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**Influence of Teachers' Remuneration Package Items On Their Job Dedication in Public Secondary Schools in Arusha Region, Tanzania**

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**ABSTRACT:** *This study examined the influence of teachers' remuneration package items on their job dedication in public secondary schools in Arusha region, Tanzania. The study was guided by Expectancy Theory by Vroom 1964. The researcher adopted convergent research design under mixed methods approach. The target population 5057 and the sample 513 respondents. Probability and non-probability sampling techniques were used to sample research participants. Data collection instruments were questionnaires, interview schedule and interview guides. Instruments were reviewed by five research experts in MWECAU and proved valid for the study. Reliability of the questionnaire were tested by using Cronbach's Alpha Technique; while reliability of qualitative data was done by triangulation. Descriptive and inferential statistics were used to analyze quantitative data. Descriptive statistics summarized data into frequencies, percentages, mean scores. Inferential statistics Pearson Correlation was used to test the hypotheses. Qualitative data were thematically analyzed. The study found that no single item in teachers' remuneration package was effectively offered by the employer and the status of teachers' job dedication was below average. The study concluded that low level of teachers' job dedication was due to ineffective provision of different items of teachers' remuneration package. The study recommended the MoEST to offer effectively each item of teachers' remuneration package consistently to induce teachers' dedication to their job in public secondary schools in Arusha region, Tanzania.*

**KEYWORDS:** remuneration package, dedication, salary annual increment, salary increment.

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## **INTRODUCTION**

Remuneration package is the total monetary compensation that an employee receives in exchange of the service performed. Remuneration is an important factor especially in affecting job dedication as well as performance in most organizations. Teachers were entitled a package with eleven items by Public Service Standing Order which are salary, annual salary increment, leave allowances, responsibility allowance, special duty allowance, arrears, salary increment, disturbance allowance, subsistence allowance, promotion and pension (URT, 2009). Teachers are

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among the most important resources in determining the quality of education that students receive (Mgonja 2017, and Bennell, 2004). In Tanzania, majority of teachers in government secondary schools are complaining from various problems and one among them is concerning salary (Lyimo 2014, and Ogoti & Vumilia 2020).

In Tanzania, teachers' remuneration package disappointment emerged when the government started to implement Structural Adjustment Programs (SAPs) in the 1980s (Lyimo, 2014). During that period under strong influence of International Monetary Fund (IMF) and World Bank (WB) through Structural Adjustment Programs (SAPs) imposed conditionality of reduction of public current expenditures in social services including education at all levels. The 1995 and 2014 Education and Training Policy noticed that, in Tanzania teachers had experienced low and irregular salary payments (URT 1995). Despite the provision of the ETP 1995, ETP 2014, Public Service Pay and Incentive Policy 2010, and Teachers Trade Union struggle still teachers' remuneration package was not well covered. On the other hand, teachers' low remuneration package had shown budget deficit and had forced teachers to rescue life via borrowing or engaging themselves in other economic activities to earn more at the expense of students' time (Mulokozi, 2015, and Mgonja, 2017). There was a tendency of teachers over borrowing money from formal and informal financial institutions and this over-borrowing had threatened teachers' total life. The situation made teachers unsettled due to debts as a result, they were harassed by financial institutions and made teachers concentrate on debts instead of concentrating on teaching and learning in school.

Furthermore, teachers' salary scale had remained constant for so long despite the ever-increasing cost of living (Abdu & Nzilano, 2018, and Mutune & Orodho 2014). There were longtime complaints among secondary schools' teachers concerning their disappointment with remuneration package. The reviewed empirical studies shows that only few items of teachers' remuneration package were researched and some items were left like annual salary increment and salary increment. The (TPSSO) had promised the teachers an offer of several items like in Section-E, E1-E24 on emolument described all items URT 2009).

However, what was instructed in documents like the PSSO, job contract, confirmation letter and promotion letter of teachers were violated by the employer during implementation. Low level of job dedication to teaching amongst teachers has been a problem facing teaching profession in many countries (Msuya, 2016 and Mwesiga & Kireti 2018). Teachers who are less dedicated are also disappointed are likely to avoid coming to work, develop excuses and soldering responsibilities (Mgonja 2017). Teachers are custodian of skills and knowledge and engage in teaching process as their primary responsibility, and they will always be an active contributor to that process. Teacher dedication is one of the major professional characteristics that influence an education success (Crosswell, 2006). Teachers who are dedicated to their job always put their students' interests first

and go beyond the lesson to make sure that each and every student is properly and effectively educated (Nyamubi 2017, and Katete & Nyangarika, 2020). Dedicated teachers put all their efforts on the job, that is to say, they would prepare, teach and assess students' work properly and on time (Mwesiga & Okendo 2018 and Gilman (2017).

However, public secondary schools have lower performance as compared to private secondary schools despite the fact that they are located in the same geographical environment. Although studies shows most secondary school teachers were not dedicated to their primary role of teaching but they were doing other activities for economic gain (Mulokozi 2015 and Nyamubi 2017 and Gilman 2017). Mkumbo (2012), shows that teachers' obligation to teaching profession is devastatingly low. This implies that teachers being less dedicated could be induced by disappointing items of teachers' remuneration package offered by the employer. The challenges to balance teachers' social life and work given their current remuneration package and the conditions in which they have to work and live (Bennell & Mukyanuzi, 2005). Expectancy Theory by Vroom (1964) emphasis that teachers are likely to misbehave if their goals and expectation are not met.

In reviewed empirical studies had focused on just a few less than four items of remuneration package offered which were not adequate to justify teachers complain on their remuneration package on the status of job dedication. The current study examined all eleven items of teachers' remuneration package offered and their influence on teachers' job dedication in public secondary schools in Arusha region, Tanzania.

### **Statement of the Problem**

Teachers' job dedication is a significant aspect for achieving educational goals. Teachers are disappointed with remuneration package offered leading them to be less dedicated to their job. TPSSO direct teachers' to be offered eleven items (URT 2009). A number of researchers have established that dedication to teaching comes from good payment, (Msuya 2016, Ekabu 2019 and Katete & Nyangarika 2020). The expectancy theory by Vroom (1964) emphasis that teachers are likely to misbehave if their goals and expectations are not met. Ineffectively offer of items of teachers' remuneration package has lowered their job dedication leading to seriously but silently killing of students' academic prospective. Most of the literatures Katete & Nyangarika (2020), Onukwu et al. (2020) and Ekabu (2019), focused on just a few less than four items of remuneration package offered which were not adequate to justify teachers complain on their remuneration package on the status of job dedication. The current study examined all eleven items of teachers' remuneration package offered and their influence on teachers' job dedication in public secondary schools in Arusha region, Tanzania.

## **Research Question and Hypothesis**

This study was guided by the following research question and hypothesis

RQ. Which items of remuneration package does the government effectively offer to teachers to influence their job dedication in public secondary schools in Arusha region?

**Ha 1:** There is a significant relationship in mean scores ratings of teachers between items of remuneration package and job dedication in public secondary schools in Arusha region.

## **THEORETICAL FRAMEWORK**

This research study was guided by the Expectancy Theory by Vroom (1964). This theory states that individuals have different sets of goals (outcomes), and can be motivated if they have certain expectations (The Certified Accountant, 2008). At the beginning expectations built over remuneration package, direct behavior of teachers to be dedicated and perform better to achieve the school goals. Teachers do think about what they have to do to be rewarded and how much the reward means to them, before they do the job (Aswathappa 2005 and Armstrong 2006). Remuneration package is perceived as a driving force behind a person's action. It is a desire that initiates teachers to want to act or behave in a certain way. The theory emphasizes what teachers expected from the employer and failure to fulfill them, leads to lower job dedication and frustration in their job as they are driven by their expectations.

Teachers are driven by their expectations they have out of earning from the work they are doing. When remuneration package items are very effectively offered then higher level of job dedication is also expected, whereby teachers intensify their involvement in teaching and learning. The expectancy theory insisted employer to induces teachers because when teachers know that the employer is supporting their expectations then they became automatically dedicated to their primary job. However, in some cases, teachers are not properly remunerated but still they are dedicated to their job and vice versa. Thus, this theory cannot apply to all situations it has overlooked the aspect of contingent. The expectance theory informed the current study on significance to enhance items of teachers' remuneration package and their job dedication in public secondary schools in Arusha region.

## **Review of Empirical Literature**

Teachers are offered variety items of remuneration package including salary, annual salary increment, promotion, leave allowance, responsibility allowance, special duty allowance, arrears, disturbance allowance, subsistence allowance, salary increment and pension (URT 2009). Although these items have been identified and instructed to be offered to teachers by PSSO but still not offered.

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The study by Kibambila & Ismail (2021) on the role of employee remuneration on teachers' work engagement in teachers' commitment in Bukoba MC Tanzania. The study to determine the influence of employee remuneration on teacher's commitment to teaching. Results indicate that teachers in Bukoba MC were satisfied with the remuneration packages they were getting from employers on average. Similarly, Kayindu *et al.*, (2020) articulated that adequate remuneration is a means to recruit, retain and motivate employees to do their best work. This study finding is similar to a report by Akinwale & Okotoni (2019) indicate that the commitment of teachers to teaching profession, to teaching and learning and commitment to school was generally low in secondary schools. The previous study informed the current study on employee satisfaction with the remuneration package though it is inadequate to conclude the level of satisfaction of teachers using few items of remuneration package. Therefore, the current study examined status of each item of teachers' remuneration package and their influence to their job dedication in public secondary schools in Arusha region.

A Study in Kenya by Ekabu (2019) indicates that teachers' motivation in secondary schools in Meru County is low. Study revealed that, schools were staffed with teachers with low levels of commitment to their jobs due to inadequate and low remuneration. Study finding also, reveal that public schools pay much lower salaries than private schools. The results concluded that the pay and allowances together with other incentives given to teachers were inadequate and not comparable to what other professionals earn. The previous study indicate that teachers' motivation is low but did not integrate the other items that facilitate and accelerate teachers' remunerations package. To fill this gap the current study examined status of each item of teachers' remuneration package and their influence to their job dedication in public secondary schools in Arusha region.

A study by Lyimo (2014) on analysis of teachers' low payments in Tanzania: a case study of public secondary schools in Moshi rural district; The study analyzes teachers' low payments and how it affects teachers as well as students' learning. The study revealed that insufficient teachers' salary and delays in payment of teachers' allowances lead to teachers being accorded a low status. A similar finding by Mrosso, (2014) indicates that, lack of financial motives among teachers in Tanzania is one of the causes of job disappointment. Furthermore, Lyimo (2014) find some of teachers engage in other economic activities during class hours in order to earn extra income. Teachers' truancy affects instructional activities and disrupts students' learning. Although the previous study managed to narrate the historical background of teachers' low salary but salary is one item out of eleven items identified in PSSO, this implies that salary alone cannot justify the status of teachers' remuneration package offered. To fill this gap, the current study examined the status of each item of teachers' remuneration package offered to influence their job dedication.

A study by Bello & Jakada (2017) on monetary reward and teachers' performance in selected public secondary schools in Kano State. A study examined the relationship between monetary

reward and teachers' performance. Through survey design the study revealed that monetary reward had influenced individual's and drive to act towards desired direction. Monetary rewards comprised all rewards that have a monetary value and add up to total remuneration such as base pay, pay contingent on performance, contribution, competency, pay related to service, financial recognition schemes and benefits such as pensions, sick pay and health insurance. Yet government secondary school teachers had fixed salary scales determined centrally by the government.

The study finding revealed that lack of alternatives to support life as a reason for retaining the job suggests disappointment. This study finding concurred with Obikwelu & Nwasor (2017) who found inadequate pay is the most disturbing factor to teachers, followed by lack of recognition, poor methods of promotion and lack of chances for advancement. This is in line with Jonathan et al. (2013), who found that, teachers' job commitment would be improved if their welfare and work place conditions such as streamlining salary structures and remuneration packages are fine-tuned in proportion with other professions. However, the previous study dealt with just few items that is salary, performance pay, contribution, competency, pay related to service and pension out of eleven items of remuneration package the few items researched were not adequate to justify the status of entire remuneration package offered. Therefore, the current study examined each item of teachers' remuneration package offered in public secondary schools in Arusha region.

A study conducted by Katete & Nyangarika (2020) on effects of late and non-payment of teachers' salaries and benefits on learning process in public secondary schools in Tanzania. The study findings showed several effects of teachers' delayed salaries, promotion, leave allowance, special duty allowance. The effects included that, teaching and learning process were affected and to mention a few like poor preparation of lessons, students' poor performance in examinations, lack of practical learning, poor study tours, poor classroom attendance, poor teaching methods and classroom management. The previous study informed the current study late and non-payment of salaries and benefits but it did not inform the current study on which exact items of remuneration package were fulfilled but also it investigated just a few items of remuneration package. To fill this gap, the current study examined status of each item of teachers' remuneration package offered in public secondary schools in Arusha region

### **Knowledge gap**

The previous reviewed studies did not examine the status of each item of teachers' remuneration package. However, much still needs to be done since all of reviewed empirical studies had articulated just few items of remuneration package like study by Katete & Nyangarika (2020), Onukwu et al., (2020), Ekabu (2019), Lyimo (2014) and Bello & Jakada (2017). There was no single reviewed empirical study which exhausted the eleven items of teachers' remuneration package as per PSSO, where it was not enough to justify the status of each item offered. The previous studies identified just a few items of remuneration package of eleven whereby these

studies developed findings, conclusions and recommendations which were inadequate to justify the status of teachers' remuneration package offered by the employer. To fill that gap the current study exhaustively examined status of each item of teachers' remuneration package offered on their job dedication in public secondary schools in Arusha region, Tanzania.

## **RESEARCH METHODOLOGY**

This study adopted convergent research design under mixed research approach. The basic assumption to use convergent research design is that it has both quantitative and qualitative methods in nature and in combination, provide a better understanding of the research problem and question than either method by itself (Creswell & Creswell 2018 and Creswell & Plano 2018). This study employed convergent research design because it gives a room for triangulation. The target population is 5057 respondents and the sample 513 respondents. Probability and non-probability sampling techniques were used to sample research respondents. Validity of the instruments was determined by research experts and the reliability of the questionnaires were tested by Cronbach Alpha technique. The Cronbach Alpha coefficient of 0.9, 0.89, and 0.9 were obtained for teachers, HOSs, and WEOs respectively. Inferential and descriptive statistics were used for quantitative data analysis. The summary of data was presented in frequencies, percentages and tables. Hypothesis was tested at 0.05 significant levels for correlation test technique of statistics. Qualitative data were transcribed, coded and organized into themes and then presented in words being supported by direct quotations. From the hypothesis tested teachers' low level of job morale to their primary job is due to withholding salary annual increments for long time.

## **RESEARCH FINDINGS AND DISCUSSION**

### **The items of teachers' remuneration package effectively offered to teachers to influence their job dedication**

The first research question sought to examine the extent to which items of teachers' remuneration package were effectively offered by the government in one side and to examine the status of teachers' job dedication in public secondary schools in Arusha region. The study employed questionnaires to collect data from teachers, HOSs and WEOs. The study also had interview schedule to academic master/mistress, and interview guide to TSCs officers, DEOs and DEDs. The mean scores and ranking of the items of teachers' remuneration package offered was done and finally determined the status of teachers' job dedication in public secondary schools. In the first part the researcher sought to inquire from teachers, HOSs, and WEOs on the extent to which items of remuneration package were effectively offered to teachers in public secondary schools; the study participants were supplied with questionnaires with a Likert's scale to fill in. A summary of teachers', HOSs, and WEOs questionnaires responses were shown in table 4.5.

**Table 4.5**

*Responses on extent to which item of teachers' remuneration package were offered: Teachers (n=396), HOSs (n=26) and WEOs (n=28)*

Item of teachers' remuneration package	Respondents	very ineffectively offered		Ineffectively offered		Moderately offered		Effectively offered		very effectively offered		M	G ranking	
		F	%	f	%	f	%	F	%	f	%			
Salary	Teachers	25	6.3	52	13.1	15	39.8	7	19.7	8	21.5	3.46		
	HOSs	0	0.0	2	7.7	1	42.3	9	34.6	4	15.4	3.58	3	1
	WEOs	2	7.1	9	32.1	9	32.1	8	28.6	0	0.0	2.82		
Annual salary increment	Teachers	204	51.4	124	31.2	3	9.3	2	6.5	6	1.5	1.76		
	HOSs	12	46.2	6	23.1	7	26.9	1	3.8	0	0.0	1.88	1	11
	WEOs	19	67.9	2	7.1	4	14.3	3	10.7	0	0.0	1.68		
Promotion	Teachers	62	15.6	130	32.7	16	42.9	3	8.3	3	.8	2.46		
	HOSs	2	7.7	8	30.8	1	46.2	1	3.8	3	11.5	2.81	2	5
	WEOs	0	0.0	11	39.3	1	53.5	2	7.1	0	0.0	2.68		
Leave allowance	Teachers	83	20.9	99	24.9	11	28.1	8	21.7	1	4.3	2.64		
	HOSs	0	0.0	6	23.1	1	46.2	5	19.2	3	11.5	3.19	2	3



Responsibility allowance	WEOs	3	10.7	2	7.1	1	57.6	3	10.7	4	14.3	3.11		
	Teachers	215	54.2	86	21.7	6	15.3	1	9	4.8	1	3.5	1.82	
	HOSs													2
Arrears	WEOs	1	3.6	2	7.1	1	46.3	4	14.3	8	28.6	3.57		
	Teachers	73	18.4	107	27.0	18	46.4	1	2	3.0	2	5.3	2.50	
	HOSs	2	7.7	9	34.6	1	42.1	0	0.0	4	15.4	2.81	2.77	4
Disturbance allowance	WEOs	0	0.0	11	39.3	9	32.1	5	17.9	3	10.7	3.00		
	Teachers	117	29.5	124	31.2	12	31.6	2	3	5.8	7	1.8	2.19	
	HOSs	2	7.7	14	53.8	9	34.9	1	3.8	0	0.0	2.35	2.27	9
Special duty allowance	WEOs	6	21.4	11	39.3	8	28.6	3	10.7	0	0.0	2.29		
	Teachers	140	35.3	93	23.4	11	27.0	5	13.4	0	0.0	2.20		
	HOSs	4	15.4	5	19.2	8	30.8	9	34.6	0	0.0	2.85	2.62	6
Subsistence	WEOs	2	7.1	9	32.1	9	32.1	8	28.6	0	0.0	2.82		
	Teachers	143	36.0	109	27.5	11	29.7	2	5.3	7	1.8	2.09		
	HOSs	2	7.7	7	26.9	1	53.4	3	11.5	0	0.0	2.69	2.41	8

allowance	WEOs	4	14	10	35.	1	39.	3	10.	0	0.0	2.		
			.3		7	1	3		7			46		
	Teachers	153	38	112	28.	12	31.	9	2.3	0	0.0	1.		
			.5		2	3	0					97		
Salary increment	HOSs	12	46	6	23.	6	23.	2	7.7	0	0.0	1.	1.	10
			.2		1		1					92	89	
	WEOs	15	53	6	21.	5	17.	2	7.1	0	0.0	1.		
			.6		4		9					79		
	Teachers	48	12	62	15.	18	46.	8	21.	1		2.		
			.1		6	6	9	7	9	4	3.5	89		
Pension	HOSs	3	11	8	30.	1	38.	5	19.	0	0.0	2.	2.	7
			.5		8	0	5	5	2			65	61	
	WEOs	5	17	11	39.	1	39.	1	3.6	0	0.0	2.		
			.9		3	1	3					29		
<b>Grand mean score</b>												<b>2.</b>		
												<b>6</b>		

Source: Field data (2022).

The scale used: very ineffectively offered=1, ineffectively offered=2, moderately=3, effectively offered=4 and very effectively offered=5. M=mean score, GM=grand mean score

Concerning provision of salary, the data in table 4.5 indicate that 40.8% of teachers rated very effectively and effectively offered, 50% of HOSs rated very effectively and effectively offered whereas 39.2% of WEOs rated very ineffectively and ineffectively offered with mean score 3.46, 3.58 and 2.82 respectively and a grand mean score of 3.30. This data was in line with the information from interview with DEO4 who said: “Currently the date to receiving salary is not a problem but the issue remains with the amount which everyone is complaining though money never enough” (Personal interview with DEO4 June 8<sup>th</sup> 2022).

In the other hand these data concurred with the information from DEO2 who when interviewed declared that:

The items of teachers’ remuneration package are offered on time especially salary. Although some of these items are not offered but they will be offered since the President has already promised to offer. No way to say all teachers are dedicated but some are

dedicated. There is a tendency of comparing teachers with other civil servants from other carder which is wrong and is a big problem to our teachers... (Personal interview with DEO2 March, 27<sup>th</sup> 2022).

This implies that salary item was somehow convincing in terms of time where it was always offered in the same date and minor changes in time. Means most of heads of schools based on many years of experience at work had widely observed teachers' relief on running financial difficulties especially when they compared with the previous time and the current time. For instance, previously the salaries were paid very irregularly at interval of five to twenty days but currently very regular with a difference of one to two days. Generally, teachers' salary was moderately offered. This finding was in line with Mayaru (2015) who study results showed that poor promotion management among teachers and delays of payment of the arrears and poor incentive policy and allowances were the teachers' challenges. This means some teachers were happy with the way and the amount of salary offered. This finding was in line with recommendation by Ekpoh (2018) on that proper remuneration for both overtime and salary would improve the performance of teacher.

Referring to the data in table 4.5 on provision of annual salary increment 82.6% of teachers rated very ineffectively and ineffectively offered, followed by the 69.3% of HOSs rated very ineffectively and ineffectively offered while the majority of WEOs 75% of WEOs rated very ineffectively and ineffectively offered with mean score 1.76, 1.88, and 1.68 respectively with grand mean score of 1.77. On the other hand, these data concurred with the information from DEO2 who when interviewed declared that:

Annual salary increment has not been offered for about six years but soon it will resume... No way to say all teachers are dedicated but some are dedicated. Their big expectation and a tendency of comparing teachers with other civil servants from other carder which is wrong and is a big problem to our teachers.... (Personal interview with DEO2 March, 27<sup>th</sup> 2022).

This implies that, this item was very ineffectively offered to teachers. Based on this finding it means teachers were suffering from high cost of living due to stagnation of salary caused by long withholding annual salary increment thus teachers were made frustrated and resulted to less dedicated to their job. This was in line with expectancy theory a teacher's behavior was highly influenced by remuneration package, hence there was a need to offer a promising remuneration package to remote their behavior. Means most of heads of schools had observed teachers running financial difficulties after missing the annual salary increment. This finding concurs with a finding by Kiprop (2018) who found that basic salary and overtime payment significantly affected the performance of the teachers. Also, this finding concurred to Bello & Jakada, (2017) who found

that inadequate pay was the most disturbing factor to teachers, followed by lack of recognition, poor methods of promotion and lack of chances for advancement.

The public secondary schools' teachers' do not appreciate the way annual salary increment was offered and this was influenced by time taken since it was withheld where it had left teachers with unchanged salary income for a while and it was not known as when would it resume. In this circumstance, Muchai et al., (2018) argues that teachers had been adversely affected by their low salaries which reduced their purchasing power and make them incapable of meeting their basic needs. The Expectancy Theory by Vroom (1964) argues that, employees are likely to misbehave if their expectations are not met. The amount of time a teacher devotes to his work or her job was partly self-determined reflecting not only on what the school expected of them but also the teachers' efficiency, eagerness and commitment.

On provision of promotion, data in table 4.5 indicate that 48.3% of teachers rated very ineffectively and ineffectively offered, 46.2% of HOSs commented moderately offered and while 53.6% of WEOs rated moderately offered with mean score 2.46, 2.81 and 2.68 respectively and a grand mean score of 2.65. These data were in line with one of the DED1 who acknowledged when probed in the interview one said:

Teachers' package needs to be improved to make them settle, though this is a need for almost all of workers from other departments. Most of teachers got their promotion last year. Salary annual increment and others will be settled soon and of course the budget will decide how much per each item or which item shall be given priority. (Personal interview with DED1 April 4<sup>th</sup> 2022).

This implies that promotion was ineffectively offered as some teachers had experienced a long time or some frequency of delayed promotions whereby some teachers stay without promotion for a long time. The situation poor promotion had made teachers feel inferior and developed a sense of inequality among themselves and with other cadre employees. With regard to the way promotion was offered influenced by poorly timed (inconsistent) offering of promotions to teachers that some teachers get promotion after six or seven years instead of after a period of every four years. This means that WEOs based on their many years of experience and observation, promotion was not offered on time and had made teachers straggle to get it and it had not fully induced teachers' job dedication. This finding concurred to a finding by Msuya, (2012) which indicates that teachers are highly marginalized in terms of remuneration package because what they depend on is only monthly salary which is not enough and cannot enable them to fulfill their needs.

Also, this study examined provision of leave allowance. The data in table 4.5, responses indicates that 45.8% of teachers rated very ineffectively and ineffectively offered, 46.2% of HOSs rated

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moderately offered and 57.1% of WEOs rated moderately offered with mean score 2.64, 3.58 and 3.11 respectively and a grand mean score of 2.98. The data from questionnaires contradicted the information from the interview with DED3 who said:

When the government decided to do big projects as the national priority other issues were suspended to future but no time a teacher was trespassed leave, because every year teachers leave roster is followed so no problem with leave allowance... We have few teachers in this council and I can say their dedication to teaching is like moderate (personal interview with DED3 April 8<sup>th</sup> 2022).

This implies that leave allowance was moderately offered; some teachers were comfortable with the amount offered as leave allowance while some were not. This finding shows that some teachers were not comfortable with the way leave allowance was offered and this was influenced by the amount offered being inadequate to some teachers depending on their place of domicile. The unsatisfaction mainly falls to those whose work stations found near their places of domicile. Some claims were to HOSs that the leave allowance offered was ok with them while to others was not ok. Some were satisfied with the amount offered as leave allowance while some of them feel that it was meagre. This finding was in line with findings by Bello & Jakada (2017) who exposed that monetary reward had influenced individuals and drive to act towards desired direction.

Furthermore, data from table 4.5, indicate that on provision of responsibility allowance, indicate that 75.9% of teachers rated very ineffectively and ineffectively offered, 69.3% of HOSs rated very effectively and effectively offered and 46.4% of WEOs rated moderately offered with mean score 1.82, 3.88 and 3.57 respectively and a grand mean score of 3.09. This indicates that the responsibility allowance was moderately offered and the beneficiaries were heads of schools and WEOs. The responsibility allowance was not targeted to teachers that was the reason why they did not admire the way responsibility allowance was offered. Some teachers feel that they were to be offered the responsibility allowances for their work load like the academic and discipline offices which normally found themselves very busy with assigned school activities. The responsibility allowance had many uses therefore it was possible that some months these leaders go without because it may be exhausted to the responsibilities like for schools which were found far from councils normally do suffer. This was influenced by the fact that they were among the beneficiaries who get it every month; thus some WEOs who used not to get it in previous time are now happy with it. This was a challenge happening to WEOs who receives the allowances in figures but in actual terms it was not compatible since responsibilities hunting the allowance were so many like transport costs, stationary costs, meal and others hence the allowance became inadequate. This finding was in line with a finding by Vincent et al., (2020) where the study concluded that satisfactory remuneration has more potential to influence high teacher job performance than poor remuneration system.

The information from table 4.5 responses indicates that, on the provision of arrears, 46.3% of teachers rated very ineffectively and ineffectively offered, also 42.3% of HOSs rated moderately offered and 39.2% of WEOs rated very ineffectively and ineffectively offered with mean score 2.50, 2.81 and 3.0 respectively and a grand mean score of 2.77. This implies that some teachers were not happy with the way arrears offered and most of teachers commented it was ineffectively provided. Most of teachers were disappointed with the way this item was offered and influenced by time inconvenience of offering as such some were dissatisfied with it as some took so long time to get their arrears. This finding was in line with finding by Ekabu (2019) where teachers find it difficult to survive on the monthly salary, it does not meet their needs, and so they opt to find other employment opportunities somewhere else with better payment. This means that the amount offered and modality of offering arrears was not fair to them and had made them consider the item disappointing.

Provision of disturbance allowance was another item dealt with. Data in table 4.5 indicate that 60.7% of teachers rated very ineffectively and ineffectively offered, 61.5% of HOSs rated very ineffectively and ineffectively offered and 60.7% of WEOs rated very ineffectively and ineffectively offered with mean score 2.19, 2.35 and 2.29 respectively and a grand mean score of 2.27. This was in line with interview with TSCs officer<sup>4</sup> who claimed that:

Some teachers have too much work load while others have too little and both need good pay. Some teachers are likely to be offered free pay especially in towns who have very light work load. . . . . When we reallocate so as to balance work load they use the same allowance offered to prob and get back to town and the politicians and top leaders have their influence on this aspect... (Personal interview with TSC officer 4 June 8<sup>th</sup> 2022).

This infers that disturbance allowance was ineffectively offered as suggested by the WEOs as well as the HOSs and the mean score. Teachers were disappointed by the way this allowance was offered and this was influenced by the modality of offering, the amount offered and the way teachers' transfers were organised in the local government authority. HOSs were disappointed by the provision of disturbance allowance whereby they item was poorly offered to teachers and HOSs.

The WEOs were disappointed by the provision of disturbance allowances to themselves and teachers. This was because some have undergone transfers without pay in their localities and get little pay or no pay and some made transfer at their own cost. In recent time teachers and WEOs were incurring costs for their transfers because the employer had no budget for transferring the teachers and this had created another challenge to the schools whereby in urban and accessible rural schools' teachers were so many as compared to remote rural. This situation had created a

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loper-hole for unnecessary transfer and some teachers to carry big work load unnecessary. This finding was in line with a finding by Muchai et al (2018) who recommended that the organization management should review and increase the employee's remuneration and rewards and in addition provide more benefits to the employees and in relation to sizeable load.

Furthermore, information in table 4.5, indicate that 58.7% of teachers rated very ineffectively and ineffectively offered, 34.6% of HOSs rated very ineffectively and ineffectively offered and 39.2% of WEOs rated very ineffectively and ineffectively offered with mean score 2.20, 2.85 and 2.82 respectively and a grand mean score of 2.62 on provision of special duty allowance. This implies that the special duty allowance for teachers was ineffectively provided. The situation was influenced by the modality and the amount offered as a special duty allowance. Some teachers had satisfaction on amount offered as special duty allowance and complain on the modality of opportunities to such allowance and vice versa. According to the big number of teachers it was difficult to get special duty like supervision and marking of national examinations. This means WEOs were not pleased with the way of provision, amount offered and work load. This suggests that HOSs did not appreciate the way special duty allowance was offered and this was influenced by the setting of payment where they experienced the same amount of pay for a long time while cost of living was ever increasing. This finding was in line with a finding by Abdu & Nzilano (2018) who noticed that financial compensation that an individual receives as well as the extent to which such compensation was perceived to be equitable.

Furthermore, table 4.5 presented that experienced in subsistence allowance; the data shows that 63.5% of teachers commented very ineffectively and ineffectively offered, whereas 53.8% of HOSs rated moderately offered and, 50% of WEOs very ineffectively and ineffectively offered with mean score 2.09, 2.69 and 2.46 respectively and a grand mean score of 2.41. This implies that subsistence allowance was ineffectively offered. Teachers did not accepted that offered as subsistence allowance and were influenced by time where most of time it was delayed letting teachers to suffer unnecessary. HOSs were not comfortable with provision of subsistence allowances by the employer and this was inclined by the time of offering it as it was rarely happening. This was induced by the fact that this item was not commonly offered, it was only when there was transfer of employee or employee with first appointment. This finding was in line with Bello and Jakada, (2017) who found that monetary reward had influenced individuals and drives to act towards desired direction.

Furthermore, data in table 4.5 responses on provision of salary increment indicate that 66.7% of teachers, 69.3% of HOSs and 75% of WEOs rated very ineffectively and ineffectively offered respectively. The data had mean score 1.97, 1.92 and 1.79 respectively and a grand mean score of 1.89. This implies that salary increment was very ineffectively offered and the employer do not respect the way salary increment was offered and this was influenced by time and amount attached

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as salary increment offered. This item was irregularly offered, meagre and normally delayed whereby politicians use this item during the time near to election as a way to convince teachers to vote for them. This finding was in line with the finding by Katete and Nyangarika (2020) who found that 76 percent of teachers were de-motivated because they were not paid their salaries and benefits on time. HoSs were displeased by the provision of salary increment to employee whereby the item was essential in improving the salary income which most of them rely on for survival. This finding was in line with finding by Mayaru (2015) who found that teachers were paid low salaries that hindered their ability to meet the basic needs of life like food and paying house rent. To a large extent there was meagre offering of this item of teachers' remuneration package and it was not influencing their job dedication in public secondary schools in Arusha region.

What's more, responses on provision of pension presented in table 4.5 indicate that 46.9% teachers rated moderately offered, 42.3% of HOSs rated very ineffectively and ineffectively offered and 57.2% of WEOs rated very ineffectively and ineffectively offered. Their mean score 2.89, 2.65 and 2.29 respectively and a grand mean score of 2.61. These data were also reflected on interview information from one education officer, when probed the DEO1 asserted that: *"A package offered to teachers is not bad. Teachers who retire do get pension though in most cases not given on time mainly because of incorrect data and in extreme it was during the fifth government regime when ghost teachers exercise was implemented"* (Personal interview with DEO1 April 4<sup>th</sup> 2022. This implies that the pension for teachers was ineffectively offered. Teachers did not like the way pension was offered and this was influenced by bureaucratic steps and stages involved as well as time taken when processing their pension. Teachers were observing the way retired teachers were treated and following that they had expressed their opinions and views where they feel unhappy with the long procedures whereby teachers had to follow until endorsement of pension. Teachers had rested their expectations on pension that they will receive in time when get retired but currently they had no hope for retirement life after observed their retired colleagues' disturbance, little amount and also late time they receive their pension. The very confusing to teachers on pension was that formula which is expected to be applied in the near future whereby most of teachers wish to retire before time so as to avoid the consequences associated with forthcoming pension calculation formula.

The employers had to pay teachers adequately, even more than other professionals because of their multiple roles in the other profession and the society at large. Thus, the better the offer of items of teachers' remuneration package the more the job dedication is realized. This was important because the achievement of educational goals and objectives of any educational institution was impossible without dedicated teachers. This finding concurs with a conclusion made by Katete and Nyangarika (2020) that teachers' salaries and benefits were not paid on time, as evidenced in public secondary schools, had a detrimental effect on the teaching and learning process and examination



performance as well as on the delivery of quality education. This concludes that WEOs were not happy with what was offered by the employer as pension to teachers.

The findings of this study imply that, majority of teachers had lower job dedication to teach because most items of remuneration package were ineffectively offered by the employer. The package offered does not reflect reality of life cost and this had made teachers not to settle onto their job. These findings revealed that most items were ineffectively offered, then it's difficult for a teacher who was ineffectively remunerated to be dedicated in teaching. Generally, teacher ratio time in assisting students in the same way as the expectance theory suggests that the teachers' goals must be fulfilled first. The Expectance Theory by Vroom (1964) shows that, teachers are likely to misbehave if their expectations are not met.

Furthermore, the study sought to find out the views on status of each item of remuneration package offered in relation to their job dedication. The researchers through questionnaires inquiring information from HOSs and WEOs as the immediate supervisors to teachers on what do they observe as a way to confirm on status of each item of remuneration package offered in relation to their job dedication, responses by HOSs and WEOs were presented in table 4.6:

**Table 4.6**

*HOSs and WEOs responses on the extent to which each item of remuneration package offered to teachers influence their job dedication (n=26) and (n=28)*

Respon dent	Statement	SD		D		UD		A		SA		M	GM
		F	%	F	%	f	%	f	%	F	%		
HOSs	Salary offered to teachers are made them to spend their extra time teaching students	7	26.9	3	11.5	7	26.9	8	30.8	1	3.8	2.73	2.81
WEOs		5	17.9	8	28.6	4	14.3	7	25.0	4	14.3	2.89	
HOSs	Salary annual increment offered to teachers stimulated their job dedication	9	34.6	9	34.6	4	15.4	4	15.4	0	0	1.95	1.92
WEOs		6	21.4	12	42.9	4	14.3	3	10.7	3	10.7	1.89	
HOSs	Promotion to teachers inspires them to love their job and dedicated to it	2	7.7	7	26.9	2	7.7	6	23.1	9	34.6	3.5	3.2
WEOs		3	10.7	10	35.7	5	17.9	7	25.0	3	10.7	2.89	
HOSs	Leave allowance offered to teachers has influences them to perform their responsibilities effectively	1	3.8	6	23.1	8	30.8	8	30.8	3	11.5	3.23	3.1
WEOs		2	7.1	4	14.3	14	50.0	5	17.9	3	10.7	3.11	
HOSs	Arrears offered to teachers makes them to be prepared for teaching all the time	5	19.2	5	19.2	7	26.9	6	23.1	3	11.5	2.88	2.92

WEOs		4	14.3	6	21.4	9	32.1	5	17.9	4	14.3	2.96	
HOSs	Disturbance allowance offered influences teachers to be devoted to their primary job	1	3.8	5	19.2	11	42.3	8	30.8	1	3.8	3.12	3.11
WEOs		0	0.0	9	32.1	11	39.3	4	14.3	4	14.3	3.11	
HOSs	Special duty allowance offered by the employer dedicates teachers in public secondary school	1	3.8	3	11.5	5	19.2	1	50	4	15.4	3.62	3.29
WEOs		1	3.6	9	32.1	10	35.7	6	21.4	2	7.1	2.96	
HOSs	Subsistence allowance offered dedicates teachers to work hard	3	11.5	5	19.2	8	30.8	9	34.6	1	3.8	3	2.94
WEOs		5	17.9	7	25.0	4	14.3	1	35.7	2	7.1	2.89	
HOSs	Salary increment which teachers get every year inspires their job dedication	6	23.1	9	34.6	7	26.9	4	15.4	0	0	1.65	1.95
WEOs		1	35.7	5	17.9	6	21.4	3	10.7	4	14.3	2.25	
HOSs	Responsibility offered to teachers always influences them to provide extra time teaching to slow learners	4	15.4	11	42.3	2	7.7	5	19.2	4	15.4	2.77	2.83
WEOs		1	35.7	3	10.7	2	7.1	6	21.4	7	25.0	2.89	
HOSs	Pension offered to teachers inspires them to work hard	5	19.2	4	15.4	12	46.2	5	19.2	0	0	2.65	2.57
WEOs		8	28.6	7	25.0	6	21.4	5	17.9	2	7.1	2.50	
HOSs	<b>Total mean score</b>											<b>2.95</b>	
WEOs												<b>2.94</b>	

**Source: Field data (2022)**

**Key:** Strongly disagree=1, Disagree=2, Undecided=3, Agree=4 and Strongly agree=5, M=mean score, GM=Grand Mean score

In accordance with the data in table 4.6 the researcher intended to know whether salary offered to teachers makes them to spend their extra time teaching students or not. The responses were (38.4%) of HOSs rated strongly disagree and disagreed, (46.5%) WEOs rated strongly disagree and disagree with the mean score 2.73 and 2.89 respectively with grand mean score 2.81. This implies that teachers were not satisfied with the salary offered. Teachers did not like the way salary was offered and this had disappointed them and reduced their spare time used to assist students. This indicates that teachers had reduced their focus and dedication to students to spend extra time and turn to other issues as a result of unsatisfactory salary. This finding concurs with a finding by Ekabu (2019), who noticed that most secondary school teachers are disappointed to their primary role of teaching and most of them complement their low salaries by engaging in non-teaching activities such as farming, businesses, and doing extra tuition. Also, Aliyu et al., (2018) study

found that remuneration on job performance in education has a positive impact on productivity among academic staff.

Also, the study wanted to get an understanding on whether the annual salary increment offered to teachers stimulates their job and cause them to be dedicated. Data in table 4.6 indicate that the majority (69.2%) of HOSs rated strongly disagree and disagreed, while 64.3% of WEOs rated strongly disagree and disagree with the mean score 1.95 and 1.89 respectively with a grand mean score 1.92. these data were in line with information from the interview with DED3 who said:

When the government decided to do big projects as the national priority some other issues like annual salary increment were suspended to future, then it was not easy to change the direction before accomplishing the intended projects. I can say, I understand our government intension and I appreciate (Personal interview with DED3 April 8<sup>th</sup> 2022).

This implies that the annual salary increment was not offered to only to teachers but also to other civil servants. From the DED's interview it shows that there was ineffective offering of some items of teachers' remuneration package like when the director during interview declared that: *'annual salary increment and others will be settled soon'*. On top of that in the interview almost all the officers declared the annual salary increment was not offered to all civil servants and not the secondary school teachers alone. The findings from this interview indicates that majority of teachers were disappointed with ineffective provision of each item. The expectancy theory emphasizes that, employees are driven by their expectations they have out of earning from the work they are doing. Teachers did not get inspired by the way annual salary increment was offered and this was influenced by long time withholding annual salary increment consequently it had turned teachers concentrate partly to their job and partly to other income generating activities. This study also revealed that the teachers' job dedication had declined in recent years and was associated to withholding annual salary increment. Teachers found little meaning of being fully dedicated to their job. The finding was in line with a finding by Ekabu (2019) who revealed that public schools pay much lower salaries than private schools. The results concluded that the pay and allowances together with other incentives given to teachers were inadequate and not comparable to what other professionals earn.

Employer had to promote employee after every period of four years of service. Promotion goes with injecting some amount of money into employee's salary. The study also scrutinized the issue of promotion of teachers if inspires teachers. Data in table 4.6 indicate that 57.7% HOSs rated strongly agree and agreed, 46.4% WEOs rated strongly disagree and disagree with the mean score 3.5 and 2.89 respectively with mean score 3.2. On the statement that promotion to teachers inspires

them to love their job and dedicated to it. These data were in line with interview information by TSCs officer1 who said:

I am sure every year employer promotes teachers like last year a large number of teachers were promoted. The delayed promotion existed only during the fifth government regime. I agree that currently promotion is not given to all teachers who deserve. Generally, the employer is still working with item but we expect more this financial year (Personal interview with TSC officer1 March 15<sup>th</sup> 2022).

This implies that the promotion for teachers was moderately provided since HoSs responses concurred to those from interviews with a TSCs officers who appreciated the way promotion was offered and this was influenced by long time observation from teachers serving without promotion even after being qualified for it. On the other side WEOs did not appreciate the way promotion was offered and this was influenced by time factor where longer time for promotion was associated with such disappointment of teachers which was leading them to be less dedicated due to untimely offered. Previously as observed from their fellows who have already promoted after exceeding their normal time as per PSSO. This finding was in line with Bello and Jakada (2017) who found that inadequate pay is the most disturbing factor to teachers, followed by poor methods of promotion.

Also, this finding concurred to the finding by Justine (2011) who found that 70.9% of respondents with a high mean of 3.5631 reported that fringe benefits like allowances, recognition, promotion and praises still depends on the availability of funds and management's perception. On top of that, TSCs officers in the interview when probed to comment on the status of items of teachers' remuneration package, they all declared that, some of these items were not offered by the employer though there were some complains of being inadequate, late offered and not offered. The main issues here were that teachers had expectations of double promotion thus the offered promotion to some teachers was insufficient as they deserve twice graduation instead, they get one and the other is left hanging. Also, a study by Den et al., (2017) study reported that promotion was significantly correlated with job performance standard among teachers.

Furthermore, an employee deserves annual leave after every three years of service. The data in table 4.6 on the statement that, leave allowance offered to teachers had influences them to perform their responsibilities effectively, the rating of the HOSs indicates that 42.3% strongly agree and agreed to be offered effectively. Also, 50% of WEOs rated undecided with the mean score 3.23 and 3.11 respectively with grand mean score 3.17. This implies that the leave for teachers was moderately provided. Teachers do somehow admire the way leave allowance was offered and this was induced by timely observation of schedule provided by their district council offices which was

worked on it. The issue remains to the amount offered as leave allowance and this has tuned them to had reduced focus on their responsibility.

Teachers do not admire the way leave allowance was offered by the employer and unfair by time-to-time remark as per schedule for leave. Although teachers were happy with leave allowance offered, they had issue on some dissatisfactions like teachers get challenges and share to each other. Teachers from that observation they get disappointment indirectly then teachers develop sense of unfairness and dissatisfaction on leave allowance offered like teachers from the same locality get different leave allowance hence lowered dedication to their job. The amount offered as leave allowance was inadequate to them to manage transport cost. This was in line with Expectance Theory by Vroom (2014) argues that teachers are likely to be less dedicated if their expectations are not met.

The study, also, examined the impact of arrears provision to teachers being dedicated to teaching such as preparation to teaching. The data in table 4.6, respondents rated as follows: about thirty-four percent (38.4%) of HOSs rated strongly disagree and disagreed, 35.7% WEOs rated strongly disagree and disagree with the mean score 2.88 and 2.96 respectively with grand mean score 2.92. This implies that the arrears for teachers were ineffectively provided. Teachers were somehow satisfied with arrears offered and this made them had little focus on classroom teaching since sometimes they found themselves concentrating on thinking about their unpaid arrears.

When teachers failed to meet their demands due to inadequate salary income and the challenge on unpaid or uncertainty paying arrears, they become disappointed followed by low job dedication. Teachers did not admire the way arrears were offered. This was influenced by the amount paid and time taken to process the arrears. This made teachers feel bored and lose focus on their job instead of all the time concentrating on teaching. This finding was in line with a finding by Msuya, (2012) who indicated that teachers were highly marginalized in terms of remuneration package because what they depend on is only monthly salary which is not enough and cannot enable them to fulfill their needs.

Another item in the salary package was disturbance allowance; this allowance can significantly influence job devotion. Data in table 4.6, responses indicate that 42.3% HOSs rated undecided, 39.3% WEOs were undecided with the mean score 3.12 and 3.11 respectively with grand mean score 3.11. This data from questionnaires were in line with data from interview with DEO3 who said that:

I declare that, no teacher is transferred from one working station to another without being paid disturbance allowance.... The issues of dedication are not bad although some teachers

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have some challenging behaviors of degrading teaching profession (Personal interview with DEO3 April 14<sup>th</sup> 2022).

This implies that the disturbance allowance for teachers was moderately offered. HOSs and WEOs admit that this item was rarely offered at present since most teachers did transfers at their own cost and just a few were transferred by the employer hence the way disturbance allowance was offered to a few teachers. The teacher deserves disturbance allowance when gets transfer from one work station to another. Teachers' transfers were minimal in public secondary schools because the employer rarely did transfer teachers. While teachers, HOSs and WEOs are claiming that disturbance allowance was ineffective; the top leaders were contrary to this item. During interview most of the interviewees show that disturbance allowance was effectively offered. This finding was in line with a finding by Calvin (2017) findings revealed that remuneration had positive contribution on employee work performance.

The data in table 4.6 on statement, special duty allowance provided by the employer to teachers dedicate teachers in public secondary school. It indicates that 65.4% HOSs rated strongly disagree and disagreed, 35.7% WEOs rated strongly disagree and disagree with the mean score 3.62 and 2.96 respectively with grand mean score 3.29. This implies that the special duty allowance for teachers was ineffectively provided. Teachers do not admire the way special duty allowance was offered since a teacher may work for about two years without assigned any special duty to be paid for besides one's normal duties. There was an argument that academic master/mistress to be paid allowance due to many academic responsibilities were carried on by that office. The respondent teachers suggested that instead of HOSs to receive responsibility allowance let it be paid to the academic master/mistress. Generally, teachers do not admire the way special duty allowance was offered and this was influenced by time-to-time observation from their fellows who receive it like heads of schools. This finding concurred to a finding by Msuya (2012) who notices that teachers were highly marginalized in terms of remuneration package yet they depend only on monthly salary which is insufficient to their needs.

Salary increment was another item in the teacher's salary package. Participants were given a statement to comment on if it inspires their job dedication. Data in table 4.6 indicate that 57.7% HOSs rated strongly disagree and disagreed, 53.6% of WEOs rated strongly disagree and disagree with the mean score 1.65 and 2.25 respectively with grand mean score 1.95. This implies that the salary increment for teachers was very ineffectively offered. Teachers were not comfortable with the way salary increment was offered due to time irregularity and inadequate amount. Ultimately, it causes teachers to lower job morale since sometimes they feel ignored when the item was not offered. This decline was a reflection of the decline in most of items of remuneration package offered to them which they depend heavily on it to settle their life. This also was justified by the

salary stagnation; changes to teachers' salary income increases only when there was salary increment. This finding was in line with a finding by Ekabu (2019) who found that public schools pay much lower salaries than private schools. This also was in line with Expectance Theory by Vroom (1964) where at the beginning expectations built over remuneration package, direct behavior of teachers to be dedicated and perform better to achieve the school goals.

There was also scrutiny on subsistence allowance offering to drive teachers to dedicate to work hard. The data in table 4.6 indicate that 38.4% HOSs rated strongly disagree and disagreed, 43% WEOs rated strongly disagree and disagree with the mean score 3.0 and 2.96 respectively with grand mean score 2.98. This implies that the subsistence allowance to teachers is ineffectively provided.

The researcher thought it was vital to had information from academic teachers who were the nearest supervisors of teachers and school activities especially academic matters. The researcher found it was worthy to integrate the information given through interviews schedule as it was necessary to triangulate sources of information to understand, to confirm and to avoid biasness; their responses were presented in table 4.7.

**Table 4.7**

*School Academic masters/mistresses responses on status of teachers' job dedication (n=26)*

Sn	Responses	High Dedication		Moderate Dedication		Low Dedication	
		f	%	f	%	F	%
1	The status of teachers' dedication in your school	1	3.8	14	53.8	11	42.4
2	Teachers' rate of time invested in assisting students	3	11.5	10	38.5	13	50.0
3	Observation on required teachers' job loyalty	2	7.7	9	34.6	15	57.7
	Total	6	7.7	33	42.3	39	50

**Source: Field data (2022)**

The SAMs involved to rate dedication of teachers to job. Data in table 4.7 indicate that (53.8%) SAMs rated status of teachers' dedication at school was moderate. This implies more than half of teachers in public secondary schools in Arusha region had moderate dedication to teaching. The teachers who were not dedicated devoted little efforts to teaching and learning activities due to the fact that they lack sense of patriotism to their schools and also influenced by poor remuneration package offered by the employer. The findings on teachers' status on job dedication indicate that it was good since most of teachers dedicate to work. The amount of time teachers devotes to work was partly self-determined reflecting not only on what the school expected of them but also the teachers' efficiency and dedication. This postulates that teachers dedicate to job as they believe

that their future prospects are good. This appears to give teachers the presence of mind to do their jobs effectively, especially when experience better remuneration package. Vroom (1964) assumes that, employees are likely to behave positively in the work place if the rewards are in place.

Also, research examined teachers' rate of time invested in assisting students. Data indicate that (50%) SAMs rated low dedicated. This implies that teachers had withdrawn their focus from students and instead turned to other activities for their own benefits. A few teachers especially those with examination classes were somehow dedicated to their job. Teachers like to attend remedial because most of these remedial classes were attached to payments. On top of that the examination classes were the one with remedial programmes and other financial opportunities. These financial opportunities had made teachers to scramble for teaching examination classes hoping get some incentives.

Concerning observation on required teachers' job loyalty data in table 4.7 shows that (57.7%) SAMs rated lowly dedicated. This implies that the level teachers' loyalty to job and care to school and related issues was minimum since slightly more than half of teachers were at low level dedication. This finding was similar to a finding from Akinwale and Okotoni (2019) showed that, most teachers were not willing to go extra mile in order for the educational goals of the school to be achieved. Also, this finding was in line with the expectancy theory by Vroom (1964) who emphasizes that, employees are likely to behave positively in the work place if the rewards are in place. To find whether there was a significant relationship between the provisions of items of remuneration package and teachers' dedication to the teaching profession, the researcher tested a hypothesis using Pearson correlation 0.05 significance level.

**Null Hypothesis:** there is no statistically significant relationship between the level of provision of teachers' remuneration packages items and teachers' dedication to the teaching profession.

The results of hypothesis testing are presented in table 4.8.

**Table 4.8**  
*Results of Hypothesis Testing*

		Remuneration MS	Dedication MS
Remuneration package mean scores	Pearson Correlation	1	.257
	Sig. (2-tailed)		.000
	N	396	396
Teacher dedication mean scores	Pearson Correlation	.257	1
	Sig. (2-tailed)	.000	
	N	396	396



Results of hypothesis testing indicate that  $r(394) = .257$ ,  $p - \text{value} = 0.000$ . Since the  $p$ -value (0.000) was less than the significant level (0.05), the null hypothesis was rejected. Rejecting the null hypothesis means that there was a significant statistical relationship between the mean scores of remuneration package items and teachers' job dedication. This implies that teacher dedication was significantly influenced by the offering of remuneration package items. These findings suggest that the low level of teacher dedication to the teaching profession was influenced by the low level of providing remuneration package items. This finding was in agreement to Katete and Nyangarika (2020) who also reported that late payments, low salaries and little benefits offered to teachers negatively affects their dedication to the profession. Low level of teachers' job dedication was due to the ineffective provision of different remuneration package items.

## CONCLUSION

The study concluded that no single items of teachers' remuneration package were effectively offered by the government to teachers. The study further concluded, from the hypothesis tested teachers' low level of dedication to their job was due to very ineffective provision of different remuneration package items. Teachers had low level of job dedication due to very ineffective provision of different remuneration package items in public secondary schools in Arusha region.

## Recommendations

This study recommended the MoEST should ensure effectively offering of all items of teachers' remuneration package which were very ineffectively and ineffectively offered for its critical in inducing teachers' job dedication in public secondary schools in Arusha region. The employer should offer each item appropriately as each item had certain intension before offered then time, amount and opportunity should focus on making a teacher be dedicated to their primary job.

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