terms of qualification requirements and registration, teachers on the other hand, tend to have weak, state-dominated professional organizations with several trade unions.

In addition, public sector recruitment freezes in many countries during the 1990s have seriously constrained the growth of the number of teachers in government or government-aided schools. Although such events are expected to have affected the morale of teachers to perform, detailed studies examining the effect of motivation on performance of teachers are still scanty. Available evidence, however, reveals that the teaching force has expanded rapidly in only a relatively few countries most notably Bangladesh, Malawi, Ethiopia, Eritrea, Mozambique and Uganda (Bennell, 2004).

Kavarlemo, (2000) on the other hand re-affirms this in a study by the application of Maslow's hierarchy of needs theory of motivation in a school situation and stated that teachers need a wage sufficient to feed, shelter and protection of their families if they are to dedicate their energies and time to school obligations other than for survival. Ouma, (2007) also added that teachers need assurance of sustainability of above basics so as to continue pursuing organizational goals.

Bennell, (2004) indicates that teaching has become employment of the last resort among university graduates and secondary school leavers. About one-half of junior secondary school leavers in Malawi and Tanzania who finished school in 1990 were employed as teachers in 2001.

Tanzania Education and training policy (TETP, 1995:VIII) stated that all changes in Education between 1961 to date were aimed at improving the quality of Education and strengthening the link between Education provider at all levels, social and economic development of Tanzania.

Teachers are the most important resource in the school and quality of the school depends on the teacher professionalism and commitment. The government of Tanzania concurs with this observation and contends that the professional growth of teachers must be ensured to enhance quality at all levels of educational programs.

However, many times teachers are often treated like subordinates not as professionals who offer essential service to the society (Sadker & Sadker, 1994). They continue to argue that teaching being such a difficult and demanding job and with the current increased responsibilities vested on teachers, it is very easy for teachers to be discouraged and demoralized.

Sergiovanni as cited by Yong, (1999) argued that teacher motivation and work commitment are the most important factors that affect school effectiveness therefore there are needs to enhance them. Motivated teachers are more likely to motivate students to be participative in the classroom and consequently perform better. Based on that premise, this research assessed the impacts of teachers remunerations' and working performance within Temeke District and recommended on the solutions to be employed so as to improve teachers' teaching performance for the betterment of our educational sector.

1.3 Objectives

1.3.1 General Objectives

The purpose of this study was to assess the impacts of teachers' remuneration on the working performance.

1.3.2 Specific Objective

The specific objectives of this study were:-

- (i) To examine the perception of teachers on the factors influencing working performance.
- (ii) To identify the mechanisms that will help to increase teachers' performance.

1.4 Research Questions

The following questions guided this study:-

- (i) What are the perceptions of teachers on the factors influencing working performance?
- (ii) Which mechanisms should be adopted so as to increase teachers ' teaching performance?

1.5 Significance of the Study

This research study will be beneficial to other researcher as the source of reference. The study also will assist school teachers as well as school managers to determine factors influence working performance so as to be practiced well in Temeke district and all around the country as a means of identifying strategies to overcome barriers that cause low working performance of teachers.

Also Omari, (2011:32), stated that significance of the study is when the researcher point out the solution to the problem or answer to the question that can or will influence education theory or practice. This is very important since this study explain why is worthy time, effort and expenses required to carry out the research.

1.6 Limitation of the Study

Limitation means lack of abilities or strength that control what person or researcher can able to do. In this study, the researcher faced some constrains emanated from research methods, research design, samples and sampling strategies, uncontrolled variables faulty instruments and other compromises to internal and external validity (Omari, 2011). Other limitations the researcher encountered are like financial constraints; this is because the researcher is privately self sponsored with limited resources.

1.7 Delimitations

The research conducted only within Temeke District in Dar es Salaam region with the sample of 64 targeted populations.

1.8 Definition of Key Terms

1.8.1 Employees Performance

Job performance refers to behaviors that are relevant to organizational goals and that are under control of individual employee. Other scholars for example, Campbell,(1990) defines employee performance as a behaviors which consists of directly observable actions of a worker and also mental actions or products such as answers or decisions, which result in organizational outcomes in the form of attainment of set goals.

However, Motowidlo, (2003) argues that job performance is “the total expected value to the organization of discrete behavioral episodes that an individual carries out over a standard period of time”. According to Sturo, (2007), employee performance is the extent of completion of the tasks that make up an individual’s job.

1.8.2 Remunerations

Employee remuneration is the reward or compensation given to the employees for their work performances. It is a method of promoting morale, increasing motivation and foster team cohesion. Remuneration can motivate employees to be more productive but does not have to necessarily be compensation based; it could be praise or recognition given to an employee Dessler, (1995).

1.8.3 Morale

According to Keskonis and Siddiqi, “Morale is the behavior of employees wanting to belong to the organization and who are being happy with their organization”. Thus, morale is an important emotional perception whereby an improvement of morale increase performance of work.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presented theoretical framework and reviews of related literature from educational psychologists and researchers who did study on related topic. Some specific books, research articles, dissertations, theses and journals were reviewed to enable establishment of theoretical and related literature review for substantiating the research problems and objectives.

2.2 Theoretical Framework

2.2.1 Abraham Maslow's Needs Theory

Freedom from pain or Maslow's Hierarchy of Needs theory postulates that humans have specific needs that must be met. His proposition about motivation is that people are want beings, they always want more, and what they want depends on what they already have (Mullin, 2002). He postulated that human needs are arranged in a hierarchy of importance in five steps.

The first and most important of the need is the physiological needs for food, water, shelter, oxygen, sleep and arguably sex. In school context, this would include the need for wages, bonuses and fringe benefits, so that teachers could clothe, feed and house themselves and their families (Hannagan, 2005, Martin, 2001, Mullin, 2002). In work places such as in Ghanaian primary schools, teachers need a decent salary to help them to fulfill this category of needs as the theory suggests. For example, studies have revealed that teachers were highly dissatisfied with their salaries in Ghana (Bame,

1992). Therefore, it is more likely that primary school teachers need adequate salary to achieve these lower needs of the theory and non-satisfaction of such needs may influence teacher motivation.

The second on the list is safety needs. These include safety and security threat of physical attack, protection from danger or deprivation and the need for predictability. In the school situation the safety needs manifest itself in the need for job security and safe working environment (Hannagan, 2005, Martin, 2001, and Mullin, 2002).

Relating this to the Ghanaian education system could be fringe benefits, retirement or pension schemes, insurance benefits, medical or health services, job security and safe working conditions, among others, often meet such needs. There is no doubt that this stage of the theory has ramifications for the present study where the study sought to find whether teachers were satisfied with other benefits such as medical bill refunds, transportation allowances and others.

The third on the ladder of needs is variously known as love, belonging or social needs (Mullen, 2003; McShame & Glinow, 2005). This include affection, sense of belonging social activities friendship and both the giving and given of love. In the school situation, these need manifest themselves in teachers' involvement in formal and informal groups and working in teams.

The fourth is called esteemed needs. These include both self-respect and the esteem of others. Self-respect includes the desire for confidence, strength, independence and freedom and achievement. Esteem of others involves reputation or prestige, status,

recognition attention and appreciation from others. In the school situation, these needs manifest themselves in head teachers recognizing the contribution their teachers make towards the running of the school. Teachers whose students do well in examination should be recognized and given award (Ingersoll, 2001). Thus, this theory is able to guide us in assessing whether primary school teachers are satisfied with the kind of recognition they receive for their efforts, the autonomy they have in their classrooms, and the kind of professional status given to the teacher in the country.

The fifth and the last is self-actualization needs. This is the development and the realization of one's full potentials. It is about becoming everything that one is capable of becoming. Self-actualization is the highest need and is arguably hardly satisfied because of the quality work life in most schools (Kadzamira, 2006).

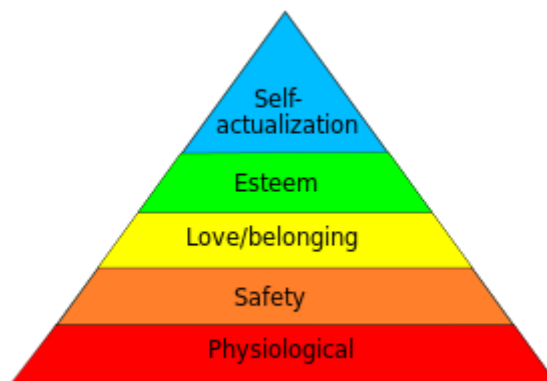


Figure 2.1: Maslow's Hierarchy of Needs

Source: Maslow's, (1943)

2.2.2 Expectancy Theory

This study was based on Expectancy theory by Vroom, (1964) which suggests that individuals are more likely to strive for improvement in their work due to the anticipation of a reward that is valued. Similarly, Bedassi, (1990), notes that

individual motivation is a function of a person's perception that his or her increased performance will result in certain rewards which will help him or her to attain personal goals. Thus, according to the expectancy theory, motivation depends on how much an individual desires a particular goal and how attainable the person thinks that goal is. According to Cole, (1996), it is the individual's subjective perception of the situation that is the vital part of expectancy theory.

According to Van Fleet et al. (1991), the expectancy model focuses on effort, performance, and outcomes, and looks at the way a person expects these three factors to be linked and how the person judges the outcomes or rewards. They further explain that whenever people make an effort, they gauge the probability that the effort will increase their performance. Apart from effort, other factors such as the individual's personality, knowledge and skills, and role perception also affect performance.

According to Cole, (1996), effort does not necessarily lead to effective performance, if the individual has insufficient knowledge and skills or if role perception does not equate with that of his or her supervisor. According to the expectancy theory, there are three factors, each based on the individual's personal perception of the situation involved in stimulating an individual to put effort into something. These factors as identified by Vroom are: expectancy, instrumentality and valence.

Expectancy is the extent of the individual's perception or belief, that a particular act will produce a particular outcome. Instrumentality is the extent to which the individual perceives that effective performance will lead to desired rewards. According to Cole, (1996) valence is the strength of the belief that attractive rewards are potentially

available; it is the power to motivate, which varies from individual to individual. According to Vroom, the three factors combine to create a driving force which motivates the individual to put in effort, achieve a level of performance, and obtain rewards at the end.

According to Vroom, (1964) people are motivated to work if they expect increased effort to lead to desired outcomes or rewards. The rewards may be intrinsic or extrinsic. Intrinsic rewards are those that are primarily internal and intangible such as pride in work, feelings of accomplishment or achieving a sense of efficacy, and are gained by fulfilling higher level personal needs, such as self - esteem and personal growth, and the individual can exercise a degree of personal control over these.

According to Cole, (1996) extrinsic rewards, by comparison, are primarily external and material such as promotions, salary and working conditions, and these are provided by the organization, and thus outside the control of the individual. The individual's resulting level of performance leads to intrinsic and/or extrinsic rewards. The individual has his or her own idea about the appropriateness of the total set of rewards to be received, which when measured against the rewards actually received, results in the level of satisfaction experienced by the individual. This satisfaction will also influence the effort put into further task accomplishments.

According to Cole, (1996) the expectancy theory takes a comprehensive view of the motivational process; it indicates that individuals will only act when they have reasonable expectancy that their behaviour will lead to the desired outcome, and stresses the importance of individual perceptions of reality in the motivational

process. The theory assumes that the strength of motivation is governed jointly by the expectations that particular actions will produce specified outcomes or rewards and by the value placed on those outcomes. In its basic version the expectancy theory predicts that the higher the expectancy that certain behavior can secure specific outcomes and the more highly those outcomes are valued the greater is the motivation to perform the activity working conditions, and these are provided by the organization, and thus outside the control of the individual.

The individual's resulting level of performance leads to intrinsic and/or extrinsic rewards. The individual has his or her own idea about the appropriateness of the total set of rewards to be received, which when measured against the rewards actually received, results in the level of satisfaction experienced by the individual. This satisfaction will also influence the effort put into further task accomplishments.

According to Cole, (1996) the expectancy theory takes a comprehensive view of the motivational process; it indicates that individuals will only act when they have reasonable expectancy that their behaviour will lead to the desired outcome, and stresses the importance of individual perceptions of reality in the motivational process. The theory assumes that the strength of motivation is governed jointly by the expectations that particular actions will produce specified outcomes or rewards and by the value placed on those outcomes. In its basic version the expectancy theory predicts that the higher the expectancy that certain behavior can secure specific outcomes and the more highly those outcomes are valued the greater is the motivation to perform the activity.

2.3 Empirical Literature Review

2.3.1 The Perception of Teachers on Working Performance

Low morale lead to a decrease in teacher's productivity, quality and achievement. High intrinsic motivation, work satisfaction, and high quality performance depend on three important factors as advanced by Vroom in his Expectancy theory. These include valence, expectancy and instrumentality. This means that people expect that their effort will lead to an outcome such as a reward, that their efforts will be lead to a particular performance and that they will be successful thus obtain the desired reward. The worker is responsible for outcomes and knowledge of results, thus enhancing and maximizing motivation is critical in facilitating workers morale (Githua, 2002).

Teachers' morale in Botswana and Uganda was reasonably good whereas there appears to be more cause for concern in Malawi, especially at primary schools (see Bennell at el, 2002). Morale and achievement are also related; where morale is high in schools it leads to an increase in students' achievement (Mwangi & Mwai, 2002). Another study in Ghana also concluded that teacher morale is reasonably high (Acheampong et al, 2003). Only 13 percent of teacher respondents indicated that they did not enjoy teaching' although nearly one-third stated that they did not intend to remain in the teaching profession. Conversely, over 80 percent of primary school teachers interviewed in Sierra Leone said they did not want to be teachers.

Many times teachers are often treated like subordinates not as professionals who offer essential service to the society (Sadker & Sadker, 1994). They continue to argue that teaching being such a difficult and demanding job and with the current increased responsibilities vested on teachers, it is very easy for teachers to be discouraged and

demoralized. Sergiovanni as cited in Yong (1999) argued that teacher motivation and work commitment are the most important factors that affect school effectiveness therefore there are needed to enhance them.

A study by Bennell et al. (2003) revealed that teacher morale also varied noticeably across schools in the same locations. For example, in a small survey of secondary schools in Lusaka, Zambia, the breakdown of head teacher ratings of teacher morale was high 44 percent, moderate/average 22 percent and poor 33 percent. A study by Bennell et al. (2003) revealed that teacher morale also varied noticeably across schools in the same locations.

Kleop and Tarifa, (1994) in their study found out that Albanian teachers were satisfied with their job because they felt highly respected in the communities where they live and work, were very well integrated in the communities where they work, and were frequently found in their students' families. This means that the teacher-parents' relationship has a profound impact on the teachers' perception of them. Andrew, (2004) concludes that commitment of employees is based on rewards and recognition.

Lawler, (2003) argued that prosperity and survival of the organizations is determined through how they treat their human resource. Ajila and Abiola, (2004) examine that intrinsic rewards are rewards within the job itself like satisfaction from completing a task successfully, appreciation from the head teacher, and autonomy, while extrinsic rewards are tangible rewards like pay, bonuses, fringe benefits, and promotions. Another study done by Bennell, (2004) in Sub Saharan Africa noted that incentives

for schools and teachers in the public education system to perform well are frequently weak due to ineffective incentives and sanctions. This was particularly the case when teachers cannot be effectively disciplined for unacceptable behaviour (absenteeism, lateness, poor teaching, and abusive behaviour towards pupils) by school managements because it was very difficult to dismiss them and pay and promotion are largely unrelated to actual performance.

A study on difference among levels of employees in terms of rewards was researched by Maicibi, (2003) who observed that rewards such as sickness payment, contributory pension schemes, free life insurance and subsidized canteens are fairly evenly spread across all levels of employees. Maicibi ,(2003) in agreement with the above view noted that salary was a job satisfier for junior staff in universities in Uganda, while not a strong satisfier for senior non –teaching and academic staff.

Many teachers face the constant frustration of knowing that they are giving their professional best efforts yet they do not receive adequate compensation, a fact Mwai, (2000) noted was particularly demoralizing to graduate teachers. This cadre of teachers feel that their pay is too low compared to their counterparts in other professions, thus, resulting to the teaching profession suffering great attrition.

One indisputable source of the desire for people to work is the money they are paid for working (Smith and Warner, 1993). According to Chandan, (2010) few people would dispute the importance of anticipated economic consequences in the guidance of human conduct. He further asserts that it would be incorrect to link the importance of money in any society simply to the satisfaction of biological needs.

2.3.2 Motivational Factors for Teaching Morale and Performance

Kasaija ,(1991) studied about the effects of monetary and non-monetary rewards on motivation of teachers. He established that both monetary and non monetary rewards are motivators to teachers. Similarly, Ogomarch, (1994) study agrees with this assertion, he stresses that professional allowances have great significance in motivating lecturers to do their work effectively.

Kavarlemo, (2000) on the other hand re-affirms this in a study by the application of Maslow's hierarchy of needs theory of motivation in a school situation and stated that teachers need a wage sufficient to feed, shelter and protection of their families if they are to dedicate their energies and time to school obligations other than for survival. Ouma, (2007) also added that teachers need assurance of sustainability of above basics so as to continue pursuing organizational goals.

According to Mumanyire, (2005) 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. However, other factors such as actual teaching conditions, the environment in which the school is located, teacher participation in matters which affect them, job security and level of commitment to the school's objectives are all crucial to the level of motivation of teachers.

Similarly, Armstrong, (1996) emphasizes the value of financial rewards when he says that money provides the means to achieve a number of different ends. Kiseesi (1998) in her study about job satisfaction of workers recommends that, salaries of the workers should be paid promptly and that promotion of workers should have a

corresponding increase on the salary they earn. Education is development. It creates choices and opportunities for people; reduces the twin burden of poverty and disease and gives a stronger voice in society. For nations, it creates dynamic workforce and well informed citizens who are able to compete globally. (Education for Development, 2008).

All national policies and action plans, influenced by international commitments like Millennium Development Goals (MDGs) and Education for all (EFA), highlight the importance of teachers and the pivotal role they play in education. Government of Ghana over the years has committed a lot of resources aimed at enhancing the status, morale and professionalism of teachers. This is evident in the fact that, a huge sum of money is allocated to education in the budget of developing countries (UNESCO, 2006).

Smith & Warner, (1993) states that for a large majority of workers, job is their only source of income. Other things being equal, the worker is likely to prefer a job that offers him a higher income. They further revealed that money is also a source of status and prestige in society. Durosaro, (2000) discovered motivation as a factor that could improve teachers' morale. Motivational could be areas like improved equitable salaries, allowances, incentives, equal distribution of distribution of resources, promotion working environment, interpersonal relationship, and job status, working equipments, staff welfare leadership behavior and rewards. Durosaro concluded that when workers needs are satisfied, they will be committed to their jobs and realistic out will be enhanced.

This situation was also revealed by Carron, (1996) that where teacher pay is very low, there is normally de facto recognition that the labour process in schools has to be organized in such a way that enables teachers the autonomy to generate additional income. Most managers also engage in these survival activities. More generally, there is a widespread acceptance that you get what you pay for which is not very much when pay does not meet minimum livelihood needs. Secondary employment activities are likely to both directly and indirectly lower the motivation of teachers and eventually their performance in their main jobs. In addition Bhandair, (2014) noted that teachers' morale on the job depends in the interpersonal skills, workplace, pay promotion and relations with co-workers.

Coombs, (1985) cited that when teachers' salaries fail to keep pace with the cost of living they undergo a reduction in real income, their morale suffers and the able ones shift to better paying jobs thus pulling down the quality of instruction. Gavinda and Varghese, (1993) looked at this scenario and affirmed that where teachers are disillusioned and frustrated about conditions of service, the quality of education is likely to deteriorate even with substantial input of equipment and material. However they conclude that if a teaching force is reasonably paid, and well motivated, they can achieve much for the quality of education even against great odds.

According to Farrant, (1997), in many countries the morale of teachers is low because they possess no great status, lack promotion opportunities, are poorly paid and have to teach under unsatisfactory conditions. Where teachers feel society is dismissive of their profession, their commitment is undermined. Promoting teachers "en masse",

without basing it on an evaluative mechanism linked to job performance, has also been found to de-motivate many teachers (Ingersoll, 2001). According to Dai and Sternberg, (2004) high levels of job dissatisfaction, stress, and burnout can negatively influence motivation and job performance. According to Gorham and Millete, (1997) teachers who report low levels of motivation tend to perceive their students' motivation levels as low.

2.6 Research Gap

Several studies have been conducted on teaching and learning environment but those studies were too general as far as teaching and learning is concerned. The following are some of studies, which are related; Richard Akpilimah Alugchaab, (2001) did a research on factors that influence the Motivation of basic school teachers in Ghana at Kwame Nkrumah University of Science and Technology. Also a study done by Anne W. Kabutu Kariuki, M. Ndirangu, Antony K. Sang, and Evelyn Mongina Okao, (2014) on Secondary school teachers' perceptions of the factors that influence their morale and commitment at Nakuru district in Kenya.

In 2010 Mary conduct a research on Motivation and the performance of primary school teachers at Masaka district in Uganda as well as Chigbu (2016) who conduct a study on Morale and Motivation of teachers in Nigeria. Thus, there were a high need in Tanzania to conduct this study which observed the teachers' remunerations on working performance so as to get more insight concern on teaching and learning processes in our educational institutions specifically secondary schools. Therefore, this study observed in-deep the teachers' remunerations on working performance for betterment of the quality education in our country.

2.7 Conceptual Framework

Conceptual framework is a set of coherent ideas and concepts organized in a manner that makes them easy to communicate (Anderson, 1982). The conceptual framework of this study is built in the input, processing and output of the research variables. The variables of the study are teachers' remunerations and working performance.

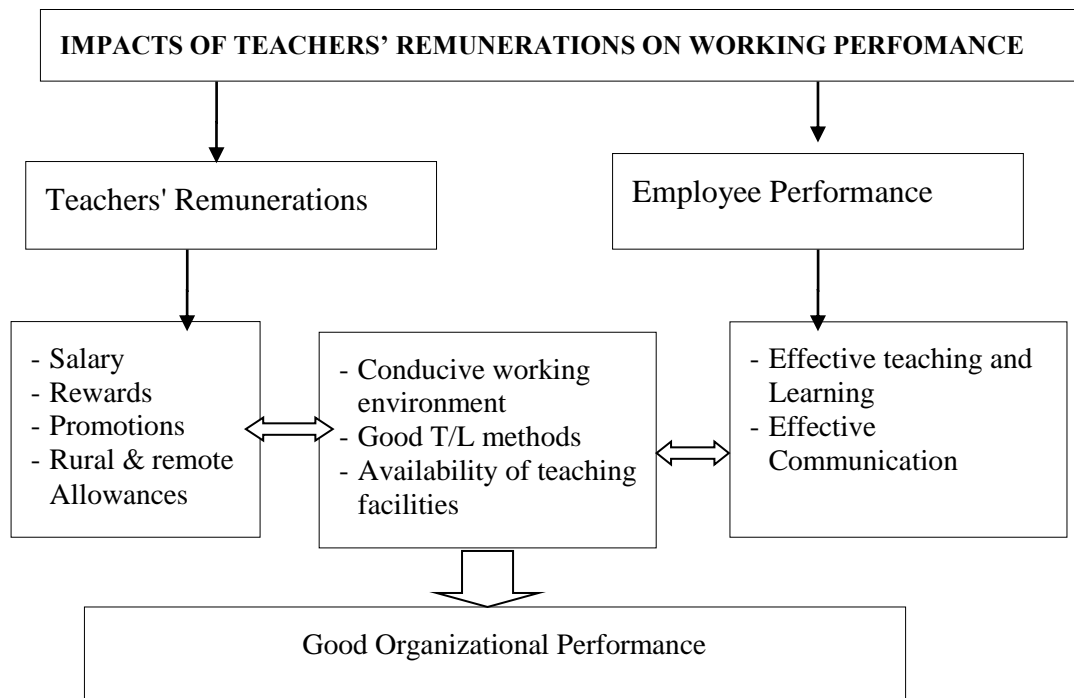


Figure 2.2: Conceptual Framework

Source: Researcher, 2017

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter was intended to present the methodology used in the study. It describes the research paradigm, research design, the population of the study, sampling techniques, sampling procedures, sample size, data collection methods, data collection procedures data analysis and reliability and validity.

3.2 Research Paradigm

Research paradigm is the mental and philosophical dispositions a researcher may have, consciously or unconsciously, on the nature of knowledge, how it is acquired and the nature of human beings, as a respondents in any social reality under microscope and can only be qualitative or quantitative (omari, 2011:2).The research paradigm chosen in this study was qualitative because the researcher intended to give description on the impacts of teachers' remuneration on the working performance in Temeke District and whenever there was a need,a researcher triangulated it with quantitative paradigm.

3.3 Research Design

Research design refers as a chosen and planned ways of investigating the social reality or the planned arrangement of how to address the research problem and is organized in such a manner as to optimize on research outcomes (Omari, 2011:49). The research design, which used in this study was case study because it is through this design a researcher enabled to gether a large number of sample at a particular area as well as to

the time given, so as to describe the nature of the problem being investigated. Also it used to obtain in-depth information concerning a study at hand.

3.4 Population of the Study

A population is the totality of any group of units, which have one or more characteristics in common that are of interest to the research. (omari, 2011:71). Total number of research population of 6 randomly selected secondary schools within Temeke District is 180 people. From this research population, 64 respondents was selected as a sample for this study by using the following formula as proposed by Kamuzora, (2008);

$n = N / (1 + Ne^2)$, whereas;

$n = \text{Sample}$

$N = \text{Population}$

$e = \text{Percentage proposed (10\%)}$,

Thus,

$n = 180 / (1 + (180 * 10\%^2))$,

$n = 180 / (1 + (180 * 0.01))$,

$n = 180 / 2.8$,

$n = 64$,

Therefore; the sample size of this study was 64 respondents.

The respondents includes 02 District Educational Officers, 02 Academic District Educational Officers, 06 Head of Schools, and 54 teachers who will be selected by using purposeful and random techniques. The following schools was included in this study; Keko secondary school, Jitegemee secondary school, Twaybat secondary

school, Tandika secondary school, Buza secondary school and Miburani secondary school, all these schools are found within Temeke District in Dar-es-salaam region.

3.5.1 Sample Selection Techniques

The selection of the respondents was based on the probability sampling and non-probability sampling. In probability sampling the respondents was selected by using random sampling, that is to say every unit has equal chance to be selected. While in non-probability sampling, the researcher used purposefully sampling especially for those respondents needed to be seen face-to-face so as to seek specific and detailed informations.

3.5.2 Sample Size

The sample size of this study was 64 respondents. The sample size composition is indicated in the table below where the issues of gender is highly regarded

Table 3.1: Indicate Sampling Composition

Participants	Male	Female	Total
DEO	1	0	1
DEO academic	0	1	1
Head of schools	3	3	6
Teachers	30	26	56
Total	34	30	64

Source: Field Data, 2017

3.6 Instrument for Data Capture

According to Enon, (1995), an instrument or tool is the technique or methods or procedures of data collection. In this research the recommended instruments was questionnaires and interviews. The reasons to use questionnaire is that, it can be used

in distant respondents and a well planned and can always modified and adapted. While interview is flexible, detailed data and can be used to everybody.

3.7 Procedures for Data Collection

The data was collected or obtained from the sample, which are district educational officers, School heads, and teachers. Data was collected through questionnaires and interviews. In questionnaire the researcher prepared the reliable and valid open and closed-ended questionnaires that encouraged DEOs, and teachers to give information needed to assess the impacts of teachers' remuneration on the working performance in Temeke District in order to get detailed information concerning the study.

3.8 Validity of Instrument

According to Kothari, (1990) validation of the instruments refers to the quality of gathering instruments or procedures, which measures what they are supposed to measure. In this study the researcher developed a pre-test interview to secondary school teachers in Temeke District who was obtained by chance, in order to check the effectiveness of each instrument. Also researcher sat with his classmates and discussed on the validity of the data gathering instruments. At the end the researcher seek recommendations from supervisor before producing the final instruments.

3.9 Reliability of the Instruments

Reliability is the extent to which a test or procedure of data collection yields similar results under constant conditions on all occasions Bell, (1997). That is, if we repeated to assess the impacts of teachers' remuneration on the working performance normally a person will get the same answer each time. According to Bell there are several

devices for checking reliability in scales and tests such as re-test, alternative forms methods or split half method. As he recommends, reliability of this study's instruments are ascertained by pre-testing the instruments before going to the field. The researcher gave questionnaire guides to the same groups of the respondents and re-testing them.

3.10 Data Analysis

Data analysis refers to the examining what has been collected in survey or experience and making deduction (Komba et-al, 2006). In this study researcher analyzed qualitative data by using descriptive analysis, frequencies and percentages which carried by using figures.

3.9 Ethical Issues to be Considered

Wells, (1994), defined ethics in terms of code of behavior appropriate to academic and conduct of research. The ethical consideration observed in getting informed consent from the impacts of teachers' remuneration on the working performance in Temeke District. The researcher consulted supervisor on ethical issues in the university, the researcher ensured confidentiality on the people who gave their information, no exposing or leaking of information without consent of the person who gave her/his information. The researcher stayed humble to cultural and belief of respondents. There was no bias, exposing leaking, hyperbolizing and understatement of the information from the respondents.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter involved data analysis, discussion and presentation of the data obtained from the field. And these data collected by using questionnaires and interviews and then analyzed by using SPSS Version 20 to generate figures and tables.

4.2 Characteristics of Respondents

4.2.1 Gender of Respondents

The study was interested to know the gender of respondents in order to come up with adequate finding, and the results revealed that 34 of the respondents out of 64 were male this is equal to 53.1%, and 30 of the respondents out of 64 were female, equal to 46.9%, this implies that there is gender imbalance within the employees can be due to the fact that each year in various educational institutions the number of males graduates is greater than females. And Table 4.1 and Figure 4.1 have summaries of what we were discussed above.

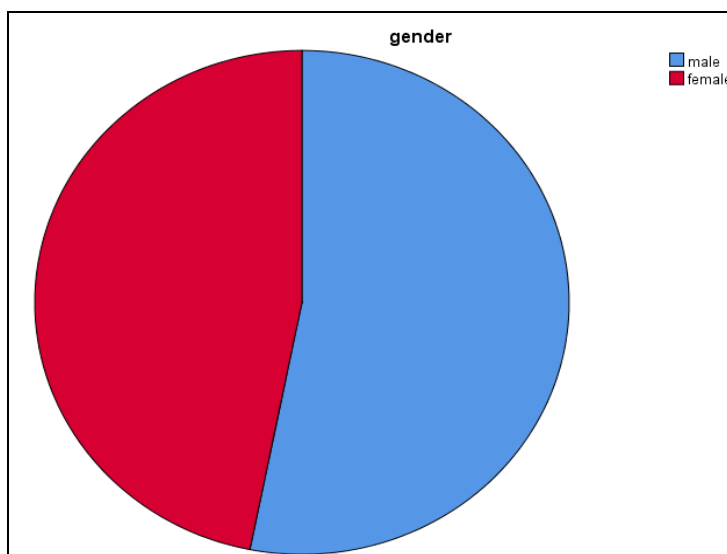


Figure 4.1: Gender of the Respondents

Source: Field Data (2017)

4.2.2 Age of the Respondents

The figure 4.2 illustrate the age distribution of the respondents and the results revealed that 13 of the respondents have the age between 18-27, 31 of the respondents have the age between 28-37, 14 of the respondents out of 64 have the age between 38-47, and lastly 6 of the respondents have the age between 48-57. this show that within the institution have the youth aged between 18-47 is more than elders, and the youth was 94% of the respondents, this means that the institutions believe that the youth is manpower so needed

Statistics

N	Valid	64
	Missing	0
Mean		2.2031

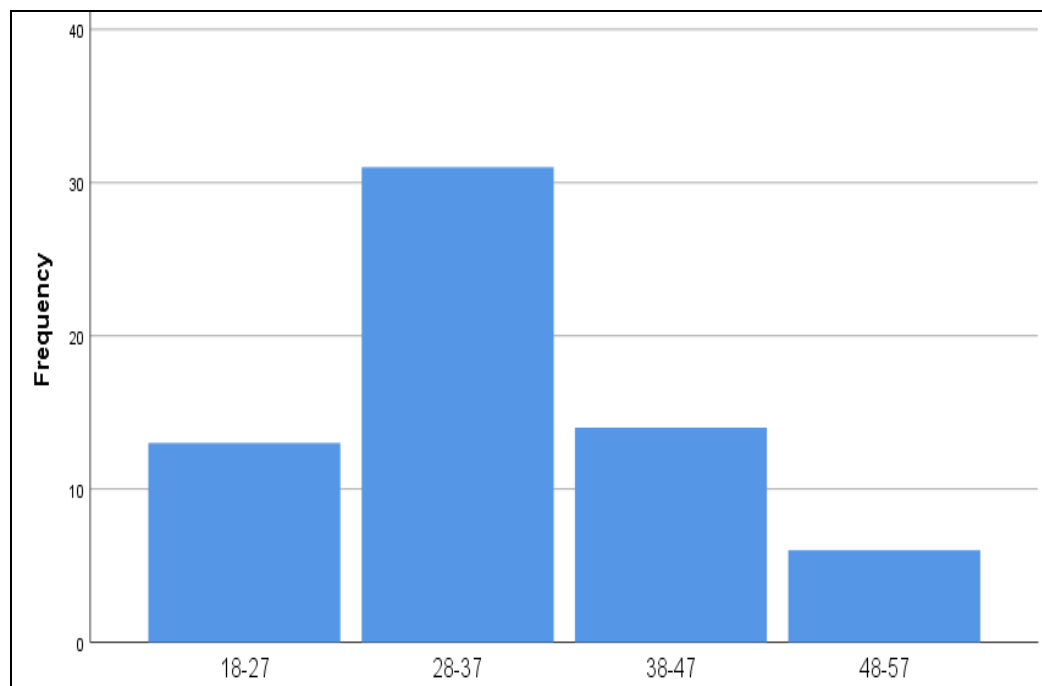


Figure 4.2: Age of the Respondents

Source: Researcher Fieldwork (2017)

4.2.3 Education Level of the Respondents

The individual had a good education background, 21 of the respondents have the diploma level, 42 of the respondents have the degree level and 1 of the respondent out of 64 of the respondents have the masters level. This mean that the respondents or employees have well-educated and most of them are familiar with the impact of teachers remunerations on working performance, Figure 4.2 have summaries what were discussed above.

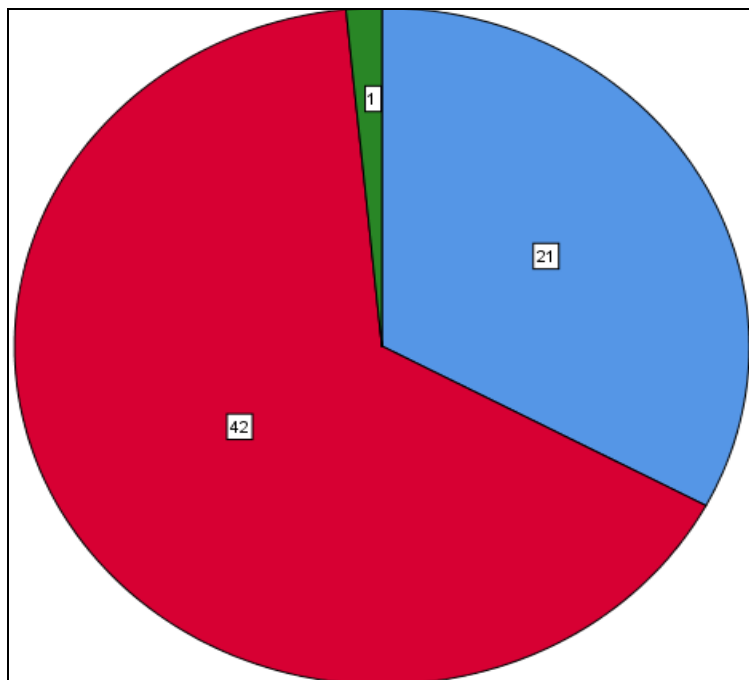


Figure 4.3: Education Level of the Respondents

Source: Researcher Fieldwork (2017)

4.2.4 Status of the Respondents

Study divided respondents basing on their status, which comprises Deo, Deo academic, Head of Schools and Teachers. Finding revealed that 56 (87.5%) of the respondents are teachers, 6 (9.4%) out of 64 are Head of Schools and 1 (1.6%) of the respondents are DEO while DEO academic have 1(1.6%) and figure 4.4 below representing the finding.

Statistics

Status of the respondents

N	Valid	64
	Missing	0
Mean		3.8281

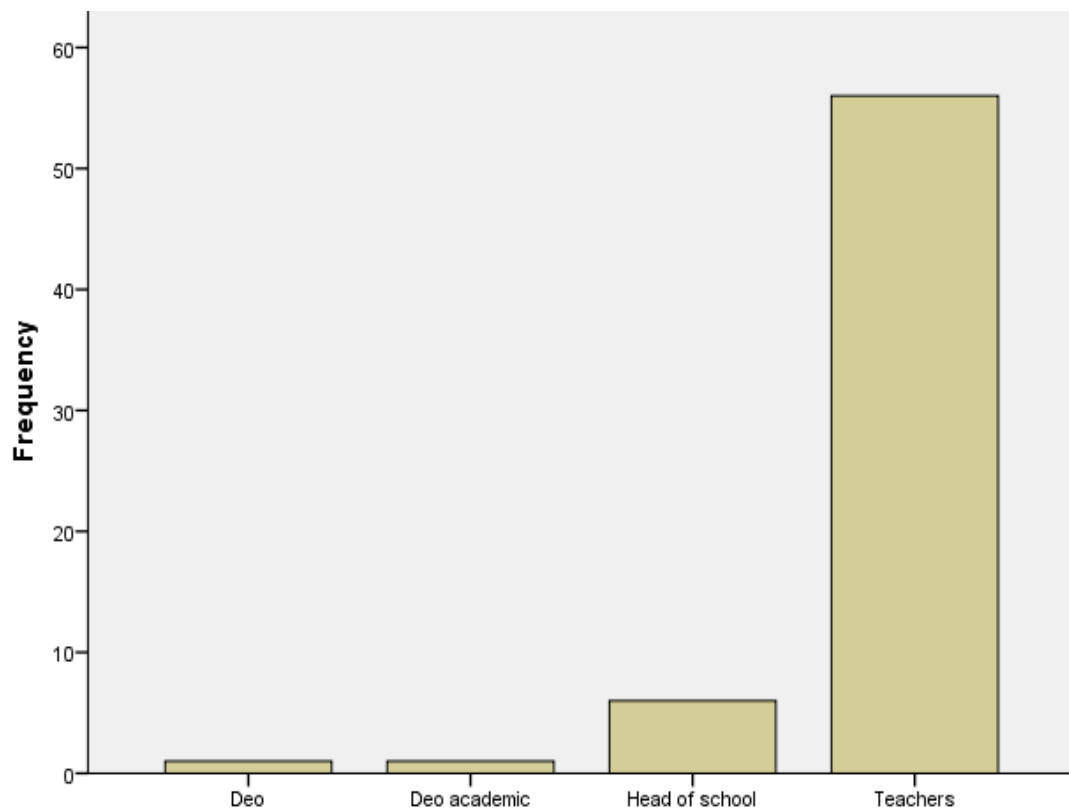


Figure 4.4: Status of the Respondents

4.3 Length of Services

The researcher was interested to understand the length of services that respondents offered to the institution, Figure 4.3 illustrate distribution of finding and results revealed that 15 (23.4%) of the respondents have working less than 5 years, 34 (53.1%) of the respondents have been working within the institution between 5-10 years, also 8 (12.5%) of the respondents out of 64 have offered service in the institution between 10-15, and finally 7 (10.9%) of the respondents was working in

the institution more than 15 years. More than 49 (76%) of the respondents have working between 5 up to more than 15 years and this deputed that employees within the institution had enough experience and are very reliable to provide information concerning the impacts of the teachers remuneration on working performance.

Statistics

length of service

N	Valid	64
	Missing	0
Mean		2.1094

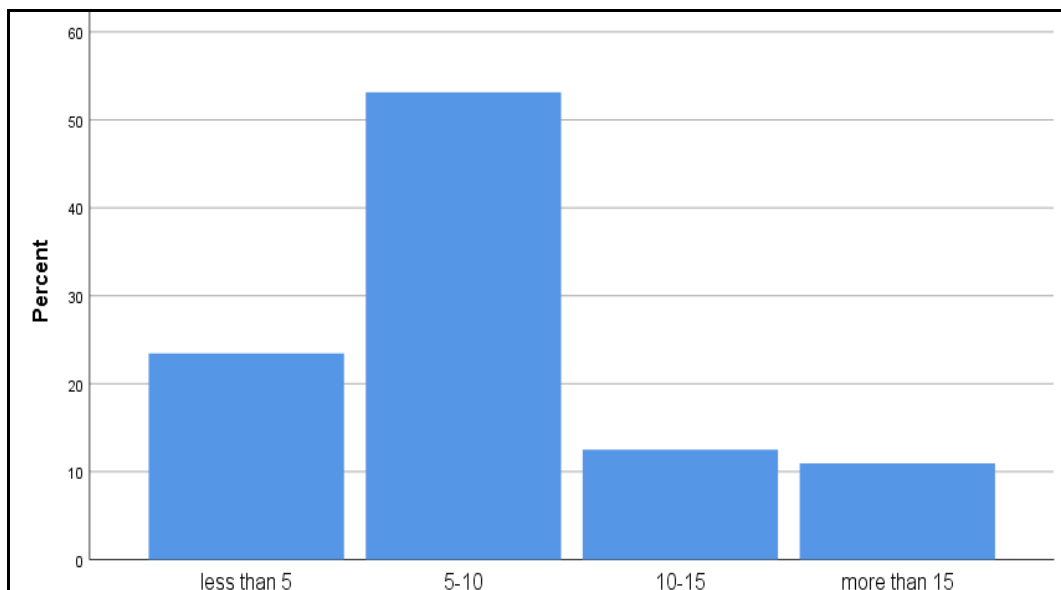


Figure 4.5: Length of Service

Source: Field Data (2017)

4.4 Understanding of the Term Remuneration

Remuneration is what person get after performing a certain task, therefore the study was so excited to know whether the employees have enough knowledge concerning

the remuneration and the finding revealed that 46 (71.9%) of the respondents mentioned the remuneration is combination of the wages, rewards, allowance and salary that means the remuneration is package of payment not only one item, 2 (3.1%) of the respondents out of 64 were mentioned that remuneration is only rewards, 7 (10.9%) of the respondents listed that remuneration is only about salary, 4 (6.3%) of the respondents agreed that remuneration is all about allowance, and 5 (7.8%) of the respondents explained that remuneration is concerned the wages. Figure 4.4 illustrate distribution.

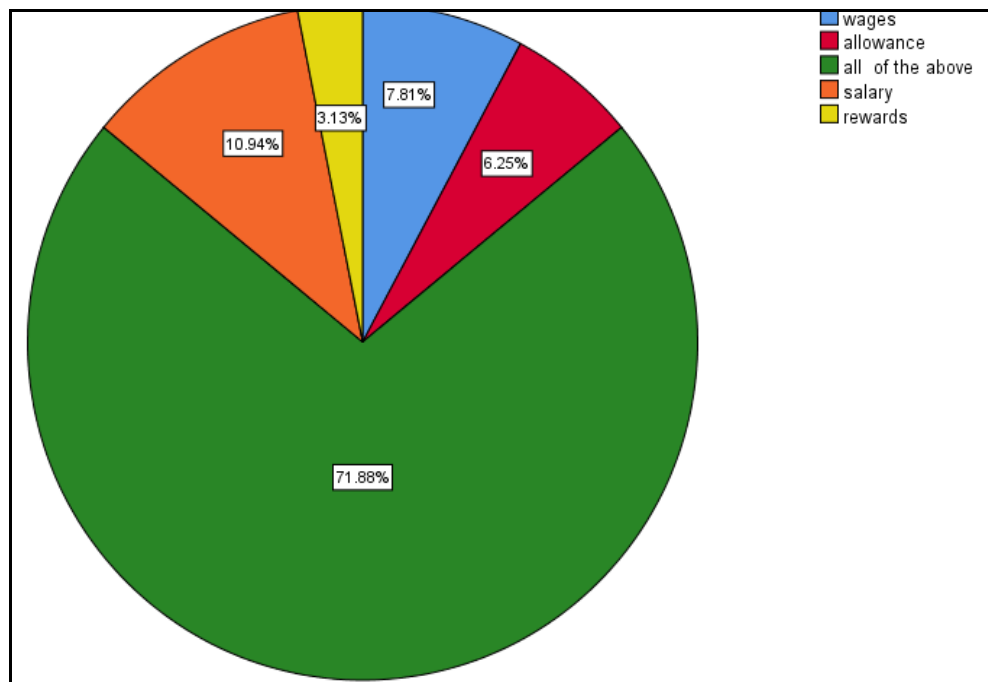


Figure 4.6: Understanding of the Remunerations

Source: Field Data (2017)

4.5 Performance Depend on Remunerations

The researcher was interested to know the relationship between teachers performance and remunerations, so he asked the question concerning that performance depend on remuneration and the results revealed that 41 (64.1%) of the respondents agreed with

the question, and in another side 23 (35.9%) of the respondents were disagree with a question and mentioned those apart from remuneration that can boost the performance of the teachers which are having good relationship among teachers and administration, having enough facilities for teaching and learning process, promotion, opportunities for furthers studies, good working condition, support from top management. This mean that for institution to promote the performance of the teachers there is need to look beyond the remuneration only as mentioned of the respondent. Table below illustrate more the finding

4.6 Contribution of Good and Planned Remunerations to the Teacher's Working Performance

The researcher was interested to know what the contributions of good and planned remunerations to the teacher's working performance. And the finding shows that 60 of the respondents out of 64 equal to 93.75% answered the question and listed the contribution as follow, increase morality to the teachers, commitment on working, to work hard and give their best to student, to reduce occupational stress among the teachers, enhancing a good performance and love for the work, helps teachers to be willing to work even in poor environment, helps teachers to stay full time at working place, helps to maintain good relationship among teachers. 4 of the respondents equal to 6.25% were not answered the question. This give out the conclusion that good and planned remuneration contributes to the teachers' performance.

4.7 Responsibilities of Teachers at Working Place

The success of any organization needs the commitment and responsibilities of the members or employees. Therefore the researcher was decided to collect the views

concerning the responsibilities of the teachers at working place, and the result revealed that 99% of the whole respondents were answered the question by expressing that to fulfill their duties and their responsibilities given by their authority, preparing lesson plans, teaching classes and evaluating studies, encouraging students and acting as mentor, maintaining discipline of the students, teaching, guiding students to act in a good manner. And 1% of the respondents were not answered the question.

4.8 Measures Taken to those Teachers who Perform Poorly

Measurement of teachers performance is an activity that is very important because it can be used as measure of success institution, but most of institution especially government schools performing poor and therefore this lead the researcher to look on the measures that institution were supposed to deal with it, hence the result revealed that 97% of the respondents answered the question and their answers is giving more in service training (on job training), the top management should ask them why they perform poorly and thereafter identifying the source of problem and provided them with the solution, giving them the warning if necessary, to increase salary as the motivator, to set the punishment to them, ongoing supervision, and 3% of the respondents they replied that there is no comment on question.

4.9 Assessing the Teachers Working Performance

The researcher interviewed DEO, DEO Academic and two head masters, concerning how they do an assessment of the teachers' performance and 99% of their answers were related and what they explain is,

They assessing teacher's performance through the performance of their student, through spirit of working hard, through the commitment to help student on extra time, through liking the work of the teacher, through providing the cooperation with others

4.10 Relationship between Remuneration and Performance

Figure 4.5 illustrate the relationship between remuneration and performance by shows that 97% of the respondents were agreed that there is a positive relationship between remuneration and performance by suggested that if someone have been paid good that means he or she will be able to live in good life and minimizing the family problem which in one way caused the stress and reduce for performance concentration, and 3% of the respondents were rejected that there is no any relationship between remuneration and performance by suggested other factors that will be used to increase performance of the employees within organization and those factors are good environment working, transportation, training.

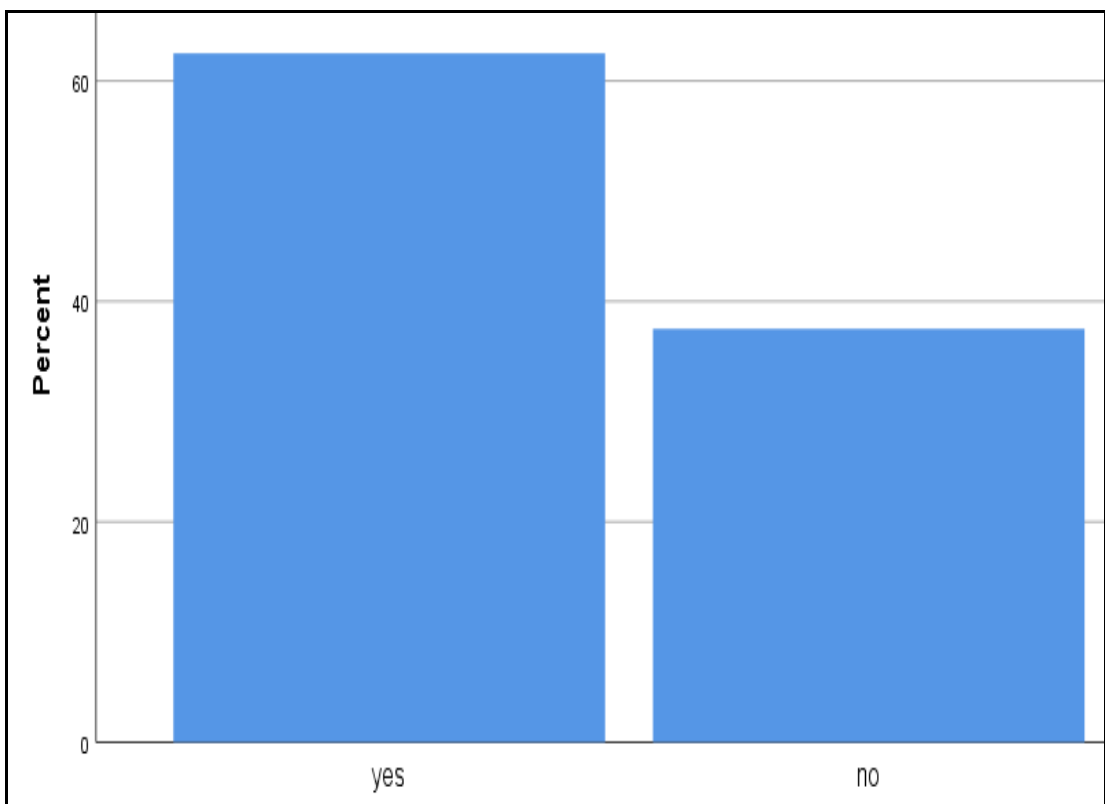


Figure 4.7: Relationship between Remunerations and Performance

Source: Field Data (2017)

4.11 Discussion of the Findings

The following are the findings according to the objectives this study;

From the first objective that aimed at examining the perception of teachers on the factors that influence working performance, the researcher found out that most of teachers perceive that remuneration packages (salary, allowances, bonuses) and other packages are the central and main factors that influence other sectors workers performance, thus for the teachers to have high working performance, the government and other employers should ensure that they improve to the maximum the payment to the teachers at least or over the other sectors because they are the bridges where other professionals pass through, thus about 93.75% of the teachers responses agreed that there is direct relationship between remuneration and teachers performance, and the improvement of payment led directly the increase of their morale to perform work hence sustainability and development of educational sector.

From the second research objectives that placed purposely for identifying mechanisms that should be employed so as to increase teachers' performance, the study shows that the main mechanism to increase teachers performance is to improve the quality of educational sector by improving their payment, introducing and maintaining allowances and to educating the general society on the important and prestigious of teaching professional compared to other sectors so as to make teachers feels that they offer very important service and they are very important people in the society.

Also the study found that, there are other factors than wages that affect employees performance, these are the quality of life, about 6.25% of teachers respondents responses shows that, rather than remuneration the other factors such as employee

quality of life, and working environment may influence teachers' working performance. There is relationship between the quality of working life with employee performance and career development is the most dominant factor (Haryati, 2012). the result revealed that the better quality of work life of employees affect the performance. The higher the feeling satisfied employees will motivate against the spirit of performance (Arifin, 2012).

Other conditions that used for workers performance is extrinsic motivation(status, social security, supervision and institution policy)a significant positive effect directly to employees performance through job satisfaction as an intervening. Intrinsic motivation (achievement, recognition, responsibility, promotion and job suitability) significant positive effect indirectly to employees performance through job satisfaction as an intervening.

Generally there is a positive relationship between remuneration and teachers performance simply because 75% of whole respondents agreed and explained that good and planned remuneration have the positive impacts to the performance of the teachers.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents conclusion drawn based on such findings and recommendation of the impacts of remunerations on teachers performance, together with the area for further study.

5.2 Conclusion

This study aims to provide empirical evidence about impacts of remuneration on teachers performance, and analysis of the finding was conducted through SPSS indicate the research has found out empirically that remunerations are the main determinants of motivation and demotivation of the teachers to perform well their duties or responsibilities, the large majority of the respondents from all areas studied reported that remunerations is very important factor for performance, since remuneration is the source of income and quality of life, one of the purpose of someone being the employee or labor of institution is to earn and income in the form of the remuneration such as wages, salary, allowance, compensation, rewards.

The remunerations earned can fulfill the basic necessities such as food, clothing and housing to meet those need every institution in determining the amount to be paid by employee must be feasible and viable. The results of this study have important implication that the remunerations factor and other non-remuneration factors needs very high attention from management so as to improve teachers working performance. The result of the research and limitation of the study can be used for further research.

5.3 Recommendations

5.3.1 To the Teachers' Union

There is need to rise awareness to the teachers about different types of remuneration packages and what these packages contained so as to ensure that every teacher understands his/her entitlements. This can be achieved through regular seminars and workshops aimed at influencing teachers understanding on their rights particularly on remunerations and other incentives.

5.3.2 To the Department of Education

The government through the ministry together with its departments should make sure that the teachers remunerations are fully and timely provided as the delay of these entitlements demotivate the teachers' morale on exerting a maximum work performance.

5.3.3 To Teachers

There is also a need for a mindset change from the perspective that remunerations are the only factors that influence teachers' performance. It is a high time now to take into considerations other factors that influence teachers' performance. Such factors are good relationship among teachers and administration, having enough facilities for teaching and learning process, promotion, opportunities for furthers studies, good working condition.

5.4 Area for further study

The future research should extend the research by adding independent variable that affect the performance of the employee example of leadership styles and organization culture. in order to bring the meaning of research.

REFERENCES

- Acheampong, K. and Bennell, P. S. (2003). Research Project Application to DFID; Teacher Motivation and Incentives in Low- Income Developing Countries report. Brighton, UK.
- Adam, J., and Kamuzora, F, (2008), *Research methods for Business and Social Studies*. Morogoro, Mzumbe Book Project.
- Ajila, C., and Abiola, A. (2004). Influence of Rewards on Workers Performance in an Organization, *Journal of Social Science*, 8(1), 7-12.
- Andrew, D. (2004). The impact of perceived leadership behaviors on satisfaction, commitment, and motivation: An expansion of the multidimensional model of leadership⁶, *International Journal of Coaching Science*, 1(1), 35-56.
- Arifin, N (2012).analysis of the quality of working life, performance and job satisfaction in CV. *Duta senenanjepara.journal Economia*, 8(1), 11-21.
- Armstrong, M. (1996). *A handbook of human resource management practice*. London: Kogan Publishers.
- Association of British Insurers (ABI), (2004), Principles and Guidelines on Remuneration. Retrieved on 23rd June, 2012 from: <https://www.haygroup.com/.../uk/>.
- Bame, K. N. (1991). *Teacher Motivation and Retention in Ghana: The Professional Teacher in Africa*, Accra: Oxford University Press,
- Bennell, P. and Akyeampong, K. (2007). Teacher Motivation in Sub-Saharan Africa and South Asia, Department for International Development: Educational Papers, DFID. Lagos, Nigeria.

- Bennell, P., and Mukyanuzi, F. (2005). *Is There a Teacher Motivation Crisis in Tanzania?* Brighton: Sage Publications Inc.
- Bennell, P., and Akyeampong, K. (2007). Teacher Motivation in. Sub-Saharan Africa and South Asia. DFID Educational Paper No. 71. London, UK.
- Bennell, P., and Mukyanuzi, F. (2005). Is there a Teacher Motivation Crisis in Tanzania? Unpublished Manuscript, University of Dar es Salaam, Tanzania.
- Bhandari, P. (2014). A Study of Job Satisfaction of non –executive Employees: A gender based study in-to a worth Rajnandgon. *International Journal of Research*, 3(1), 525 -32.
- Carron, G. (1996). *The quality of primary schools in different development context..* Paris: UNESCO.
- Coombs, P, H. (1985). *The word crisis in education, From the eighties.* New York: Oxford University press.
- Dessler, G. (2003) *Human Resource Management* (9th ed). New Delhi: Pearson Education Publishers Limited.
- Dessler, G., (1999). How to Earn Your Employees’ Commitment. *Academy of Management Executive*, 13(2), 58-66.
- Durosaro, D. O. (2000). *Motivation in Schools in Ogunsanju: The Crafts of Education Management.* Ilorin: Haytees Publisher.
- Enon, J. C. (1998). *Educational Research Statistics and Measurement.* Kampala: Makerere University.
- Farrant, J. S. (1997). *Principles and practice of Education.* Singapore: Longman publishers Ltd.

- Haryati, M. A (2012). Quality of work life relationship with performance implementing nurse at hospital Bali MED Denpasar. Thesis pasca Sarjana FEUI Jakarta, Indonesia.
- Hertzberg, F. (1966). *Work and the nature of man*. Cleveland: World Publishing.
- Ingersol, R. M. (2001). Teacher Turnover and Shortage. *America Educational Research Journal*, 38(3), 499-534.
- Kadzamira, E. C. (2006). Teacher Motivation and Incentives in Malawi. Research Fellow Centre for Educational Research and Training, University of Malawi, Lilongwe, Malawi.
- Katz, H., and Khan, L. (1978). *Workers Motivation*. London: Prentice-Hall Publishers.
- Kiseesi, L. M. (1998). Job Satisfaction among Support Staff of Makerere University Hall of Residence. Unpublished M.A education Management Thesis Makerere University, Kampala, Uganda.
- Kleo, M., and Tarifa, F. (1994). Working Conditions, Work Style and Job Satisfaction among Albanian Teachers. *International Educational Review of Education*, 40(2), 159-165.
- Kloep, M., and Tarifa, F. (1994). Working Conditions, Work Style and job Satisfaction Albanian Teachers. *International Review Ed*, 40(2); 159 0 172.
- Komba, W., Nkumbi, E., and Warioba, L. (2006). *Capacity of School Management for Teacher Professional Development in Primary Schools*. Dar es Salaam: Oxford University Press.
- Kothary. C. R. (2008). *Research Methodoloy: Methods and Techniques*, 7th(eds). New Delhi: Prentice Hall.

- Kurlander, P., and Barton, S. (2003). "Benefits performance?" *Workspan Journal*, 46(11), 31-6.
- Kyriacou, C. (2009). *Effective teaching in school. Theory and practice (3rd Ed.)*. Cheltenham: Stanley Thornes (Publishers) Ltd.
- Kyriacou, C. (2001). *Essential teaching skill*. Cheltenham: Nelson Thornes Ltd.
- Maicibi, N. A. (2003). *Pertinent issues in employees' management: human resource and educational management*. Kampala. Net Media Monitor Publishers.
- Maslow, A. H. (1943). *A theory of human motivation*. *Psychological Review*, 50(3), 370-396.
- McShame, S. L., and Glinow, M. A. V. (2005). *Organizational Behaviour (3rd ed)* Boston: McGraw-Hill Irwin.
- McShame, S. L. and Glinow, M. A. V. (2005). *Organizational Behaviour (3rd ed)* Boston: McGraw-Hill Irwin.
- Mullins, L. J. (2002). *Management and Organizational Behaviour (6th ed)*. London: Printice Hall.
- Mumanyire, M. (2005). Factors affecting teacher motivation in secondary schools in Mukono district. Unpublished (Masters of education) dissertation, Makerere University, Kampala, Uganda.
- Mwai, K. A. (2000). Perceptions of Agriculture Teachers on Selected Morale Factors in Machakos District. Unpublished thesis, Machakos, Kenya.
- Mwangi, J. G. and Mwai, K. A. (2002). Factors Related to the Morale of Agriculture Teachers in Machakos District. *Eastern Africa Social Science Research Review*. 18(2), 31-42.

- Omari, I. (2011). *Concepts and Methods in Educational Research*. Dar es Salaam: Oxford University Press.
- Omari, I. M. (2013). *The education sector human resource production and management crisis in Tanzania*. Dar es Salaam: Delah Investment.
- Ouma, L. (2007). Effect of motivational theory to the performance of primary school teacher in Kampala District. Unpublished thesis MUK Kampala, Uganda.
- Pei Yu, L. (2007). The Correlation between management and Employee Motivation in Sasol Polypropylene. University of Pretoria, South Africa,
- Sadker, M. P., and Sadker, D. M. (1994). *Teachers, Schools and Society (3rd ed.)*. New York: McGraw-Hill Inc.
- Sharma, S. (2006). A right way to motivate an employee is to win his heart. Retrieved on 5th June, 2014 from: <<http://www.bpoindia.org/research/win-heart.shtml>.
- Smith, E., and Warner, F. (1993). *Motivation and Personality*. New York: Harper and Row.
- Steere, R. (2000). "Vision care: An important employee benefits", *Compensation and Benefits Management*, 16(1), 46-50.
- UNESCO, (2010). The 2010 Education for All Global Monitoring Report, Paris, France.
- URT, (2000). Education in Global Era: Challenges to equity, opportunity for diversity. Paper presented at the 14th conference of common wealth education ministries. Nova Scotia, Canada.
- URT. (1995). *Tanzania Education and Training policy* Dar es Salaam: MOEC.
- Van Fleet, D. D., Griffin, R. W., and Moorhead, G. (1991). *Behaviour in Organizations*. Boston: Houghton Mifflin Company.

APPENDICES

Appendix I: Questionnaires

Dear Respondent,

I wish to introduce myself to you as a student of Masters Degree in Human Resource Management (MHRM) in the School of Business Management at The Open University of Tanzania. As part of the program, I am required to write a thesis whose title is “*IMPACTS OF THE TEACHERS REMUNERATIONS ON WORKING PERFORMANCE*”. Your Municipal has granted me permission to use it as my case study. Consequently, sampled employees, of which you are a member, are required to fill in the following questionnaire. I would be most grateful if you could please spare some few minutes of your precious time to answer the entire question that follows. You are assured that all the data/information you provide would be treated with utmost confidentiality. I thank you in advance for your co-operation.

Thank you for your co-operation.

A.I. Mbarouk

Contact: 0755707094 / 0713492966

Please use your precious time to respond to my questionnaire questions

SECTION A: RESPONDENTS CHARACTERISTICS

Name of respondent (option).....

1. Age of the respondents

a) 18-27 ()

b) 28-37 ()

c) 38-47 ()

d) 48-57 ()

e) 58+ ()

2. Gender of the respondents

a) Male ()

b) Female ()

3. Education level

a) Certificate ()

b) Diploma ()

c) Degree ()

d) Masters ()

e) Others

SECTION B: GENERAL INFORMATION ON INSTITUTION

4. Length of service (in years)

a) Less than 5 ()

b) 5 – 10 ()

c) 10 – 15 ()

d) More than 15 ()

5. What do you understand by the term remunerations?

a) Salary ()

b) Rewards ()

c) Allowance ()

d) Wages ()

e) All of the above ()

f) Others(specify).....

6. Does the working performance depend on remunerations?

a) Yes ()

b) No ()

If your answer is No, what are the factors that influencing working performance?

- (i).....
- (ii).....
- (iii).....
- (iv).....
- (v).....

7.What is your perception concerning working performance of teachers by looking remuneration?

.....
.....
.....
.....

8.What is the contribution of good and planned remunerations to the teachers' working performance? List at least four.

- i.
.....
- ii.
.....
- iii.
.....
- iv.
.....

9. What others motivational factors that help to increase teachers' working performance?

.....
.....
.....
.....

10. What are responsibilities of teachers at working place?

.....
.....

.....
.....

11. What are the needs of teachers basing on your perception?

(i).....
.....

(ii).....
.....

(iii).....
.....

12.Does remuneration have any significant to the teachers' working performance?

- a) Very significant ()
- b) somewhat significant ()
- c) significant ()
- d) No significant ()

13.Do your institution have the remunerations policy

- a) Yes ()
- b) No ()

14.What do you think are the major reasons that makes most of teachers discouraged with their professional?

(i) (.....
.....
.....

(ii)
.....
.....
.....
.....
.....
.....

.....

.....

(v).....

.....

.....

Thank you for your concern

Appendix II: Structured Interview

Dear Respondent,

I wish to introduce myself to you as a student of Masters Degree in Human Resource Management (MHRM) in the School of Business Management at The Open University of Tanzania. As part of the program, I am required to write a thesis whose title is "*IMPACTS OF THE TEACHERS REMUNERATIONS ON WORKING PERFORMANCE*". Your Municipal has granted me permission to use it as my case study. Consequently, sampled employees, of which you are a member, are required to fill in the following questionnaire. I would be most grateful if you could please spare some few minutes of your precious time to answer the entire question that follows. You are assured that all the data/information you provide would be treated with utmost confidentiality. I thank you in advance for your co-operation.

Thank you for your co-operation.

A.I. Mbarouk

Contact: 0755707094 / 0713492966

Please use your precious time to respond for my interview questions

SECTION A: INTERVIWEE CHARACTERISTICS

Name of respondent (option).....

1. Age of the respondents

f) 18-27 ()

g) 28-37 ()

h) 38-47 ()

i) 48-57 ()

j) 58+ ()

2. Gender of the respondents

- c) Male ()
- d) Female ()

3. Education level

- f) Certificate ()
- g) Diploma ()
- h) Degree ()
- i) Masters ()
- j) Others

4. Length of service (in years)

- a) Less than 5 ()
- b) 5 – 10 ()
- c) 10 – 15 ()
- d) More than 15 ()

SECTION B: GENERAL INFORMATION ON INSTITUTION

1. What is other challenges that facing teachers' working performance apart of remunerations?

.....

.....

.....

.....

.....

.....

2. Can you tell me which measures are using to assess the teachers working performance?

.....
.....
.....
.....
.....
.....

3. What punishment for those teachers whose performance are poor?

.....
.....
.....
.....
.....
.....

4. Is there any motiols to increase teachers' working performance?

.....
.....
.....
.....

6. a) What are the DEO/head of school views on how to improve working performance?

.....
.....
.....
.....
.....

b) What is the teachers' views on how to improve working performance?

.....
.....
.....

7. Is there a need to have good and planned remunerations schemes to teachers as working performance is concern?.....

Thank you for your concern

Appendix III: Research Clearance Letter**THE OPEN UNIVERSITY OF TANZANIA****DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES**

Kawawa Road, Kinondoni Municipality,
P.O. Box 23409
Dar es Salaam, Tanzania
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445
Ext.2101
Fax: 255-22-2668759,
E-mail drps@out.ac.tz

Date: August 10th, 2017.

Director Temeke Municipal council,
Temeke District,
P.O.BOX 46343,
Dar-es-Salaam,
Tanzania.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No. 55 in the official Gazette. The act was however replaced by the Open University of Tanzania charter of 2005, which became operational on 1st January 2007. In line with the later, the Open University mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you Mr. Athumani Ibrahim Mbarouk pursuing Masters of Human Resources Management (MHRM). We hereby grant this clearance to conduct a research titled "*Impacts of Teachers remuneration on working performance in Temeke District*". He will collect data at located at Temeke District Area from August 11th, 2017 to September 30th, 2017.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

Prof Hossea Rwegoshora
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA