

**THE EFFECTS OF WORKING CONDITION ON TEACHER'S
PERFORMANCE ATTEMEKE PUBLIC SECONDARY SCHOOLS**

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

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CERTIFICATION

The undersigned above certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled; "The Effects of Working Condition of Teachers Performance in Temeke Public Secondary Schools" in partial fulfillment of the requirements for the degree of Master of Human Resource Management of the Open University of Tanzania.

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DECLARATION

I, Mahmoud Abdullatif Shambe, 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.

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Signature

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Date

DEDICATION

This work dedicated to the Tanzanian Teachers in Municipal Councils for the reference about the effects of working condition of teacher's performance in public schools. However, it dedicated to my lovely children for the academic stimulation to them.

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The worthwhile completion of this dissertation work made possible first by Almighty God for giving me health. Without forget my lovely late mother Mariam Bakari who raised me in difficult ways, and the valuable support and help of family members, friends and experts; and experiencing individuals; I thank all of them. These people deserve a special mention to acknowledge their support.

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ABSTRACT

This study intended to assess the effects of working condition on teachers' performance in Temeke secondary schools. It specifically aimed at examining the effects of reward system on teachers' performance in public secondary schools, effects of involving teachers' performance. This also aimed to investigate the effects of recognition of teachers' performance and; to evaluate the effects of the promotion on teachers' performance in the Temeke Municipality. Data were collected in four secondary schools namely, Temeke, Toangoma, Wailes and Saku using questionnaire method. The information gathered from 98 teachers were analysed using regression analysis method. It was found that the majority of the respondents (55%) have an experience of 6 to 14 years serving in government schools. However, regression analysis showed that written recognition lead to positive change and positive significant effect in teachers' performance. It concluded that all forms of recognition has a significant effect on teachers' performance when it goes hand in hand with financial benefit on time. Meanwhile, transport allowance bring insignificant contribution to teachers' performance. This study used both Expectancy and Herzberg's two-factor theory to determine the significant and insignificant effects of teachers' performance. Furthermore, the study recommended the provision of salary increment, promotion of teachers and creation of conducive physical environment of schools for effective teachers' performance.

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LIST OF ABBREVIATION AND ACRONYMS

DEO	District Education Officer
EAC	East Africa Community
EFA	Education for All
FBM	Faculty of Business Administration
ILO	International labor organization
MOEVT	Ministry of education and vocational
NECTA	National Examination Council of Tanzania.
NUT	Nigeria union teacher
PEDP	Primary Education development programme
REO	Regional education development programme
	Social Scientist
SPSS	Scientific Package for Social Sciences
UN	United Nation
URT	United Republic of Tanzania

CHAPTER ONE

INTRODUCTION AND BACKGROUND INFORMATION

1.1 Introduction

This chapter consists of background to the problem, statement of problem, objective of the study, research questions, and significance of the study as well as the scope of this study.

1.2 Background Information

In the United Kingdom and United States of America teaching is considered to be one of the most stressful jobs. This happened because teachers had been dissatisfying with the working conditions for so long (Millar and Travers, 2005). The situation is worse in places such as Alberta whereby 32 percent of teachers reported that they have little control over their work lives. However, 72 per cent reported to have high levels of conflict between their working life and their personal lives. Other studies demonstrated that teachers are believed that development is too often externally driven and more about compliance and fulfilling a bureaucratic process than internal growth and development (ATA, 2013).

In Asian countries such as China, Malaysia and Turkey teachers are working in difficult conditions, some of them have been facing with gender biasness and some have been receiving limited amount of money to sustain their lives. That situation pushed most of them to look for alternative works elsewhere (Buns, 2015). In African countries, teachers' fundamental role is not always valued or prized. Their worth has yet to be determined since they have less recognized for the hard work they have been doing for couple of years. In most of African teachers have been

working in challenging conditions. They work for more than the required working hours with minimum pay. However, they face delays in receiving their salaries, allowances and promotions; limited working tools (books and other teaching materials). Furthermore, poor teaching condition and decreasing level of motivation affect teachers' performance in the classroom and reduce the ability of students to perform well in their exams (Adedeji, 2011).

In the context of Tanzania, teachers work under tremendous pressure from politicians, parents and community to deliver quality primary education to all children. The question that comes in is to what extent teachers can respond to this challenging life given their current level of pay and the conditions in which they are live in is deteriorating day after day. Issues such as poor housing, long distance from their homes to school pointed out to be among the key challenges that affect their performance (Bennel, 2005). These challenges pose a need to have a study addressing the role of working conditions on the performance of teachers in Tanzania.

1.2 Statement of the Problem

Teachers in Tanzania have been facing many challenges including teaching so many students in small classes, low salary, and poor working condition (Adedeji, 2011). The significant problem shown in the existing student-teacher ratio. Students to teacher ratio reported as one of the factors affecting teachers' performance. This has been proved by the work of different studies such as that of Tamasha (2012) who did a study using 16 primary and 16 secondary schools in 8 Districts of Tanzania and found that the current ratio of teacher to student is 1:88 in public secondary schools.

This ratio compared to the required ratio of 1:40. This trend affects the performance of teachers in public schools because they forced to teach so many students in a small-congested class. The government of United Republic of Tanzania developed some initiatives to reduce the existing problems by building classrooms, renovate teachers' houses, laboratories as well as providing loans to teachers. Despite the government's effort to rescue the existing problem the situation has not changed much and this calls for research.

Several studies done to address the role of working conditions on employees' performance, some of these works including a work by Tehseen (2015) who examined the factors that influence teachers' performance and retention in Pakistan. The remaining studies focused on addressing teachers' motivational factors (Benell, 2005; Kuseveka, 2008) while others addressed the determinants of secondary school teachers' job performance in Tanzania (Jackson, 2017). However, none of the existing studies has examined the effects of working conditions on teachers' performance in the context of Tanzania. Therefore, this study intends to identify the factors affecting teachers' performance in public secondary schools, to examine whether there are significant relationship between working condition and teachers' performance at public secondary schools and finally it intends to address measures that adopted to improve teachers' performance at public secondary schools.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this research is to assess the effects of working condition on teachers' performance in public secondary schools in Tanzania.

1.3.2 Specific Objectives

- i. To examine effects of reward systems on teacherø performance in public secondary schools in Temeke Municipal Council.
- ii. To investigate the effects of recognition on teacherø performance in public secondary schools in the study area.
- iii. To evaluate the effects of the promotion on teacherø performance in public secondary schools in Temeke Municipality.
- iv. To examine the effect of involvement on teachers performance in public secondary schools

1.4 Research Questions

- i. What are the effects of reward systems on teacherø performance in public secondary schools in Temeke Municipal Council?
- ii. What are the effects of recognition on teacherø performance in public secondary schools in the study area?
- iii. What are the effects of promotion on teacherø performance in public secondary schools in Temeke Municipality?
- iv. What are the effects of involvement on teachers performance in public secondary schools in Temeke Municipality?

1.5 Significance of the Study

This study intended to contribute positively to the government as the findings of this study highlighted what needs to improve teachersø situation. Various strategies highlighted to improve teachersø situation and policy makers can make use of such details to make sure that teachersø priorities when they are amending educational

policy.

Additionally, the findings of this study is useful to educational stakeholders such as book sellers, stationary owners and others to develop better ways of motivating their Staffs so that they can work hard and improve their performance. The findings of the study contribute to the existing knowledge since there are limited studies that address the effects of working condition on teachersø performance. Furthermore, the findings from this research helps education planner and other stakeholders to improve the existing policies by taking into account teachersø role in the economy of Tanzania.

1.6 Scope of the Study

There are twenty-six, (26) public secondary schools in Temeke Municipality. Temeke selected because it is among the poor performing district academically compared to the rest of the Municipal councils. According to NECTA form four results based on municipal councils in 2017, Kinondoni was the 37th in performance, whereas Ilala was the 76th in performance, Ubungo was the 66th and Temeke was the 137th in performance. The results showed that Temeke is the poor performer districts compared to the rest. This situation motivated researcher to conduct this study.

1.7 Organization of the study

This dissertation organized in five chapters. Chapter one introduces the study by giving a detailed background of the study, research objectives and research questions; significance and the scope of the study. Chapter two presents introduction, literature review, theoretical framework, empirical research, conceptual framework

and research gap. Chapter three presents the research methodology implemented in conducting the study. It comprises the introduction, research design, research philosophy, and study area. However, it deals with target population, data collection methods, reliability, validity, procedure and data analysis as well as ethical consideration. Chapter four contains presentation of the research findings. Finally, chapter five covers summary, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses the definitions of key concepts, furthermore the chapter highlights the theory guiding this study. It also discusses the empirical works that have been done at different geographical areas. In the end the chapter explains the conceptual framework guiding this study.

2.2 Operational Definition

2.2.1 Teacher

Is defined as full classroom practitioner whose main function is more instructional in approach than management, one who offers formal instruction that transmit attitudes and skills that are stipulated to students enrolled in an educational program in school (Van-Amelsvoort *et al.*, 2000).

2.2.2 Working Conditions

According to I.L.O (2009) working condition covers a broad range of topics and issues form working time (hours of work, rest periods and work schedules) to remuneration, as well as the physical conditions and mental demands that exist in the work place, working condition include environment and all existing circumstances effecting labor in the work place.

2.2.3 Performance

Performance defined by Sultana et al. (2012) as the achievement of specified tasks against predetermined or three identified standards of accuracy, completeness, cost

and speed. High performance is a step towards the achievement of organizational goals and tasks. The factors that affect the level of individual performance are motivation, ability and opportunity to participate (Armstrong, 2009).

2.2.4 School Academic Performance

Performance is the ability to do something that can be good or bad, high or low or average. Performance can be measured through internal or external examinations done by students (Hornby, 2000). The study used the word performance to refer to the scores, scored or performed by students after doing form four national examination for particular years. Komba *et al.*, (2013) asserted that School Performance refers to the accomplishment of a given task that is measured against predetermined standards of accuracy, completeness, cost, and speed. In this study schools performance refers to the act of academic in which students deal with studies and how well they meet the standards set out by the responsible authorities responsible. The performance of secondary schools means the rate of schools students passing grades in national examinations (Students overall examination scores).

2.3 Theoretical Framework

2.3.1 Expectancy Theory

This research adopted an expectancy theory developed by Victor Vroom (1964). The basis of the theory is that motivation forms part of individuals who expect to achieve a certain goal. Individual motivation is viewed as 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 (Bedassi, 1990). It is the individual's subjective

perception of the situation that is the vital part of this theory (Cole 1996). The expectancy model focuses on effort, performance, and outcomes, and looks at the way a person expects these three factors linked and how the person judges the outcomes or rewards. According to the theory, whenever people make an effort they gauge the probability that the effort will increase their performance (Van Fleet *et al*, 1991).

Apart from effort, other factors such as the individual's personality, knowledge and skills, and role perception also affect performance. 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, for example (Cole, 1996). The basic expectancy model developed by Vroom, indicating the components of effort that can lead to relevant performance and appropriate rewards depicted. According to the expectancy theory (also called the Valence-Instrumentality Expectancy (VIE) 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 (Cole, 1996).

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. 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 that motivates the individual to

put in effort, achieve a level of performance, and obtain rewards at the end (Cole, 1996).

Effort is linked not just to the desire for a particular outcome, but moderated by an evaluation or expectancy that, if a particular course followed, a particular outcome attained. Individuals will only act when they have reasonable expectation that their behavior will lead to desired outcomes. Effort alone is insufficient; other factors such as the individual's personality, ability and skills, and role perception will also affect performance. 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, for example, the supervisor. The constraints of the job and organizational style may also affect performance (Cole, 1996).

Performance is not an end in and of itself, but rather a means to a personal goal. According to Vroom, people are motivated to work if they expect increased effort to lead to desired outcomes or rewards (Cole, 1996). 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 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.

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 (Cole, 1996). 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 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 Van Fleet *et al.*, (1991) "Teachers will be motivated only if they value the rewards and think that effort will lead to improved performance and improved performance will lead to rewards."

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 behavior will lead to the desired outcome, and stresses the importance of individual perceptions of reality in the motivational process (Cole, 1996). The theory assumes that the strength of motivation governed jointly by the expectation that particular actions will produce specified outcomes or rewards and by the value placed on those outcomes. 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.

Mary (2010) came with the argument that schoolteachers' performance is contingent upon intrinsic and extrinsic motivation, if there is management of good personnel, good infrastructure and culture climate, teaching materials, and good supervision. She added that, the teacher performance measured by supervision of school activities, regular and early reporting at school, adequate teaching preparation, and punctuality, among others; and participating in extra-curricular activities.

Nevertheless, the teachers' satisfaction from job and performance leads to their retention in teaching field and schools as well. Many factors contribute positively to improve the retention of teachers. For example, factors such as teachers' characteristics (Boyd *et al.*, 2011), student body characteristics (Scafidi, 2004) and school contextual factors (Hirsch, 2007), also have impact on teachers' retention.

2.3.1.1 Reasons why Expectancy Theory was chosen

The expectancy theory, based on the applicability of the main arguments pertaining employees performance. Vroom tackles three beliefs and brings out with some clarity and applicability. Each of the beliefs deals with what employees think will happen if they put out effort to perform. The first comprises of the relationship between effort and performance, that is, employees' belief about the probability that effort will lead to performance. Another definition is that, the expectation that effort will lead to success.

The second belief comprises with the relationship between performance and outcomes, that is, the employees' belief about the probability that performance will lead to outcomes. This belief stated in different ways, that is the employees' belief about the relationship between "what you do" and "what you get." It is the belief about outcomes following performance and the third belief looks at the relationship between outcomes and satisfaction. The third belief is the employees' belief about how satisfying or gratifying the outcomes will be. Examples of different scholars who used expectancy theoretical framework are William (2010) whose title reads "employee motivation and performance", Osabiya (2015) titled "The effect of employees' motivation on organizational performance" and Baakeel (2018) titled

Using Expectancy Theory to Explain Performance Appraisal Elements and Employees' Motivation.

2.3.2 Herzberg's Two Factor Theory

This theory propounded by Herzberg in 1959. According to Herzberg, there are some job factors related to job satisfaction while other job factors associated with job dissatisfaction. These job factors known hygiene and motivator factors respectively. Hygiene factors are those factors that enable motivator at workplace such as pay, company policies status, working conditions, relationship with supervisors and job security. Motivator factor are those factors, which creates job satisfaction. Motivator factor include recognition, responsibility, achievements, advancement and growth. The Two-Factor theory helps manager to make sure that the work is stimulating and rewarding so that employees are motivated and hence can perform better.

Focusing on motivator factor can improve the quality of work. This theory also emphasizes on utilizing the employee's skills and competencies to attain organizational goals. In addition, this theory provides awareness that job design can affect employee satisfaction. However, the theory has a very weak relationship between job satisfaction and job performance. Herzberg's Two-factor theory illustrates matters pertaining pay, working conditions, job satisfaction and personal growth of employees at a workplace, which is the interest of this study hence this study adopts this theory.

2.4 Empirical Literature Review

Siddiq (2018) did research on impact of working environment, compensation and

motivation on the performance of employees in the insurance companies of Bangladesh and found that all the factors significantly create impact on the Employees' performance. On the other hand, Jackson (2017) did research on the determinants of secondary school teachers job satisfaction in Tanzania by using and found that teachers satisfied by both monetary and non-monetary incentives such as community support.

Nduku (2015) conducted research to explore the effects of working conditions on performance of employees of Kenya Commercial Bank and found that physical Conditions had the greatest effects on the performance of employees of Kenya Commercial Bank. Tehseen (2015) also conducted their study on the factors influencing teachers performance and retention and found that dimension for intrinsic motivation is the satisfaction derived from teaching, recognition, enjoying teaching, career development, the challenging and competitive nature of teaching, teaching as one goal in life and control over others.

Agharuwhe (2014) examined the influence of teachers' career satisfaction on students' academic performance in Delta Public Secondary Schools and found that female teachers were slightly more satisfied than males. Additionally, Chamundeswari (2014) determined the association between satisfaction and performance of schoolteacher, the results indicated that teachers in central board schools were significantly better in their job satisfaction and performance compared to their counterparts in matriculation and state board schools. Isaiah (2012) conducted a study linking the teaching facilities conditions and teachers level of job dissatisfaction in Southern Central Region of Botswana. The researcher found that

teachers were highly dissatisfied with their teaching job. Furthermore, Jagero *et al.*, (2012) conducted research on relationship between on the job training and employees performance in Tanzania and found that performance to a big extent depends on the training employees received.

Mkumbo (2012) conducted a study on teachers commitment and experience of the teaching profession in six regions of Tanzania namely coast, Mbeya, Kigoma, Singida, Dodoma and Mtwara. They found that teachers underscored many negative experiences in the teaching profession, which also be described as de-motivating factors or frustrating factors namely poor working environment and negative attitude of the teaching profession. Hakielimu (2011) investigated on how teachers' qualifications and commitment to teach affect the quality education in coast region and found that teachers not motivated by working environment. Kuseveka (2008) also examined the factors influences secondary teachers' motivation in Zimbabwe and found that teachers in rural secondary school had low motivation levels and were subjected to social and professional isolation, risk to personal safety, challenging living condition and hardship working condition and hence poorly motivated.

Mwambo (2005) conducted research to compare, students' academic performance among public and private secondary schools at the Kibaha and Bagamoyo. The study cited that poor working conditions low salary pay incompetence administration and lack of academic follow up, lack of opportunities for advancement particularly in the event of curriculum changes. The study found that some incentives given to teachers in private secondary schools made them to work hard while late promotions in public schools undermined teacher morale and commitment to their job.

Table 2.1: Summary for Empirical Research

SN	Authors	Aim of the Study	Methodology	Major Key Findings
1	Nduku (2015)	To study the effects of working conditions on performance of employees of Kenya Commercial Bank	Regression and correlation analysis	Found that physical Conditions had the greatest effects on the performance of employees of Kenya Commercial Bank
2	Knoblock (2003)	To examine different between teacher efficacy of novice teacher relatively to low and high level of career commitment	Regression analysis	The study found that 17% new teacher leave the job with the first three years and 26% were dissatisfied with working condition
3	Benell (2005)	To examine motivation crises on primary teachers in Tanzania	Interview and Focus group discussion	Salary delay, workload, housing problem and lack of recognition are key factors of de-motivation
4	Kuseveka (2008)	To examine working condition of teacher in rural secondary school at Zimbabwe	Analysis of variance	The study found that difficult working condition and related factors have negative effect on job performance and commitment.
5	Jackson (2017)	To study the determinants of secondary school teachers job satisfaction in Tanzania	Pearson Correlation and Multiple regression	The study found that teachers were satisfied with both monetary and non-monetary incentives
6	Agharunwe (2014)	Teachers' career satisfaction and Students' Academic Performance in Delta Public Secondary Schools	Frequency table	The result of the analysis showed that female teachers were slightly, more satisfied than male teachers: the higher the educational attainment of teachers the lower the teachers' career satisfaction; and that the most experienced teachers were least satisfied.
7	Jagero et al (2012).	Relationship between on the job training and employees	Regression and correlation analysis	That performance to a big extent depends on the training employees received

SN	Authors	Aim of the Study	Methodology	Major Key Findings
		performance in Tanzania		
8	Mkumbo (2012).	To analyze on teachers commitment and experience of the teaching profession in six regions of Tanzania	Interview and Focus Group Discussion	Teachers underscored many negative experience such as poor working environment and negative attitude of the teaching profession
9	Mwambo (2005),	The study was to compare student's academic performance among public and private secondary schools at the Kibaha and Bagamoyo.	Regression analysis	Found that late promotions in public schools undermined teacher morale and commitment to their job.
10	Hakieli mu (2011)	How teacher's qualifications and commitment to teach affect the quality education in coast region.	Frequency table	Found that teachers not motivated by working environment.
11	Isaiah (2012)	Linking the teaching facilities conditions and teachers level of job dissatisfaction in Southern Central Region of Botswana.	Exploratory factor analysis	Found that teachers were highly dissatisfied with their teaching job.
12	Tehseen (2015)	To study the factors influencing teachers' performance and retention	Regression and correlation analysis	Teacher's performance and retention influenced by both intrinsic and extrinsic motivation factors.
13	Chamundeswari (2014)	To determined the association between satisfaction and performance of schoolteacher.	Regression analysis	The results indicated that teachers in central board schools were significantly better in their job satisfaction and performance compared to their counterparts in matriculation and state board schools..
14	Siddiq (2018)	impact of working environment,	Regression analysis	All the factors significantly create impact

SN	Authors	Aim of the Study	Methodology	Major Key Findings
		compensation and motivation on the performance of employees in the insurance companies of Bangladesh		on the employees performance.
15	Isaiah (2012)	Linking the teaching facilities conditions and teachers level of job dissatisfaction in Southern Central Region of Botswana.	Exploratory factor analysis	. Found that teachers were highly dissatisfied with their teaching job.

Benel (2005) conducted a study on motivation to examine primary school teacher motivation crisis in Tanzania and found that factors such as salary delay, workload housing problem and lack of recognition from students, community and government are the keys factors of de-motivation and low morale to the primary teachers. In addition to that, Knoblock (2003) conducted exploratory descriptive study on the relationship between teacher efficacy and levels of career commitment and found that initial years of teaching teachers are recognized as being important to one's teaching effectiveness.

2.5 Conceptual Framework

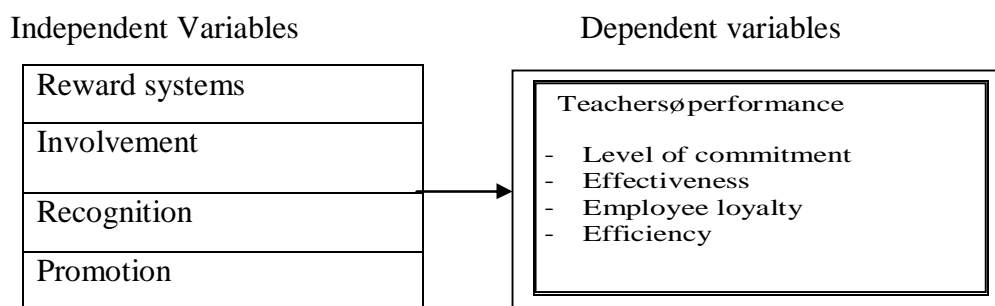


Figure 2.1: Effects of Working condition of Teacher's Performance

Source: Modified from Mkumbo (2012)

2.5.1 Independent Variables

Independent variables in this study consist of reward system, involvement, recognition and promotion. These are secondary drivers for working condition of teachers' performance. Working environment do not motivate teachers (Hakielimu, 2011). Low minimal salaries, incompetence administration, lack of academic follow up and opportunities for advancement in events of curriculum change discourages working condition of teachers' performance (Mbwambo, 2005). However, the students, communities and the government do not recognize working condition of teachers' performance (Benel, 2005).

2.5.2 Dependent Variables

These are primary drivers for working condition of teachers' performance. They include level of commitment, effectiveness, employee loyalty and efficiency. Monetary and non-monetary incentives such as community support creates a concrete working condition for teachers' performance (Jackson, 2017).

2.6 Research Gap

Numerous studies examined employees' performance by linking working environment and commitment with employees' performance. Examples of the authors include Jagero, *et al*, (2012), Nduku (2015), Chamundeswari (2014). Mkumbo (2012), Hakielimu (2011). Few studies such as that of Tehseen (2015) examined the factors that influence teachers' performance and retention. The remaining studies focused on addressing teachers' motivational factors such as Benell (2005); Kuseveka (2008), Siddiq (2018). Other researchers addressed the determinants of secondary school teachers' job satisfaction and performance in

Tanzania for instance Jackson (2017), Isaiah (2012). To the best of researchers' knowledge, there are limited studies that address the effects of working condition on teachers' performance. Therefore this study covers this gap by focusing on the effects of working condition of teachers' performance in public secondary schools especially in Temeke Municipality.

2.7 Chapter Summary

The chapter is about literature review, which covered definition of key terminologies, theoretical and conceptual framework as well as empirical research and research gap. Chapter three will be concerned about the research methodology that will guide the research.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology, which covers the various items such as the research design and the procedures that employed in collecting the data for the study. It gives brief explanation and information on the research approach, the target population, sample of the study and sampling techniques, area of study, data collection methods and data analysis procedures, validity and reliability and finally ethical consideration.

3.2 Research Design

Research design focuses on the research question, say the purposes of the study, òwhat information most appropriately will answer specific research questions, and which strategies are most effective for obtaining itö (LeCompte, 1993). It is the heart of any study where the researcher obtains answers to research questions (Kothari, 2004). The research design in this study is descriptive approach to inquiry, combining both qualitative and quantitative forms so that the overall strength of a study is greater than either qualitative or quantitative research (Creswell, 2011).

3.2.1 The Rationale for Choosing Descriptive Design

The case study strategy chosen as the appropriate design because it offers the ability to describe relationships that exist in reality (Thomas (2010). The scope of a case study as an empirical inquiry that examines a current phenomenon within its actual-life context, especially when the margins between phenomenon and context are not clear evident. Yin (2009: 2002), cited in (Schramm, 1971) observed this: the heart of

a case study, the innermost inclination of all types of case study, is to attempt to clarify a decision or set of decisions: why they were taken, how they were implemented, and with what result (Schramm, 1971). According to Yin (1994), the research questions are of a how and what type the objective of such study is. Beri (2013) concluded that the research question is to answer the how and what of the subject under investigation. Just from this mode, answered questions may present accurate information about the study and so be a mine of information on a problem under probe. Yin (2009), infers that how and why questions are likely to favor the use of case studies, experiments and histories.

3.3 Research Philosophy

Research philosophy provides the author with a specific direction to conduct the research, offering a framework of theories, methods and ways of defining data (Collis and Hussey, 2003). The study used two kinds of research philosophies that are relevant for conducting research. The first is Positivism: This philosophy involves quantifiable observations that lend themselves to statistical analysis, where the researcher assumes the role of an objective. The second is Analyst Interpretive: This takes a descriptive, subjective approach to research based on the premise that the social world is too complex for scientific study. Thus, a subjective analysis is preferred (Saunders *et al.*, 2003).

This study employed both interpretive and positivist philosophy. According to Saunders *et al.*, (2003) business situations are complex and unique, so it is impossible to generalize. According to Creswell (2003:15) "In interpretivist, the researcher identifies the essence of human experiences concerning a

phenomenoní ö The nature of this study will be the same; the research conducted specifically to study the effect of working condition on teachersøperformance

3.4 Study Area

This study done in Temeke Municipal Council, Dar es Salaam City. The researcher was motivated to carry out research in four public secondary schools due to the National Examination Councilø report that showed poor performance in form four examination results compared to other public secondary schools in Temeke Municipal in Dar es Salaam region (NECTA, 2015; 2016; 2017). The following table shows selected four public secondary and its performance trend for three consecutive years

Table 3.1: Performance Trend for Targeted Schools

SCHOOL PERFORM ANCE TRENDS	2015			2016			2017		
	SEA TED	PAS SED	FAIL ED	SEA TED	PAS SE D	FAI LED	SEAT ED	SEA TED	FA IL ED
1 Temeke	296	195	101	353	206	147	353	206	147
2 Toangoma	159	93	66	201	77	124	190	116	74
3 Wailes	392	165	227	465	198	267	297	123	174
4 Saku	298	129	169	256	92	164	266	170	96

Source: (NECTA 2015, 2016, 2017).

Table 3.2: Schools Examination Results Rank for NECTA Result 2017.

<u>Schools</u>	<u>District wise</u>	<u>Region wise</u>	<u>Nation wise</u>
Temeke	57/60	219/229	2972/3039
Toangoma	54/60	193/229	2740/3039
Wailes	57/60	219/229	2972/3039
Saku	44/60	190/229	2721/3039

Source :(NECTA)

3.5 Target Population of the Study

The target population of this study is 132 teachers found in four targeted public secondary schools in Temeke Municipal Council (Temeke Municipality, 2017).

3.6 Sample Size and Sampling Technique

3.6.1 Sample Size

A sample size is a subset of the target population (Kothari 2008). That is, a sample is the total collection of elements about which inferences made (Cooper, 2006). Samples are selected because it is not possible at times to study the entire population due to various limiting factors such as lost time and other research resources (Mugenda; 1999). There are different methods of determining a sample size such as use of mathematical sampling formula (Malhotra, 1996). The researcher used the following formula to calculate sample size.

$$n = Z^2 \times p \times (1-p) / M^2$$

With

n = Sample Size for infinite population

Z = Z value (e.g. 1.96 for 95% confidence level)

P = population proportion (expressed as decimal) (assumed to be 0.5 (50%))

M = Margin of Error at 5% (0.05)

After calculation of sample size there is a need to correct for the total (estimated) population

$$SS \text{ adjusted} = (SS) / (1 + [(SS \text{ ó } 1) / \text{population}]).$$

$$n = 1.96^2 \times 0.5 \times (1-0.5) / 0.05^2$$

$$N = 384.16$$

$$SS \text{ adjust} = 384 / (1 + (384-1) / 132).$$

Sample Size= 98.

Basing on the formula, the sample size is 98.

3.6.2 Sampling Techniques

Non-probability sampling technique used to select a sample for this study. Under non- probability sampling, convenience-sampling approach used to obtain the sample for this study. In convenience sampling, the subjects selected because of their convenient accessibility and proximity to the researcher. This technique also known as grab sampling, accidental sampling or opportunity sampling (Saunders, 2012). Convenience sampling involves the sample drawn from that part of the population that is close to hand (Saunders, 2012).

3.7 Data Collection Methods

This study implies both primary and secondary methods of data collection

3.7.1 Primary Data

According to Kothari (2004), primary data is original and collected for the first time by the researcher, where by data collected during the course of doing experiment in experimental research. In this study, primary data gathered through questionnaire. Questionnaire is a method of collecting data, which uses a set of questions (Kothari, 2004).

3.7.2 Secondary Data

Secondary data refers to data that is collected by someone other than the user, it already available and were collected from secondary sources of data such as

censuses, information collected by government departments, organizational records, newspapers, books, journals websites, publications and documents available in libraries including research reports from various academicians (Kothari, 2004). In this study, secondary data used in order to collect information from various related documents such as Temeke Municipal data and National Examination Council of Tanzania.

3.8 Reliability

Reliability is the process of which the study is consistent or stable overtime and across researchers (Miles, 1994). In this study, the internal consistency examined using Cronbach's alpha. If it happens that the variables falls above 0.7 they will be regarded to be reliable (Nunally, 1978), while those falls below the stated cut-off point deleted from the study and they were not used for further analysis.

Table 3.3: Cronbach's Alpha Description

S/N	Cronbach's Alpha	Internal Consistency
1	≥ 0.9	Excellent (High-stakes testing)
2	$0.7 \leq \alpha < 0.9$	Good (Low-stakes testing)
3	$0.6 \leq \alpha < 0.7$	Acceptable
4	$0.5 \leq \alpha < 0.6$	Poor
5	< 0.5	Unacceptable

Source: Mile (1994)

3.9 Validity

Validation of the instruments refers to the quality of the data gathering instruments or procedures to measure what they are supposed to measure (Kothari, 2004). In this study, the researcher pre-tested the questionnaires to twenty (20) teachers in four selected public secondary schools in Temeke Municipal. It intended to check the

effectiveness in gathering data.

3.10 Procedure

Permission to conduct research obtained from relevant authorities. The researcher prepared questionnaires, made reconnaissance, prepared instruments for data collection and made actual visit. Participants assured of confidentiality and questionnaires handled and administered to the teachers confidentially; and numbers were used to ensure privacy. Data from relevant sources coded and analyzed.

3.11 Data Analysis

Table 3.4: Data Analysis Methods

SN	Objectives	Data Analysis Methods
1	Demographic characteristics of the respondents	Descriptive statistics analysis
2	Internal consistency	Reliability test using cronbach alpha
3	Validity	Construct validity was attained using theories (mention them)
4	To examine effects of reward systems on teacher's performance in public secondary schools in Tanzania.	Multiple regression analysis
5	To identify the effects of involvement teacher's on the performance in public secondary schools in Tanzania.	
6	To investigate the effects of recognition on teacher's performance in public secondary schools in Tanzania.	
7	To evaluate the effects of promotion on teacher's performance in public secondary schools in Tanzania.	

Source: Researcher (2018)

According to Kothari (2004), data analysis is a process that implies editing, loading, classifying and tabulation of collected data. SPSS software used to perform a

descriptive analysis including the use of means, frequency, percentages, and standard deviation and tabulation. In order to identify outliers, raw data crosschecked and transformation performed. The methods of data analysis conducted according to the objectives as summarized in Table 3.4.

3.11.1 Multiple Regression Analysis

Regression estimates or predicts a value on some dependent variable in relation to the values of one or more independent variables. In multiple regressions, any number of independent variables applied to predict the dependent variable. In this study, the regression analysis used to understand how variables such as performance based rewards, teachers involvement in decision making, teachers outcome considered, promotion and recognition can affect teachers performance.

In general, the regression analysis formula will be

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e.$$

Where;

Y = Teachers Performance

X₁ = performance based reward

X₂ = teachers involvement in decision making

X₃ = teachers recognition

X₄ = promotion

β_0 = Is the Y intercept which is a constant being a dependent variable value, while all other independent variables remain 0. β_1 , β_2 , β_3 and β_4 are regression coefficients/constants of independent variables of X₁, X₂, X₃ and x₄ in relation to Y.

e = the error term.

3.12 Assumptions behind the use of Regression Analysis

3.12.1 Multicollinearity

Multicollinearity assumes that if there is a high degree of correlation between independent variables, we have a problem of what commonly described as the *problem of multicollinearity*. In such a situation, we should use only one set of the independent variable to make our estimate. Kothari (2004). Multi-collinearity happens when the independent variables are independent from each other, Gujarati (2010).

A second important independence assumption is that the error of the mean has to be independent from the independent variables. Presence of multi-collinearity makes it impossible to estimate the parameters of the model Gujarati (2010). Multi-collinearity checked by using Tolerance. The tolerance measures the influence of one independent variable on all other independent variables; the tolerance calculated with an initial linear regression analysis. Tolerance is defined as $T = 1 - R^2$ for these first step regression analysis. With $T < 0.1$, there might be multi-collinearity in the data and with $T < 0.01$, there certainly is. The second test to be done will be variance inflation factor (VIF) defined as $VIF = 1/T$. Similarly, with $VIF > 10$ there is an indication for multi-collinearity to be present; with $VIF > 100$ there is certainly multi-collinearity in the sample.

3.12.2 Autocorrelation Assumption

Autocorrelation occurs when the residuals are dependent from each other (Gujarati, 2010). In other words when the value of $y(x+1)$ dependent from the value of $y(x)$. This for instance typically occurs in stock prices, where the price dependent from the

previous price. Durbin-Watson's d test was used to check for autocorrelation. While d can assume values between 0 and 4, values around 2 indicate no autocorrelation. As a rule of thumb values of $1.5 < d < 2.5$ show that there is no auto-correlation in the data, however the Durbin-Watson test only analyses linear autocorrelation and only between direct neighbors, which are first order effects Gujarat (2010).

3.12.3 Linearity Assumption

Linear regression needs the relationship between the independent and dependent variables to be linear (Gujarat and Porter, 2010). If the two variables are not linear, the results of the regression analysis will under-estimate the true relationship Gujarat (2010).

3.12.4 Homoscedasticity Assumption

The model assumes that the error terms along the regression are equal. Slight heteroscedasticity has little effect on significance tests; however, when heteroscedasticity is marked it can lead to serious distortion of findings and seriously weaken the analysis thus increasing the possibility of a Type I error Gujarat (2010). According to Gujarat (2010) can be homoscedasticity diagnosed by using White Test

3.13 Ethical Consideration

Ethical refer to moral principles and the guiding conduct that held by a group or even a profession Wellington (2000). Research and publication department at the Open University of Tanzania in order to obtain ethical clearance to conduct research. In addition, permission to conduct this research requested from the coordinator and

supervisor of the research and publication department at the Open University of Tanzania. Moreover, written consent sought from the teachers. In addition, the researcher informed the respondents on the aim of the study and need for their voluntary participation.

3.14 Chapter Summary

This chapter described on the research philosophy, research design, study area, targeted population, sampling techniques, data collection methods, reliability and validity, as well as ethical consideration and finally limitation of study and areas for further study.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Chapter Overview

This chapter comprises of presentation and analysis of findings/results. Mainly it focuses on presenting and analyzing data using descriptive statistics, regression analysis and correlation between variables. Results presented and analyzed as tested according to the specific objectives as follows:-

4.2 Descriptive Statistics

This part presents the main characteristics of respondents categorized as age, marital status, level of education and working experience of the respondents.

4.2.1 Age of Respondents

The researcher was interested to understand the distribution of the respondents according to the ability to work and ability to work is determined by age. The distribution is described in table 4.1 measured in years ranging 25 years below, 26-31 years old, 32-36 years old, 37-42 years and 43+ whereby 1.0% of the respondents were aged below 25 years. 16.3% of the respondents, were aged between 26-31 years old, 50% were aged between 32-36 years old, 12.2% were aged between 37-42 years old and the rest 20.4% of the respondents were aged 43+ years as shown in table 4.1

4.2.2 Education Level of the Respondents

The researcher was interested to understand on the education level of the respondents and the findings in table 4.1, show that 89 (90.8%) of the respondents

had university level of education and the rest of the respondents that is 9 (9.2%) had college level of education.

4.2.3 Marital Status

Another distribution of the respondents was according to marital status. The data are presented in table 4.1 whereby the 87 (88.8%) of the respondents were married, 6 (6.1%) of the respondents were single, 3 (3.1%) of the respondents were widowed and 2 (2%) of the respondents were divorced.

4.2.4 Years of Working Experience

Table 4.1: Descriptive Statistics

Age	Frequency	Valid Percent
<= 25	1	1.0
26 ó 31	16	16.3
32 ó 36	49	50.0
37 ó 42	12	12.2
43+	20	20.4
Total	98	100.0
Education	Frequency	Percent
College	9	9.2
University	89	90.8
Total	98	100.0
Marital status	Frequency	Percent
Single	6	6.1
Married	87	88.8
Divorced	2	2.0
Widowed	3	3.1
Total	98	100.0
Years of Experience	Frequency	Percent
<= 1	5	5.1
2 ó 5	36	36.7
6 ó 10	40	40.8
11 ó 14	14	14.3
15 ó 19	1	1.0
20 ó 23	2	2.0
Total	98	100.0

Source: Field Data, (2019)

Respondents distributed according to years of experience. Findings in Table 4.5 shows that 40.8% of the respondents had 6-10 years of experience, 36.7% of the had 2-5 years of experience and 14.3% had 11-14 years of experience. However, 5.1% of the respondents had 1 year and less than a year of experience while 2% had 20-23 years of experience and the rest 1% had 15-19 years of experience. From Table 4.5, it implies that the majority of teachers had long experience from 6 to 14 years about 55%.

4.3 Validity and Reliability Analysis

To test the reliability of data collection instruments Cronbach's Alpha used to measure the internal consistency by the use of SPSS. Cronbach alpha ranges between 0 and 1 (Grayson, 2004), the closer the Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale (Grayson, 2004). One property of alpha (Cronbach, 1951) is it is one type of internal consistency coefficient. Before alpha, researchers were limited to estimating internal consistency of only dichotomously scored items using the KR-20 formula. Cronbach's (1951) alpha developed based on the necessity to evaluate items scored in multiple answer categories. Cronbach (1951) derived the alpha formula from the KR-20 formula:

$$KR - 20 = (K - 1) \left(1 - \sum_{k=0}^n P_k q_k / a^{n-k} \right)$$

Table 4.2: Reliability Analysis

Variables	Cronbach's Alpha	Number of Items	Reliability Status
Rewards	.901	12	Excellent reliability
Involvement	.869	4	Very good
Recognition	.891	4	Very good
Promotion	.801	4	Very good

Source: (Field Data, 2019)

Table 4.2 illustrates the results of reliability test using Cronbach's alpha approach. According to Nunnally (1978) and Grayson (2004) reliability coefficient of 0.7 or higher is considered acceptable in most social science research situations. George and Mallery (2003) established the rule of thumb indicating that a Cronbach's alpha greater than 0.9 means excellent consistency, greater than 0.8 means good consistence, 0.7 means acceptable, 0.6 means questionable, greater than 0.5 means poor and less than 0.5 is unacceptable. The reliability analysis presented in Table 4.1 show that the Cronbach's alpha for four variables is above 0.7 means excellent consistency.

4.4 Multiple Regression Results

4.4.1 Testing of the Regression Assumptions

It is an acceptable fact that statistical errors in scientific literature are common (Curran-Everett & Benos, 2004). Moreover, it is reported that nearly 50% of the published articles do contain at least one error. Most statistical procedures like regression, correlation, t test and analysis of variance are operated based on the assumption that the data follows a normal distribution, or more simply put, the population from which the sample are drawn are assumed to be normally distributed (Field, 2009).

4.4.2 Test of Autocorrelation Assumption - Durbin-Watson Test

According to Greene, (2003), a Durbin-Watson test of correlation among the residuals usually reveals to us a substantial autocorrelation. Nevertheless, Field (2009) observes that, for any two observations the residual terms should be uncorrelated or independent which sometimes described as a lack of autocorrelation.

Field posits that, with the Durbin-Watson tests whether adjacent residuals correlated. Furthermore, he suggests that the test statistic can vary between 0 and 4 with a value of 2 meaning that the residuals are uncorrelated. A value greater than 2 indicates a negative correlation between adjacent residuals, whereas a value below 2 indicates a positive correlation. It is generally reasoned that, the statistics of Durbin-Watson should not be less than 1 or greater than 3 and not approximately 2, hence the recommended values should range between 1.5 and 2.5 (Field , 2009). The results in Table 4.3 shows the Durbin-Watson value was 1.956, which lays between the two acceptable values of $1.5 < d < 2.5$. Therefore, it assumed that there were no first order linear auto-correlation errors in the multiple linear regression data.

Table 4.3: Measure of the Autocorrelation Assumption – Durbin Watson Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.885	.783	.730	.52777	1.956

Source: Field Data, (2019)

Predictors: (Constant), promotion, nonfinancial promotion, salary delay after promotion, involved in overtime payment, verbal recognition, Intrinsic and extrinsic reward systems influences, Vocational travel , involved always in training and career development, fair and equal treatment, normally recognized for better job performance, Salary increment , delay in salary increment after promotion, Work environments such as office equipment, space, and the general environment involved always in decision making, written recognition, financial promotion

b. Dependent Variable: teacher's performance

4.4.3 Test of Multi-Collinearity Assumption

Before having a regression model of the variables, multi-collinearity between the variables was tested. The presence of multicollinearity changes the variance of the parameter estimates, making them statistically insignificant even if the overall model may be significant and causes problems in estimation of the coefficients of independent variables and their interpretation. The tolerance rate and Variance Inflating Factors (VIF) used to detect multi-collinearity between explanatory variables as follows:

Table 4.4: Results of Multi-Collinearity Test between Independent Variables

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics		
	B	Std. Error	Beta			Tolerance	VIF	
1	(Constant)	2.449	.523		4.687	.000		
	Salary increment	.291	.188	.189	1.547	.126	.187	5.345
	Work environments	.564	.182	.427	3.103	.003	.147	6.806
	Intrinsic and extrinsic reward	-.272	.219	-.186	-1.239	.219	.124	8.068
	Involvement in decision making	.004	.130	.005	.031	.976	.125	8.013
	Involvement in overtime payment	.281	.140	.260	2.002	.049	.165	6.044
	verbal recognition	.392	.228	.267	1.722	.089	.116	8.656
	normally recognized for better job performance	.430	.117	.418	3.679	.000	.215	4.647
	fair and equal treatment	-.353	.217	-.225	-1.631	.107	.147	6.818
	nonfinancial promotion	.265	.072	.319	3.675	.000	.370	2.702
	delay in salary increment after promotion	.458	.151	.419	3.043	.003	.146	6.829
	salary delay after promotion	-.448	.144	-.342	-3.114	.003	.230	4.339

a. Dependent Variable: Employee performance

Source: Field Data, (2019)

Table 4.4 indicates that the tolerance is greater than 0.1 (10%) and the Variance Inflating Factor (VIF) does not exceed 5 to 10. The study concluded that there is no problem of multi-collinearity among explanatory variables. Therefore, the associated regression coefficients are clearly estimated and reliable.

4.5 Summary of Regression Coefficient

Table 4.5 shows the results of the regression analysis for independent variables such as rewards, recognition and promotion on the dependent variable teachers performance

4.5.1 Regression Results of Rewards and Teachers Performance

The summary of the regression analysis in table 4.5 show that an additional unit of fair compensation to the teachers can lead to 0.3 unit to their job performance at a p -value of 0.019 less than 0.5 showing that fair compensation has a significant contribution towards teachers performance. The findings further shows that the addition of one unit of financial support lead to additional 0.419 units on teachers performance at a p -value of 0.000. That is a p -value less than 0.05 is showing a significant contribution of financial support on teachers performance. Additional units of performance rewards can lead to a change of dependent variable job performance by 0.365 at a p -value of 0.012 which is less than 0.05 (p -value <0.05). This means rewards have a positive and significant contribution towards teachers performance.

Table 4.5: Summary of Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
Rewards	(Constant)	1.186	.620		1.911	.059
	Fair compensation incentives	.297	.124	.303	2.399	.019
	Financial support	-.011	.099	-.012	-.109	.914
	performance reward	.365	.094	.419	3.887	.000
	Employees autonomy	.322	.125	.365	2.570	.012
	Bonuses	-.400	.143	-.315	-2.806	.006
	Transport	.414	.317	.309	1.307	.195
	House allowance	.063	.393	.045	.161	.873
	Lunch and breakfast	-.713	.468	-.520	-1.523	.132
	Salary increment	.604	.297	.452	2.037	.045
	Vocational travel	.296	.214	.192	1.382	.171
	Work environments	-.623	.207	-.482	-3.004	.004
	Recognition	.207	.169	.157	1.226	.224
Recognition	verbal recognition	-.368	.211	-.251	-1.747	.084
	written recognition	.027	.210	.020	.129	.897
	Recognition based on better performance	.581	.101	.565	5.728	.000
	fair and equal treatment	-.331	.248	-.210	-1.333	.186
Promotion	financial promotion	-1.230	.254	-.729	-4.848	.000
	nonfinancial promotion	.296	.065	.357	4.555	.000
	delay in salary increment after promotion	.440	.139	.403	3.164	.002
	salary delay after promotion	-.134	.161	-.102	-.832	.408

a. Dependent Variable: Teachers performance

Source: Field Data, (2019)

The increase of one unit of bonuses to the teachers can lead to 0.0309 change on their performance at a p -value of 0.1 which is greater than 0.05 showing that there is a change but insignificant. The findings further show additional unit of transport allowance to teachers can increase performance by 0.05. At a p -value of 0.8 which is greater than 0.05 (p -value > 0.05), show insignificant contribution to teachers

performance. Change of salary increment to teachers has contributed to change in teachers' job performance by 0.19 at a p -value of 0.17 which is greater than 0.05 ($P > 0.05$). This means insignificant effect to teachers' job performance.

Further, the data presented in Table 4.5, show that an increase in units of improvement of work environment can lead to a change of job performance by 0.15 units. At a p -value of 0.224 meaning insignificant change on teachers performance ($P > .05$). Provision of the vocational travel to teachers leads to a negative change in the job performance by -0.482 at a p -value of 0.004 a value that is less than 0.05 ($p < 0.05$). meaning that there a strong and significant negative contribution of vocational travel towards teachers performance. The findings also show that provision of house allowances to teachers has a negative implication to the teachers' performance by -0.01.

At a p value of 0.132 means a negative or insignificant contribution towards teachers' performance because p - value > 0.05 and an increase in incentive to teachers can lead to a negative change of -0.01 at a p -value of 0.94 ($p > 0.05$) means there is a negative but non-significant change. Autonomy leads to a negative change in teachers' performance by- 0.035 at a p -value of 0.006 signifying a significant negative effect on teachers' performance as ($p < 0.05$). Generally the results of the regression results of the rewards and teachers performance are summarized in the equation;

$$Y = C + 0.20WR + 0.565RBP - 0.251VR - .210 FET + \mu$$

4.5.2 Effects of Recognition on Teacher's Performance in Public Secondary Schools

The summary of the coefficient regression of the recognition on teachers' performance presented in Table 4.5. The findings presented in table 4.5 show that a unit change in written recognition can result into 0.2 units change in teachers' performance at a p -value of 0.084 this p -value is greater than 0.05. This implies that, it can lead to a positive but insignificant change in teachers' performance. A unit change in recognition based on better performance can lead to 0.565 units change in teachers' performance at a p -value of 0.000 that is less than 0.05. It implies that there is a strong positive and significant association between recognition based on performance and teachers' performance.

The findings also show that there is a non-significant inverse relationship of -0.251 on teachers' job performance of a unit change in verbal recognition; p -value is 0.08 that is less than 0.05 means insignificant negative relationship. Furthermore, a unit change of fair and equal treatment leads to negative -.210 on teachers' performance at p -value 0.186 a value greater than 0.05, meaning that there is insignificant inverse relationship between fair and equal treatment and teachers' performance. Generally the regression is summarized by;

$$Y = C + 0.20WR + 0.565RBP - 0.251VR - .210 FET + \mu$$

4.5.3 To Examine the Effects of the Promotion on Teacher's Performance in Public Secondary Schools in Temeke Municipality

Table 4.5 Presents Data on the Effect of Promotion on Teachers' Performance based on a Summary of Coefficient of Regression. The findings presented in table 4.5

show that a unit change in nonfinancial promotion results into 0.357 units change in teachers performance at a p -value of 0.000, a value less than 0.05 ($p < 0.05$) meaning that there is a significant positive relationship between provision of nonfinancial promotion and teachers performance. An additional unit of delay in salary increment after promotion can lead to change in teachers performance by 0.4 at a p -value of 0.002 that is highly statistically significant change ($p < 0.05$).

The researcher found that an additional unit in financial promotion leads to a negative contribution of -0.729 on teachers performance at a p -value of 0.000 meaning a highly significance inverse relationship between financial promotion and teachers performance whereby p -value is less than 0.05. The findings show that the additional unit of salary delay after promotion leads an inverse change of -0.102 in teachers performance at a p -value of 0.4 that is greater than 0.05 meaning insignificant inverse relationship between salary delay after promotion and teachers performance. The summary of the regression results, is denoted by the equation

$$Y = C + 0.357NFP + 0.403DSIP - 0.729FP - 0.102SDAP + \mu$$

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Chapter Overview

This chapter provides the discussion of findings according to the specific objectives respectively. The specific objectives include the effects of reward systems on the teachers' performance in public secondary schools in Temeke Municipality, the effects of recognition on teachers' performance in public secondary schools and the effects of the promotion on teachers' performance in public secondary schools.

5.2 Summary of findings

5.2.1 Effects of Reward Systems on Teacher's Performance in Public Secondary Schools

In this objective, the researcher found that fair treatment has a mean of 3.48 and standard deviation of 1.038. Incentives as one of the rewards contribute to teachers' job performance with a mean of 3.72 and standard deviation of 1.173. Financial support is another type of reward that contributes to teachers' performance. It has a mean of 3.56 and standard deviation of 1.16, at the same time, performance rewards has a mean of 3.52 and a standard deviation of 1.151 so contributing to teachers' performance.

Employee autonomy also contributes to teachers' performance by a mean of 3.96 and a standard deviation of 0.798. Bonuses have a mean of 4.11 and standard deviation of 0.758 this means the respondents strongly agreed on the effect of bonuses on teachers' performance. Transport allowance has a mean of 4.18, and standard deviation of 0.723, showing also that respondents agree on the effect of

bonuses on teachers' performance. The regression analysis shows that fair compensation to the teachers can lead to 0.3 units to their job performance at a p-value of 0.19 less than 0.5 showing a significant contribution towards teachers' performance.

A unit of financial support leads to a change of teachers' performance by 0.419 units at a p-value of 0.000, the results also show that the unit change of performance rewards can lead to a change of dependent variable job performance by 0.365 at a p-value of 0.012. The increase of one unit of bonuses to teachers contribute 0.0309 change on their performance at a p-value of 0.1 greater than 0.05 meaning a change but not significant. Transport allowance to teachers can increase performance by 0.05 at a p-value of 0.8 that is greater than 0.05 (p-value > 0.05) means insignificant contribution to teachers' performance. On the other side, change of salary increment to teachers has contributed to change in teachers' job performance by 0.19 at a p-value of 0.17 that is greater than 0.05 showing insignificant effect to teachers' job performance.

Provision of the vocational travel to teachers leads to a negative change in the job performance by -0.482 at a p-value of 0.004 a value that is less than 0.05 ($P < 0.05$). This means that there is a strong and significant negative contribution of vocational travel towards teachers' performance. The findings also show that, giving teachers house allowances can contribute to a negative change of -0.52 in their job performance at a P-Value of 0.132 means a non-significant negative contribution of house allowance. Incentive to teachers can lead to a negative change of -0.01 to teachers' performance at a p-value of 0.914 means a non-significant negative

change, even as an increase in autonomy can lead to a negative change of teachers' performance by -0.35 at a p -value of 0.006 meaning a statistically significant contribution to a negative change. Allowances have a mean of 4.19 and standard deviation of 0.741.

The findings continue to show that lunch and breakfast has a mean of 4.17 and standard deviation of 0.76, while salary increment has a mean of 4.24 and standard deviation of 0.659, whereas vocational travel has a mean of 4.11 and standard deviation of 0.785 and work environment has a mean of 4.08 and standard deviation of 0.769. Previous research by Mwambo (2005), found that incentives given to teachers in private secondary schools make them work hard whereas late promotion in public secondary schools undermined teachers' morale and commitment to their jobs.

Contrary to the study of Mwambo (2005) this study an increase in incentive to teachers can lead to a negative change of -0.01 at a p -value of 0.94 ($p > 0.05$) means there is a negative but non-significant effect of incentives to the teachers' performance. On the other hand, Jackson (2017) found that the determinants of secondary school teachers' job satisfaction is both monetary and non-monetary incentives. In regards to workplace rewards, the study found out teachers' performance is influenced by the rewards and these findings are supported by the previous research by Jackson (2017) who found that employees were satisfied with the reward system of their organization, though the non-financial reward needs to be beefed up. The study also found that fair compensation and incentives promoted employee performance. These results were also found in the work of Ajila and

Abiola (2004) who found that rewards package can influence employees' performance by enhancing skills, knowledge and abilities.

5.2.2 Examination of the Effects of Involvement on Teacher's Performance in Public Secondary Schools

One of the objectives of this research is to examine the effect of involvement on teachers' performance in public secondary schools. The results of data analysis show that involvement in decision-making contribute to teachers performance as the statistics of this responses has a mean of 3.54 and standard deviation of 1.168 means that the respondents strongly agreed on the factor. However, the findings show that involvement in overtime payment affect teachers' performance as the respondents agreed on this factor responded by a mean of 3.92 and a standard deviation of 0.938. The involvement in training and career development has an effect on job performance, the respondents agreed at a mean of 3.46 and a highest standard deviation of 1.270. Involvement in distribution of financial allowance also viewed to affect teachers' performance with a mean of 3.51 and standard deviation of 1.212 by showing high agreement of the respondents to the factor.

5.2.3 To Identify Effects of Recognition on Teacher's Performance in Public Secondary Schools

The findings show that verbal recognition has a significant effect on teachers' performance that carries a mean of 4.12 and standard deviation of 0.693 responses. Respondents also give evidence that written recognition also has an effect on job performance with the mean of 4.07 and standard deviation of 0.763. It also found that fair and equal treatment was agreed highest mean of 4.21 and a standard

deviation of 0.646. The summary of the regression analysis show that written recognition can lead 0.2 units change in teachers performance at a p-value of 0.084 showing a positive but not significant change in teachers performance .

A unit change in recognition based on better performance leads to 0.565 units change in teachers performance at a p-value of 0.000 that is less than 0.05, showing a strong positive and significant association between recognition performance and teachers performance. There is a non-significant inverse relationship of -0.251 on teachers job performance because of a unit change in verbal recognition; p-value is 0.08, meaning insignificant negative relationship. The findings show that a unit change of fair and equal treatment leads to negative (-.210) on teachers performance at p-value 0.186 a value less than 0.05, signifying insignificant inverse relationship between the variables.

5.2.4 Effects of the Promotion on Teacher's Performance in Public Secondary Schools

The findings show that financial promotion affects teachers performance in public secondary schools by mean of 4.32 and standard deviation of 0.602. Non-financial promotion has a mean of 3.68 and a standard deviation of 1.223. Delay in salary increment after promotion has 3.98 and standard deviation of 0.93, salary delay after promotion has a mean of 4.07 and standard deviation of 0.777. A unit change in nonfinancial promotion results into 0.357 units change in teachers performance at a p-value of 0.000, a value less than 0.05 showing a significant positive relationship between provision of nonfinancial promotion and teachers performance. Delay in salary increment after promotion can lead to change in teachers performance by 0.4

at a p-value of 0.002 that is highly statistically significant change. The researcher found that an additional unit in financial promotion leads to a negative contribution of -0.729 on teachers' performance at a p-value of 0.000 meaning a highly significant inverse relationship between financial promotion and teachers performance.

5.3 Discussion of Findings

The findings show that teachers' performance is a product of the increase in incentives as financial support, performance based rewards, employee autonomy, bonuses, and house allowances. The evidence shows that 0.3 units to their job performance at a p-value of 0.19 less than 0.5 showing a significant contribution towards teachers' performance. A unit of financial support leads to a change of teachers' performance by 0.419 units at a p-value of 0.000. The results also show that the unit change of performance rewards can lead to a change of dependent variable job performance by 0.365 at a p-value of 0.012.

The increase of one unit of bonuses to teachers contribute 0.0309 change to their performance at a p-value of 0.1 greater than 0.05 meaning a change but not significant. Transport allowance to teachers can increase performance by 0.05 at a p-value of 0.8 that is greater than 0.05 ($p\text{-value} > 0.05$) hence insignificant contributions to teachers' performance. On the other side, change of salary increment to teachers has contributed to change in teachers' job performance by 0.19 at a p-value of 0.17 which is greater than 0.05, showing insignificant effect to teachers' job performance. Therefore, the rewards have a significant effect on teachers' performance.

The findings also show that involvement of teachers in different matters concerning school development has a significant effect on teachers' performance. The evidence of the results of data analysis shows that involvement in decision-making contributes to teachers' performance by a mean of 3.54 and standard deviation of 1.168. The involvement in overtime payment affects teachers' performance by a mean of 3.92 and a standard deviation of 0.938. The involvement in training and career development has an effect on job performance at a mean of 3.46 and a higher standard deviation of 1.270.

However, the involvement in distribution of financial allowance had a mean of 3.51 and standard deviation of 1.212. The findings give the researcher enough evidence that involvement of teachers in different levels in education sector affect their performance. The study further shows that all forms of recognition such as written and verbal recognition has a significant effect on teachers' performance. The results of data analysis show that verbal recognition has a significant effect on teachers' performance which carries a mean of 4.12 and standard deviation of 0.693 and written recognition. It has an effect on job performance with the mean of 4.07 and standard deviation of 0.763.

The summary of the regression analysis shows evident that written recognition can lead 0.2 units change in teachers' performance. At a p-value of 0.084 showing a positive change in teachers' performance whereas a change in recognition based on better performance leads to 0.565 units. Further, change in teachers' performance at a p-value of 0.000 meaning strong positive and significant effect on teachers' performance.

It has been observed further that promotion has a significant effect on teachers' performance especially when promotion goes hand in hand together with the financial benefits on time. It is evidenced that a unit change in nonfinancial promotion results into 0.357 units change in teachers' performance whereas delay in salary increment after promotion can lead to change in teachers' performance by 0.4 at a p-value of 0.002 that is highly statistically significant change.

5.4 Discussion of Finding from Others Related Work

Jackson (2017) found that teachers satisfied by both monetary and non-monetary incentives such as community support. Siddiq (2018) found that all the factors significantly create impact on the Employees' performance. On the other hand, Tehseen (2015) found that dimension for intrinsic motivation is the satisfaction derived from teaching, recognition, enjoying teaching, career development, the challenging and competitive nature of teaching, teaching as one goal in life and control over others. As well as Mkumbo (2012) found that teachers underscored many negative experiences in the teaching profession, which also be described as de-motivating factors or frustrating factors namely poor working environment and negative attitude of the teaching profession.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Chapter Overview

This chapter presents the conclusion of the study and provides recommendations for improvement. In the end, the study provides limitations of the study and areas for further research.

6.2 Conclusion

It can be concluded from the findings that teachers' performance is a product of the increase in incentives such as financial support, performance based rewards, employee autonomy, bonuses, and house allowances. Involvement of teachers in different matters concerning school development has a significant effect on teachers' performance. The study further concludes that all forms of recognition such as written and verbal recognition has a significant effect on teachers' performance. Finally, the study observed and concludes that promotion has a significant effect on teachers' performance.

6.3 Recommendations

The researcher gave the following recommendations to different levels and education stakeholders in order to improve teachers' performance.

6.3.1 Recommendation to the Ministry of Education

The ministry of education should give priority on environmental issues such as:-

Availability of enough spaces for the public secondary schools in order to improve students' performance and for teachers to feel motivated to work hard. The Ministry

should pay attention in promoting teachers on the regular basis and based on performance in order to motivate teachers to perform better. Salary incremental considered by the government should lead teachers to feel happy with the fruition of their better performance. The Ministry should provide accommodation allowances, transport allowances and other benefits to teachers in the same manner it gives to other sectors. The Ministry should consider the remuneration of teachers to be similar like other sectors of the government.

6.3.2 Recommendation to the Head of Public Secondary Schools

The public secondary schools heads should involve teachers in different matters of the school administrations, such as; recognize teachers on their best performance, set a standard of operation for teachers required performance, introduce an open performance review system to teachers performance as well as to put emphasis on teachers preparation of annual Key performance indicators to monitor teachers performance.

6.3 Limitations and Recommendations for Further Studies

This study dealt only with the effects of working condition of teachers performance in Temeke public secondary schools, Temeke Municipal Council-Dar es Salaam. Further research should assess longitudinal impacts of teachers performance or other related aspects on working condition of teachers performance. This study adopted questionnaire as a key data collection. The researcher also recommends that other studies may conduct same study using different data collection and data analysis methods and determine whether the same or different findings can be established.

The researcher also recommends that, the focus of this study was on working condition, but teachers' performance, is affected by variables such as limited motivation, poor management style, poor communication, lack of teamwork spirit therefore, other studies could examine the effects of these other factors on employees' performance.

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APPENDICES

APPENDIX I: QUESTIONNAIRE TO TEACHERS

The questions have been divided into two sections based on the objectives of the study. Section A asks about the general information about the teachers. Section B- Section asks question on the research objectives.

SECTION A: SOCIAL DEMOGRAPHIC INFORMATION

S/n	Question/Statement	Choices	Responses	
1.	Sex	1. Male 2. Female	1. Male () 2. Female ()	
2.	Age		í í í í í í .	
3.	Educational level	1. Secondary school 2. College 3. university	1 () 2 () 3 ()	
4	Years of experience in this job (RCH)	Number of years	
5	Profession/cadre/title		
6	Marital status	1.Single 2 Married 3 Divorced 4 Widowed	1 () 2 () 3 () 4 ()	

SECTION B: INFORMATION RELATED TO REWARDS, INVOLVEMENT, RECOGNITION AND PROMOTION

Rate the following questions with respect to how you agree or disagree with the respective statement. (Circle the correct answer)

I) REWARDS

S/N	VARIABLES	1	2	3	4	5
1	I am compensated fairly for the work I do.					
2	My school provides incentives that generally support my work.					
3	Financial support for learning programs motivates me to perform better at work.					
4	I am satisfied with performance reward provided with my school					
5	Employees autonomy can lead to organizational performance					
6	Bonuses can lead to employee performance					
7	Transport allowance can lead to employee performance					
8	House allowance can lead to employee performance					
9	Lunch and breakfast can lead to employee performance					
10	Salary increment can lead to organizational performance					
11	Vocational travel can lead to organizational performance					
12	Work environments such as office equipments, space, and the general environment affects employee performance					
13	Intrinsic and extrinsic reward systems lead to employee performance					

1 (*Strongly disagree*), 2 (*Disagree*), 3 (*I don't know*), 4 (*Agree*), 5 (*Strongly agree*)

INVOLVEMENT

S/ N	VARIABLES	1	2	3	4	5
1	The management always involves me in decision making					
2	Involvement in overtime payment improves my performance					
3	I am normally involved in attending training and career development programs					
4	I am normally involved in distribution of allowances such as financial					
5	Involvement can lead to employee performance					

1 (*Strongly disagree*), 2 (*Disagree*), 3 (*I don't know*), 4 (*Agree*), 5 (*Strongly agree*)

II) RECOGNITION

S/ N	VARIABLES	1	2	3	4	5
1	Verbal recognition can lead to employee performance					
2	Written recognition can lead to employee performance					
3	I am normally recognized when I perform my job better					
4	Fair and equal treatment can lead to employee performance					
5	Employee recognition can lead to performance					

1 (*Strongly disagree*), 2 (*Disagree*), 3 (*I don't know*), 4 (*Agree*), 5 (*Strongly agree*)

III) PROMOTION

S/N	VARIABLES	1	2	3	4	5
1	Financial promotion lead to employee performance					
2	Non financial promotion lead to employee performance					
3	There is a delay in salary increment after promotion					
4	Salary delay after promotion affect employee performance					
5	Promotion lead to employee performance					

1 (*Strongly disagree*), 2 (*Disagree*), 3 (*I don't know*), 4 (*Agree*), 5 (*Strongly agree*)

PERFORMANCE RATING

1. How do you rate the performance of this school, 1 being low performance and 5 being best performance?

Very low	Low	moderate	High	Very high
1	2	3	4	5

2. Working conditions (environment), reward, involvement, recognition, and promotion affect teachers performance

3. What do you suggest to be done by management to improve performance of Public secondary school teachers in Temeke Municipality?

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‘THANK YOU FOR YOUR PARTICIPATION’

