

Perceived Effects Of Withholding Teachers' Annual Salary Increment On Their Job Morale In Public Secondary Schools In Arusha Region, Tanzania

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Abstract

This study examined the perceived effects of withholding teachers' annual salary increment on their job morale in public secondary schools in Arusha region, Tanzania. This study was guided by Expectancy Theory by Vroom (1964). The study adopted convergent research design under mixed methods approach. The target population was 5057 with sample size 513 respondents. Random and non-random sampling techniques were used to sample teachers, HOSs, WEOs, SAMs TSCs officers, DEOs, DEDs. Content and face validity for quantitative data collection instruments were ensured by three research experts in MWECAU. Reliability of the questionnaire were tested by using Cronbach's Alpha Technique with coefficient of 0.88, 0.85, and 0.9 were obtained for teachers, HOSs, and WEOs questionnaires respectively and reliability of qualitative data was done by triangulation. Descriptive and inferential statistics were used to analyze quantitative data. Pearson correlation was used to test hypothesis. Thematic analysis was used to analyze qualitative data and direct quotations were used to present data. The study found that withholding teachers' annual salary increment had several effects including lowered teachers' job morale in teaching. The study concluded that, there was a significant relationship of 0.557 between the mean scores of perceived effects of withholding teachers' annual salary increment and teachers' job morale in teaching. The study recommends the local government authority should facilitate in resuming teachers' annual salary increment by convincing the central government. The President's Office – Regional Administration and Local Government (PO-RALG) should resume teachers' annual salary increment so as to revive teachers' job morale in teaching in public secondary schools in Arusha region.

Keywords: Remuneration package, Job Morale, Annual salary increment, Salary increment, Withholding.

1. Introduction

Remuneration package is the total compensation that an employee receives in exchange of the service performed. Remuneration is an important factor especially in influencing job commitment as well as performance in most organizations. In Tanzania, teachers' remuneration problems emerged when the government started to implement Structural Adjustment Programs (SAPs) in the 1980s (Lyimo, 2014). During that period International financial institutions including International Monetary Fund (IMF) and World Bank (WB) through (SAPs) imposed conditions including reduction of public expenditures on social services including education at all levels. The 1995 Education and Training Policy notices that, in Tanzania teachers have experienced low and irregular salary payments and lack of proper housing (URT 1995). Also, the 2014 Education and Training Policy has identified low remuneration and less job commitment among teachers as a challenge in education (URT, 2014). Despite all their understanding on teachers' remuneration package challenges the employer has continued issuing promises to address the challenges but abruptly in year 2016 the employer decided to withhold teachers' annual salary increment instead of improving it.

Teachers are entitled to annual salary increment by Tanzania Public Service Standing Order (TPSSO), job contract, appointment letter and promotion letter. In Tanzania the challenge of withholding teachers' annual salary increment started since 2016 during the fifth government regime when the government following

executive proclamation decided to withhold annual salary increment. Teachers as among the most important resources in determining the quality of education that children receive (Mgonja 2017, and Burmansah *et al.*, 2019). Aliyu *et al.*, (2018) posted that, proper compensation of employees was a crucial factor for a work commitment. Moreover, Alwaki (2018) points out that remuneration influences employee attitude towards work performance. Most of the public secondary schools in Arusha region have poor performance as compared to private secondary schools despite the fact that they are found in the same geographical environment. In Tanzania, majority of teachers in government secondary schools are suffering from various problems and one among them is concerning low salary income (Lyimo, 2014 and Ogoti & Vumilia, 2020).

The (TPSSO) has promised the teachers an offer of several items including teachers' annual salary increment. The items of remuneration package according to the (TPSSO) Section-E, where issues of salary scale and annual salary increment are clearly stipulated URT (2009). According to TPSSO, increments in section E.8; General: "An increment is an increase of salary within salary scales in which the prescribed amount which is granted annually to holder of posts on incremental scales of salary until the maximum of the scale is reached" (URT 2009). Mkumbo (2012), cautioned that, the expected benefits of educational changes will not be realized if the question of incentives to teachers is neglected. The strike of teachers in the year 2012 was the evidence that teachers were disappointed with the remuneration package offered. Based on the above history there was doubt on the level of teachers' job morale given the challenge in annual salary increment withholding for unknown period of time. (Sensitive aspects like salary Annual salary increment, salary increment, promotion, minimum wage/salary are core when discussing on remuneration). Based on expectancy theory by Vroom (2014) argues that teachers are likely to misbehave if their goals and expectations are not met.

Teachers' annual salary increment is statutory in nature though it was withheld since 2016/2017 and at the moment of withholding, a teacher with TGTS C was offered 9,500, D=13,500, E=14,500, F= 25,500, G=28,500, H=52,500, I=105,000. These were the amount which were lost each month and each year for more than six years. The study by Mbwambo (2005), found that, school administrators complain about low salary, poor conditions of service, lack of incentives and delayed payment and promotion. Teachers' salaries are generally low and irregularly paid (Ogoti & Vumilia, 2020). Most of the reviewed literature had inadequately addressed the perceived effects of withholding teachers' annual salary increment on teachers' job morale.

Little was known on perceived effects of withholding teachers' annual salary increment on teachers' job morale in teaching in public secondary schools in Arusha region. Formally teachers were expecting to be offered an improved annual salary increment but unfortunately abruptly instead of improved annual salary increment it was withheld. Teachers' job morale is a significant aspect for achieving educational goals since teachers are the main facilitators of teaching and learning (Mwesiga & Kereti 2018). Public secondary schools like any other educational institutions rely on the morale of teachers which is directly connected to their remuneration package offered. The researcher was interested to know the status of teachers' job morale with regard of time span when teachers were going-without annual salary increment.

2 Statement of the Problem

Public secondary schools' teachers had been going without annual salary increment for about several years since 2016. Formally teachers were expecting to receive an improved annual salary increment but abruptly instead of improved annual salary increment there occurred withholding. There is a need for annual salary increment to be offered because it is the only item in the remuneration package which is offered annually, silently, based on salary scale and gradually increase teachers' salary income and it had significance influence on teachers' job morale. The Expectancy Theory emphasize that teachers are driven by the expectations they have about earning from the work they are doing. A number of researchers had established that morale to teaching comes from good payment, (Bakahwemama 2010, Msuya, 2016 and Katete & Nyangarika, 2020). Vroom (2014) argues that teachers are likely to misbehave if their goals and expectations are not met. Studies like Kibambila & Ismail (2021), Arain *et al.*, (2017), Eutimi (2018) had inadequately addressed effects of withholding teachers' annual salary increment. The studies focused on low salary and low remuneration with little attention on annual salary increment which was the main item to increase salary and remuneration package. To fill this gap this study examined the perceived effects of withholding teachers' annual salary increment on teachers' job morale in public secondary schools in Arusha region.

3. Research question and hypothesis

Research question. What are the perceived effects of withholding teachers' annual salary increment on their job morale in public secondary schools in Arusha region?

Ho 1: There is no significant relationship between mean score rating of teachers on perceived effects on withholding annual salary increment and the level of teachers' job morale in public secondary schools in Arusha region.

4 Theoretical Framework

This 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). Also, Vroom (1964) argues that teachers are likely to misbehave if their goal expectations are not met. In this study annual salary increment is perceived as a driving force behind teacher's action (morale). 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 frustration and lower job morale as they are driven by their expectations.

Teachers are driven by the expectations they have about earning from the work they are doing and when teachers' annual salary increment is effectively offered then a higher level of job morale is also expected, whereby teachers intensify their participation in teaching and learning. The expectancy theory guides employers to induce teachers because when teachers know that the employer is supporting their expectations then they gain automatic confidence in their primary job. However, in some cases, teachers may not be properly remunerated but still they have high morale to their jobs and vice versa. Thus, this theory may not apply to all situations it may have overlooked some aspect of contingency. However, the expectancy theory informed the current study on the significance to enhance teachers' annual salary increment and their job morale in public secondary schools in Arusha region.

5. Reviewed Empirical Literature

The withholding teachers' annual salary increments had been witnessed since the 2016/2017 financial year.

A study by William (2018), who looked on effect of remuneration and the teachers' productivity in Uganda. The researcher adopted a mixed approach based on descriptive survey design and the result indicated that the role of remuneration on job performance among teachers in Uganda are in form of annual salary increment that motivates teachers and eventually improve their productivity. Remuneration affects the performance of teachers in different ways and it was realized that remuneration motivates teachers and increases their performance, improves teacher's productivity and efficiency. This is in line with Wilfred et al., (2014), where results showed that good payment serves many purposes including attracting and retaining competent employees as well as improving organization productivity and well-organized remuneration improves teachers' job performance. The effects of low salary income may not be the effects of withholding annual salary increment. The current study addressed the perceived effects of withholding teachers' annual salary increment on their job morale in public secondary schools in Arusha region.

A study by Katete and Nyangarika (2020), on the effects of low and late payment of teachers' salaries and benefits on the teaching and learning process in Tanzania. The study mainly utilized the qualitative approach. The findings showed several effects of teachers' delayed salaries and benefits on the teaching and learning process, such as poor preparation of lessons, students' poor performance in examinations, the lack of practical learning and study tours, poor classroom attendance, poor teaching methods and classroom management. The study concluded that teachers' salaries and benefits not being paid on time, as evidenced in public secondary schools, has a detrimental effect on the teaching and learning process and examination performance as well as on the delivery of quality education. The effects of low salary income may not be the effects of withholding annual salary increment. The study did not exhaustively visit the aspects that makes the salary income to increase like sensitive issues annual salary increment, salary increment, promotion, minimum wage/salary are core when searching for remuneration. Thus, current study addressed the perceived effects of withholding teachers' annual salary increment on teachers' job morale in public secondary schools in Arusha region.

Mulokozi (2015), conducted a study on teachers' moonlighting and its impact on their job performance in Dar es salaam region secondary schools. The study combined both qualitative and quantitative approaches and used descriptive survey design. The study found that low salaries, high cost of living and lack of incentives

have made teachers to engage in alternative activities for economic gain. Findings clearly evidence that, there is a relationship between cost of living and the amount of salary one earns relative to increased cases of moonlighting. The study could stress on causes of low salary income to teachers for suspending annual salary increment could have been the aspect to look at it. Little is known on the teachers' annual salary increment, thus, the current study observed effects of withholding teachers' annual salary increment and its influence on their job morale in public secondary schools in Arusha region.

A study by Kibambila & Ismail (2021), on the role of remuneration on employee work engagement in Tanzania. The study was done using a sample of 323. Secondary school teachers were involved in the study. The output of SEM revealed that employee remuneration significantly influences employee engagement. The finding indicated that teachers in Ruangwa DC were less satisfied with remuneration than the teachers in Bukoba MC. The study concludes that to have employees fully engaged in the work, employers in the workplace need to use various factors, including remuneration. A study by Arain et al., (2017), indicated that appropriate teachers' compensations are important to maintain the quality of teaching and to ensure and retain sufficient number of skilled teachers in school. However, little is known on the teachers' annual salary increment, thus, this study examined effects of withholding teachers' annual salary increment on their job morale.

Eutimi (2018) did a study on influence of financial motivation on teachers' job satisfaction in secondary schools in Kigoma district, Tanzania. A mixed approach cross-sectional survey was employed. Finding show that, there was a positive relationship between financial motivation and job satisfaction among teachers in public secondary schools with correlation coefficient of .355 and concluded that such relationship was moderate. Robert (2013) presents a similar finding on income inequalities among teachers and recommended that, reward should be equivalent to what one invests in terms of education level, experience, effort, commitment and time. However, little is known on perceived effects of withholding teachers' annual salary increment on teachers' job morale in public secondary schools. Thus, current study examined the perceived effects of withholding teachers' annual salary increment to teachers' job morale in public secondary schools in Arusha region.

So, previous studies Arain et al., (2017), Mulokozi (2015), Eutimi (2018), Katete and Nyangarika (2020), Kibambila (2021), inadequately addressed the perceived effects of withholding teachers' annual salary increment and their job morale. Also, it is not easy to have a rational salary income if there is a withholding annual salary increment. Formally teachers were expecting to be offered an improved annual salary increment but abruptly instead of improved annual salary increment there occurred withholding. Nevertheless, contextual gaps emerged with the fact that none of the studies carried out in the Tanzania context have examined the perceived effects of withholding ASI and their job morale. To fill this gap the current study examined the perceived effects of withholding teachers' annual salary increment and its influence on their job morale in public secondary schools in Arusha region.

6. 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 because it gives a room for triangulation (Creswell & Creswell 2018 and Creswell & Plano 2018). The target population was 5057 respondents and the sample 513 respondents. Random and non-random sampling techniques were used to select 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 0.88, 0.85, and 0.9 were obtained for teachers, HOSs, and WEOs questionnaires 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 Pearson's Correlation test technique of statistics. Qualitative data were thematically analyzed and reported by direct quotations.

7. Findings and Discussion

The research question sought to examine the perceived effects of withholding teachers' annual salary increment and status of teachers' job morale in public secondary schools in Arusha region. The data were collected from teachers, HOSs, WEOs, TSCs officers, DEOs, DEDs and school academic masters/mistress. In responding to this question research instruments used were questionnaires, interview guide and interview

schedule. Teachers were given questionnaires with eleven items in Likert scale and their responses were summarized in table 1.

Table 1. : Teachers' responses on the perceived effects of withholding teachers' annual salary increment on their job morale (n=396)

Statements	TO VERY LOW EXTENT=1		TO LOW EXTENT =2		TO MODERATE EXTENT=3		TO HIGH EXTENT =4		TO VERY HIGH EXTENT=5		Mean score
	F	%	F	%	F	%	f	%	f	%	
i. Withholding annual salary increment has lowered job morale	22	5.6	30	7.6	55	13.9	102	25.8	198	50.0	4.16
ii. Withholding annual salary increment has discouraged my job morale	23	5.8	18	4.5	69	17.4	134	33.8	153	39.2	3.96
iii. Withholding annual salary increment has demoralized most of teachers in assisting slow learners	15	3.8	9	2.3	81	20.5	83	21	209	52.7	3.62
iv. Withholding annual salary increment has discouraged my teaching spirit	11	2.8	16	4	25	6.3	123	31.1	222	65.4	4.34
v. Withholding annual salary increment has lowered my spirit in attending students in extra time	26	6.6	27	6.8	25	6.3	121	30.3	198	50.0	4.11
vi. Withholding annual salary increment removed my job security	29	7.3	29	7.3	32	8.1	126	31.8	181	45.7	4.02
vii. Withholding annual salary increment has led my teaching mood to be low	26	6.6	29	7.3	25	6.3	125	31.6	192	48.5	4.08
iii. Withholding annual salary increment has made me to unsettle in my primary job	22	5.6	28	7.1	34	8.6	131	33.1	182	46.0	4.07
ix. Withholding annual salary increment upset me in preparing teaching documents	88	22.2	67	16.9	102	25.7	78	19.6	62	15.6	2.90
x. Withholding annual salary increment have disappointed my teaching morale	30	8.1	50	12.8	44	6.1	125	33.6	158	44.9	3.91
xi. Withholding annual salary increment has lowered my sense of belonging to teaching occupation	26	6.6	30	7.6	32	8.1	83	21.0	216	48.2	4.02
Grand Mean Score											4.01

Source: Field Data (2022)

The scale was; to very high extent=5, to high extent=4, to moderate extent=3, to low extent=2, to very low extent=1,

The data in table 1. presents results of withholding teachers' annual salary increment had lowered job morale as follows: Majority 86.5% of teachers had opinions that to high and very high extent and the mean score 4.34 justified that teachers were disappointed in their teaching. The data from teachers' questionnaire were in agreement with the information gathered through interviews with TSCs officer1 who said that: *'secondary schools' teachers have moderate morale at work with several causes annual increment being among them''* (Personal interview TSCs officer 3 on April 4th, 2022). This implies that withholding teachers' annual salary increment had to a high extent disappointed teachers' attitude towards work where their working habit was reduced. This was influenced by time factor and market prices where for a long time the rate of annual salary increment was not improved instead it was withheld while market prices of commodities were increasing daily. This finding was in line with finding by Hameed et al., (2014) that an increase in salary leads to high performance but low salary consideration leads to a decline in the performance of employees. That shows there was a direct relationship between annual salary increment and job morale that was, payment improves job morale among teachers.

Data in table 1. On the statement withholding annual salary increment and job morale discouragement of teachers, indicates that majority 80.1% of teachers were at high and very high extent, with mean score 4.08. Teachers were upset in their teaching mood. This implies that withholding teachers' annual salary increment had made teachers' morale to work to be low to the high extent where teachers' teaching mood was made low. Teachers' mood to teach students in class was lowered because teachers had failed to reach their individuals' set goals. This finding uncured the expectancy theory as it emphasized what teachers expect from the employer and the possible effects of failure to fulfill teachers' expectations, leads to lower job morale and frustration in their job as they were driven by their expectations. The progress of a country rests on the quality of its teacher. A teacher was considered as the axis of education and the strength of the nation. It was worldwide accepted that teacher's instructional performance plays a crucial role in students' learning.

Teaching profession as other professions; some issues interfered and cause some teachers to be out of it. Withholding annual salary increment had lowered the sense of some teachers belonging to teaching occupation as shown in table 1. Majority (69.2%) of teachers were at high and very high extent, with mean score 4.02. this implies that withholding teachers' annual salary increment had made teachers disappointed to their teaching occupation. This was influenced by the expectations that teachers had on annual salary increment to be increased by some amounts instead it was burned out. These findings were upheld by Caroline et al., (2019) who pointed out that compensation which includes both financial packages improve productivity among teachers. The finding from this study makes a sense that unpaid annual salary increment led teachers' static salaries making them unable to afford the increased market price of commodities hence frustration to teachers.

On the statement the extent on how withheld teachers' annual salary increment had reduced teachers' job security. Table 1. majority 86.5% of teachers had opinions that to high and very high extent, with mean score 4.02. These data concurred with information in interview with TSCs officer2 who said:

Annual increment is not offered for some years. Market prices are changing very fast; it is true that the salary income is not enough. Basically, this is not to teachers alone but it is to all of us and it is disappointing to withhold such benefit. Teachers' morale is not promising that much as some of civil servants have bank loans where if annual salary increment is resumed it will back up their salary take home amount (Personal interview with TSC officer2, March 27th 2022).

This implies that withholding teachers' annual salary increment had reduced teachers trust to teaching profession as well as the employer. Teachers' feel un-secured on their job because of withholding annual salary increment. This had over time, seriously eroded many teachers' morale to carry out their teaching and non-teaching roles effectively and some teachers perceived teaching profession negatively. The TSCs officers realized that teachers job morale in teaching was low and some teachers were facing budgetary challenges as their salary income were not matching with the market price changes. The data from TSCs officer when interviewed implies that the effect of withholding annual salary increment was also observed to other civil servants as withholding was done to all civil servants and not teachers alone which shows that the problem was big. This finding concurred with the finding by Arain et al., (2017) whose finding affirms that teachers' compensations were important to maintain the quality of teaching and to ensure and retain sufficient number

of skilled teachers in school. The employer task was to preserve teachers confident to their primary job by offering the annual increment as per agreement, labor law and as per public service standing order for them to keep-on trusting their primary job and employer.

Data from Table 1. the statement ‘withholding annual salary increment had lowered spirit in attending students in extra time’ shows that majority 80.3% of teachers had views that to high and very high extent, with mean score 4.11 that teachers’ spirit in attending students in their spare time was lowered. The data were in line with information from DED3 who emphasized that annual salary increment will not resume because of big government projects, during interview DED3 said:

Basing on my experience and to be open withholding annual salary increment had a purpose and may still be withheld for a number of years. Look here a good number of big government projects are not completed and also no good signal to finish these projects on time. Morale being low is inevitable taking into consideration rate of inflation (Personal Interview with DED3, April 8th 2022).

The responses imply that withholding teachers’ annual salary increment had lowered teachers’ job morale in teaching and the morale will continue falling due big projects established by the government. This implies that withholding teachers’ annual salary increment had reduced a tendency of teachers teaching students in their spared time. This had lead teachers to direct their time and efforts to other activities for searching extra income earning to compensate their pending annual salary increment. Moreover, a similar result was reported by William (2018) who found that salary increment motivates teachers and eventually improve their productivity and if not keenly observed it jeopardizes working morale and result poor job performance among teachers. This finding concurs to expectancy theory where the theory emphasizes what teachers expected from the employer and failure to fulfill them, leads to lower job morale and frustration in their job as they were driven by their expectations.

The study searched for the result upon teachers after withholding annual salary increment if demoralized them. Data in table 1. shows that majority 73.7% of teachers indicated high and very high extent, with mean score 3.62 that this demoralized teachers’ morale in assisting slow learners in school. This questionnaires data were in line with information in DED whereby annual salary increment was withheld and to resume it was still difficult based on DED2 views: “*Based on my experience and to be open annual salary increment may not be offered for a number of years in future*” (Personal interview with DED2 March 24th 2022).

This suggests that most of the teachers opined to a high extent that the level of salaries they get could be improved if at all no withholding of annual salary increment. This finding could infer that annual increment in that context had a significant role on improving teachers’ salary income as it induces and promotes morale of teachers but with its absence it had led them to be less accountable to school and to slow learners. This finding concurs with finding by Narsee (2012), in South Africa found that monetary reward was the most important reward category. The expectancy theory acknowledges that, teachers think about what they had to do to be rewarded and how much the reward means to them before they do the job.

Moreover, withholding annual salary increment had disappointed teaching morale as data shows in table 1. that 78.5% of teachers fall into high and very high extent, with mean score 3.91. This implies that, annual salary increment was among the remuneration package items that teachers rely on to improve their annual income when it was withheld teachers became dissatisfied to the work. This finding was in line with the study findings by Eutimi (2018), show that, there was a positive relationship between financial motivation and job satisfaction among teachers in public secondary schools with correlation coefficient of 0.355.

Teachers with poor motivation cannot be expected to perform their tasks effectively. The public secondary schools’ teachers were demotivated by their salary income which was not growing because of withholding annual salary increment and had made them disappointed to the extent that lowered their morale to work. Teachers had turned their morale from school to other issues since their goals and targets as well as dreams are minimal. The goals and dreams of teachers were no longer active after withheld annual salary increment which has deteriorated this savings instead of saving now it is de-saving with a lot of debts in bank and in street.

The respondents aired their views on the statement “Withholding annual salary increment had made me to unsettle in my primary job.” Data in table 1. shows that 79.1% of teachers commented high and very high extent, with mean score 4.07. In the interview with DEO2 pointed out that: “*We have some reported cases of teachers’ truancy*” (Personal interview with DEO3, April 14th 2022). This implies that unpaid annual salary increment had worsened teachers’ welfare by giving them no additional income to spend on increased prices of goods and services hence unsettled and disappointing teachers’ job morale in primary job. This finding concurs to a finding by William (2018) who found that remuneration affects performance of teachers in different ways and it was realized that remuneration motivates teachers and increases their performance, improves teacher’s productivity and efficiency. The primary job earning was no longer capable to fulfill all needs of a teacher. Taking into account that teachers were rational human beings who undergo judgement of issues then abrupt withheld of their annual salary increment shook them to the extent that their job morale was lowered and their hearts were wounded but had little to do upon employer except reducing their teaching morale.

Furthermore, the respondents had opportunity to comment on this statement in table 1. “Withholding annual salary increment has discouraged teachers’ job morale.” Majority 73% of teachers rated high and very high extent, with mean score 3.96 justifies withholding annual salary increment had discouraged teachers’ job morale.

Also, these data were in line with DEDs assertions who admitted that withholding annual salary increment it had weakened remuneration package to civil servants to some extent and teachers’ morale was generally average. When interviewed DED2 from district1 said:

I am sure the coming financial year this item will be settled, the government is working with many things and let teachers be passion for a short period the annual salary increment is likely to resume. Certainly, it lowered their morale the same as other civil servants (Personal Interview with DED 2 on March 24th 2022).

It implies that withholding teachers’ annual salary increment had disappointed teachers resulted to lowering job morale to a moderate extent. This indicates that low morale of teachers and other civil servants was among the effects of withholding annual salary increment where their salary income was weakened and failed to cover teachers’ goals and expectations. Teachers had a long-time cry on low salary income but no way can this salary income increase if the annual salary increment was withheld. The very contradiction with this withheld was that it was against the public service standing order and the withheld had not stated the specific period of time where can expect to resume. This finding concurred to a finding by Mulokozi (2015), who found out that low salaries, high cost of living and lack of incentives had made teachers to engage in alternative activities for economic gain. Also, Expectancy Theory by Vroom (1964) emphasizes that teachers expected from the employer and failure to fulfill them, leads to lowered teachers’ job morale in their job as they are driven by their expectations.

Data in table 1. presents that commented on the statement “Withholding annual salary increment upset me in preparing teaching documents” less than half 35.2% of teachers commented high and very high extent, 39.1% of teachers fall into low and very low extent and 25.7% teachers were moderate extent with mean score 2.90 were moderate extent. It implies that withheld teachers’ annual salary increment had discouraged teachers job morale to moderate extent. This implies that teachers are disappointed to extent that they do little of their work and leave the other works. This finding corresponds with Burmansah et al., (2019) who found that teachers with high affective commitment had strong emotional bond to the school and morale to school activities. The findings from teachers on questionnaires responses on perceived effects of withholding teachers’ annual salary increment on their job morale in public secondary schools in Arusha region includes, disappointed teachers job morale in teaching, increased rate of teachers engaged in second job, poor classroom attendance, administration used much force behind teacher to work.

Furthermore, the researcher requested from WEOs as the immediate supervisors to teachers on what they observe as perceived effects of withholding teachers' annual salary increment in relation to their job morale, their responses were presented in Table 2.

Table 2 : *Ward Education Officers' responses on the effects of withholding teachers' annual salary increment on their job morale in public secondary schools (n=28)*

Statement	SD=1		D=2		UD=3		A=4		SA=5		mean score
	F	%	f	%	F	%	F	%	f	%	
i. Withholding annual salary increments has decreased teacher' job spirits	2	7.2	2	7.2	8	28.6	6	21.4	10	35.7	3.7
ii. Annual salary increment withholding seem to be the cause of teachers' low self-confidence	3	10.7	3	10.7	3	10.7	10	35.7	9	32.1	3.7
iii. Withholding annual salary increment increased teachers' stress and it has highly reduced job morale	2	7.2	5	17.9	5	17.9	9	32.1	7	25.0	3.5
iv. Withholding annual salary increment has lowered the teacher's job morale in teaching	0	0.0	2	7.2	7	25	6	21.4	13	46.4	4.1
v. Withholding annual salary increment has disappointed teachers' job morale on assisting slow learners	2	7.2	4	14.3	6	21.4	4	14.3	12	42.9	3.7
vi. Teachers' complaints on withholding teachers' annual salary increment has reduced their job mood	0	0.0	3	10.7	6	21.4	16	57.1	3	10.7	3.7
vii. Withholding annual salary increment has reduced teachers' frequency to classroom attendance	1	3.6	1	3.6	10	35.7	6	21.4	10	35.7	3.8
viii. Withholding annual salary increment has made salary not enough to teachers	2	7.2	3	10.7	4	14.3	11	39.3	8	28.6	3.7
ix. Withholding teachers' annual salary increment has interfered teachers job morale spirit	2	7.1	1	3.6	4	14.3	11	39.3	10	35.7	4.0
x. Withholding teachers' annual salary increment has affected their job morale for extra teaching	0	0.0	7	25	2	7.1	7	25	12	42.9	3.8
xi. Withholding annual salary increment has reduced WEOs' morale on supervision of teachers.	2	7.1	2	7.1	6	21.4	5	17.9	13	46.4	3.8
Grand Mean Score											3.8

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

The research examined the effects of withholding teachers' annual salary increment on their job morale; the responses in table 2 were as follows: majority 67.9% of WEOs commented agreed and strongly agree, with mean score 3.7 consequently teachers experiencing low self-confidence to teaching after suspending annual salary increment. This implies that teachers lowered their self-confidence to their primary job due to the fact that the employer had not considered them positively after withholding teachers' annual salary increment

instead of improving it. Basically, instead of improving teachers' annual salary increment the employer had decided to withhold it.

This finding was in line with Expectancy Theory by Vroom (1964) the theory emphasizes what teachers expected from the employer and failure to fulfill them, leads to lower job morale and frustration in their job as they were driven by their expectations. On top of that, withholding teachers' annual salary increment had no specification on aspect of time span as it should be stated for how long this withholding will last. Based on expectancy theory teachers can't make their goals very effective unless their annual salary increment is active.

Statement 'Withholding annual salary increments had decreased teachers' job spirit;' data in table 2. shows that slightly more than half 57% of WEOs had agreed and strongly agreed with mean score 3.7. During interview, the interviewees mentioned that employer will give salary and annual salary increments to teachers so as to motivate the teachers to have high morale in doing work. One of the interviewees said: "*fine it is against the agreement but the priorities were considered to make other basic projects active*" (Personal Interview with DED3, April 8th 2022). This implies that withholding annual salary increment was done deliberately in favor of the public projects which was not bad but the challenge was that teachers need to know for how long would this last in order for them to continue benefiting from their annual increment. This implies that teachers' job spirit had been watered down by suspended annual salary increment. That after suspending annual salary increment had decreased teachers' job spirit whereby most of teachers suffered. This finding agrees with a finding by Mulokozi (2015) who found that cost of living in the city informs a major cause of teachers moonlighting.

Data in table 2 presents effects to WEOs after suspending annual salary it indicates that majority 64.1% of WEOs had agreed and strongly agreed, with mean score 3.8 had agreed and strongly agreed pointed that after suspending annual salary increment had decreased their supervision morale to teachers. This implies that WEOs supervisory task had been made complex since they were supervising teachers whose morale to teaching was minimal and need a greater force behind for them to work. The minimum level of morale to teachers was a result of withholding their annual salary increment particularly when they consider their purchasing power in the market whereby prices of food products were higher as compared to their revenues. Also, Mulokozi (2015), found that low salaries, high cost of living and lack of incentives had made teachers to engage in alternative activities for economic gain. A teacher who was not able to afford some cost of living was likely to be disappointed on the package offered, demoralized on work, frustrated and unsettled.

Teachers need extra time and morale to coach slow learners. The research enquired participants to comment on: '*withholding annual salary increment has disappointed teachers' job morale in assisting slow learners.*' The data in table 2. shows that majority 67.8% of WEOs had agreed and strongly agreed, with mean score is 3.7 that after suspending annual salary increment had discouraged teachers in assisting slow learners in schools. This implies that failure for employer to offer teachers annual salary increment had made teachers disappointed to the extent that their morale to assist slow learners was disrupted as compared to previous time before withholding annual salary increment. This finding was in line with expectancy theory where teachers were driven by the expectations, they had about earnings from the work they were doing. This finding concurred to a conclusion by Kibambila and Ismail (2021) who concludes that to have employees fully engaged in the work, employers in the workplace need to use various factors, including remuneration.

Furthermore, the researcher examined if withholding teachers' annual salary increment had affected job morale for extra teaching. Data in Table 2. shows that majority 67.9% of WEOs had agreed and strongly agreed, with mean score 3.8 had agreed and strongly agreed pointed that after suppressing annual salary increment had affected their job morale for extra teaching activities in schools.

This implies that before withholding teachers' annual salary increment teachers were attending students in normal time and also extra time. The target was to raise their ability and to get students' good performance but after withholding annual salary increment teachers decided to withdraw such offer, they were providing to their students. This finding concurs to expectancy theory where it emphasizes what teachers expected from the employer and failure to fulfill them, leads to lower job morale and frustration in their job as they were

driven by their expectations. Also, in a similar finding in Sri Lanka by Frye (2014) who found that grievances related to employees' remunerations were among of the causes of employee turnover.

Another issue investigated was whether the withholding annual salary increment made salary not enough to teachers. Data in table 2 shows that majority 68% of respondents WEOs commented agreed and strongly agreed, mean score 3.7 had that after suppressing annual salary increment had affected their salary income and made it inadequate to teachers. In the interview TSCs officer 4 had this to speak:

I know annual salary increment is not offered for six years but this year will strongly resume and teachers will enjoy. Let teachers be passion, of course it is disappointing to withhold such benefit. Teachers teaching morale is not bad but you know money never enough, so, don't think that annual salary increment is the only factor for rising morale in teaching. Let other factors for morale be used and not relaying on annual salary increment (Personal interview with TSC officer4, June 8th 2022).

This implies that when you compare what a teacher was offered as salary income was not enough to buy the basic needs of life and remain with some amount for saving as it was before withholding teachers' annual salary increment. This was because when you compare previous prices of commodities and the current prices of commodities whereby most of the prices had doubled. For example, withholding teachers' annual salary increment made salary static/constant but market prices of commodities were increasing every day. Prices were nearly doubled and there was withholding teachers' annual salary increment then a teacher had to depend on other sources to subsidize the increased cost of leaving. Withholding could be possible only if the prices of commodities in the country were kept on decreasing or at least kept constant but not with free market economy. Teachers due to their low salary income they were very sensitive in price changes in the market. Teachers do get frustrated when they buy commodities where prices were changing in daily basis while their income (salary) was constant, as their basket of commodities kept on deteriorating it led to jeopardized quality of life over time. Moreover, a similar result was reported in the study by William (2018) who found that salary increment motivates teachers and eventually improve their productivity and if was not keenly observed may jeopardize working morale.

In order to get an understanding on the effects caused by withholding annual salary increment; the statement: *Withholding annual salary increment has reduced teachers' frequency to classroom attendance* been provided to WEOs to comment on. The comments in table 2 shows that 57.1% of WEOs had agreed and strongly agreed, with mean score 3.8 that after suppressing annual salary increment has reduced teachers' morale to enter classroom as compared to before suspending.

These finding implies that before withholding teachers' annual salary increment teachers' frequency to classroom was greater as compared to time after withholding annual salary increment. Here a concern comes where some teachers were forced to think outside of the box as to search income from other sources where second job was inevitable instead of spending much time with students then now time was divided between the primary job and second job. Teachers were frustrated to a larger extent because they had accomplished nothing to the family goals as such, they had developed a lot of debts in banks and other financial institutions where they were no longer focusing on their work instead the focus was turned on how to settle debts. This is possible because when you compare previous prices of commodities and the current prices of commodities you find most of the prices have doubled. For example, withholding teachers' annual salary increment makes salary static/constant but market prices of commodities are increasing every day.

Table : Prices of commodities between 2021-2022 and market price differences

Item	Unit	2021 prices	Unit	2022 prices	Price differences
Fuel	1litre	2400	1litre	3000	600
Cooking oil	1litre	3500	1litre	7000	3500
Rice	1kg	1300	1kg	2500	1200
Bar soap	1bar	2000	1bar	3000	1000
Maize flour	1kg	600	1kg	1500	900
Wheat flour	1kg	1400	1kg	2700	1300

Source; researcher (2022)

prices are nearly doubled and there is withholding teachers' annual salary increment then a teacher has to depend on other sources to subsidize the increased cost of leaving. Withholding could be possible only if the prices of commodities in the country are kept on decreasing or at least kept constant but not with free market economy. Teachers due to their low salary income they are very sensitive in price changes in the market. Teachers do get frustrated when they buy commodities where prices are changing in daily basis while their income (salary) is constant, as their basket of commodities kept on deteriorating it led to jeopardized quality of life over time.

In addition, the WEOs commented on: *The withholding annual salary increment has lowered the teacher's job morale in teaching*; data in table 2 shows that majority 67.9% of WEOs had agreed and strongly agreed, with mean score 4.1 that after suppressing annual salary increment had affected their job morale in teaching and learning activities in schools. This opinion response implies that teachers had lowered their morale in teaching as a result of suspended annual salary increment where they found their salary income inactive for unknown period of time. Teachers did depend solely on salary income which when it was interfered it end up frustrating teachers as their salary income tend to be inadequate to meet their cost of living hence find themselves doing worthless work hence disappointed to teaching job. This finding was in line with a finding by Eutimi (2018), show that there was a positive relationship between financial motivation and job satisfaction among teachers in public secondary schools.

Another teachers' concern examined which involved WEOs was: *Teachers' complaints on withholding teachers' annual salary increment has reduced their job mood*. Data in table 2. shows that majority 67.8% of WEOs agreed and strongly agreed. The researcher established that it was vital to get some information from DEOs as the head of education department in district council. When interviewed the DEOs put forward that annual salary increment was not paid for some years. DEO1 in the interview had this to say:

The teachers didn't get annual salary increment but most of them got promotion last year and even this year therefore the employer is doing something to teachers... By now teachers' job morale is moderate not bad as compared to two years ago... You can't imagine this region is leading in national examination in all examination for nearly four years now. Let them be calm for a short time this increment will resume soon (Personal Interview with DEO1, April 4th 2022).

This implies that DEOs agree on the teachers' complaints on withholding teachers' annual salary increment had reduced their job mood because of the way they observed before withholding and after withholding had notable difference. One could imagine a felt heart of teachers' sense when consider their expectations were to get a more sensible and improve amount from existed annual salary increment but instead it was withheld, that was even that little amount was suspended. This response implies that withholding annual salary increment lowered teachers' job morale in teaching. This finding from DEOs declared that, withholding annual salary increment had lowered teachers' job progress showing job morale was interfered. Withholding annual salary increment had stemmed the inadequate remuneration package for teachers. The withholding annual salary increment had made salary income and remuneration package inadequate. Annual salary increment was the only item in the remuneration package which guaranteed basic salary to grow saliently, slowly, surely, consistently, grow according to salary scale and permanently, hence its withheld had multiple effects to teachers. This regard was also in agreement with Kibambila and Ismail (2021), that teacher had not received salary increments since 2016.

The study, also, scrutinized if withholding annual salary increment increased teachers' stress and it to what extent reduced job morale of teachers. Data in table 2. shows that slightly a half 57.1% of WEOs had agreed and strongly agreed, with mean score 3.5 agreed and strongly agreed that suspending annual salary increment developed stress to teachers as their salary income were no longer adequate to meet their daily expenditure making them unsettled and had reduced their job morale.

This implies that withholding teachers' annual salary increment had disappointed teachers and lowers job morale in teaching at average as most of WEOs were undecided on this question item. The perceived effect shows that withholding teachers' annual salary increment had affected some teachers' job morale in teaching

as majority of WEOs recommended. This finding concurs with a finding by Mulokozi (2015) who found that, insufficient salary ranked the second cause for moonlighting among teachers in public secondary schools.

The expectancy theory approach recognizes that people will act when they have reasonable expectations that their actions will lead to desired goals. Based on the theory teachers will perform better if they believe that remuneration will follow effective morale. Generally, the findings from WEOs on questionnaires responses on perceived effects of withholding teachers' annual salary increment on their job morale in public secondary schools in Arusha region includes, disappointed teachers job morale in teaching to a higher extent, had lowered teachers' salary income, increased rate of teachers engaged in extra activities, poor classroom attendance, administration used much force behind teacher to work. It concluded that annual salary increment withheld as evidenced in public secondary schools, had a harmful effect on general teaching and learning processes.

Additionally, the researcher sought it was significant to involve the secondary schools' academic office to examine status of teachers' job morale. The researcher found it worthy to integrate the data obtained through interview schedule as it was necessary to triangulate sources of information in order to understand, to approve and to avoid predisposition. The responses of academic masters/mistresses (SAMs) were presented in table 3.

Table 3. : SAMs responses on status of teachers' job morale (n=26)

Sn	Item assessed	R e p o n s e s					
		High morale		Moderate morale		Low morale	
		f	%	F	%	f	%
1	The status of teachers' job morale in teaching in your school	1	3.8	11	42.4	14	53.8
2	Teachers' extra time invested in assisting students	3	11.5	12	46.2	11	42.4
3	Observation on required teachers' team work spirit	2	7.7	9	34.6	15	57.7
	Total	6	7.7	32	42.3	40	50

Source: Field data (2022).

Concerning teachers' level of morale to teaching, data in table 3. revealed that, teachers with low morale to teaching were slightly more than half 53.8% of SAMs indicated that teachers had low morale to teaching. The difference between teachers with high morale in teaching and those with low morale in teaching in public secondary schools was very big. This data contradicts with views given by the DEO3 during interview commented that: *“most of teachers have high morale in teaching and just a few have low morale in teaching in my council. We appreciate their effort to assist our students* (Personal interview with DEO4, June 8th 2022). It implies, slightly more than half of teachers in schools had low teaching morale. This situation was influenced by withheld teachers' annual salary increment; the long-time disappointing remuneration where teachers had been complaining on meagre remuneration package. Also, the expectancy theory by Vroom (1964) emphasizes what teachers expected from the employer and failure to fulfill them, leads to lower job morale and frustration in their job as well as they were driven by their already set goals and expectations.

Also, data in table 3. teachers were examined in assisting students during their extra time; it was learnt that 46.2% SAMs rated teachers had moderate morale to spend their moment in assisting students. This response implies some teachers in public secondary schools were ready to support students academically on their own spare time, out of scheduled school timetable. Such a situation was below 50% was influenced by multiple factors like withheld teachers' annual salary increment where teachers find valuable to invest their extra time doing their other activities for economic gain to compensate the missing portion of their salary income. This finding concurred to a finding by Kibambila (2021), who concludes that to have employees fully engaged in the work, employers in the workplace need to use various motivations factors including remuneration.

The comments by the academic masters of the schools studied on teachers' morale to work; data in table 3 shows that 57.7% of SAMs indicated that teachers had low morale when detecting required teachers' team work spirit. In addition to that the data obtained through interview with TSCs officers as the immediate supervisors, in the interview TSC officer 3 said:

Although withholding annual salary increment has lowered teachers' job morale but it is not that much because this is not the only thing to activate job morale to teachers. Teachers need also to be motivated through other possible mechanisms like appreciation to good work done (Personal interview with TSC officer 3, on April 4th 2022).

This implies that more than half of teachers avoid team work behavior which was a core emphasis to schools which basically affected teaching and learning. This finding was influenced by day-to-day supervision of teachers that takes place in schools which emphasis cooperation which was not their interest. Teachers were observed working as a team normally when external quality assurers were present who were also rarely found in school environment. Teachers found it difficult to cooperate as a team at work because most of them had different mindset on personal unsettled issues including financial then to made them had the same focus not easy to change hence lowers morale in working as a team. The responses imply that withholding teachers' annual salary increment had lowered teachers' job morale to teaching in public secondary schools in Arusha region. This finding concurred to a finding by Mulokozi (2015) who found that low salaries, high cost of living and lack of incentives had made teachers to engage in alternative activities for economic gain. The officers' emphasis was made on using other way to raise teachers' job morale instead of relying on annual salary increment. Though TSCs officers reported to be active in making follow-up of teachers' increments but they declared that annual salary increment was not offered for six years. This was in agreement with Kibambila (2021), that teachers have not received salary increments since 2016.

To find whether there was a significant relationship between the withholding teachers' annual salary increment and teachers' job morale to the teaching, the researcher tested a hypothesis using Pearson correlation is 0.05 significance level.

Null Hypothesis; there is no statistically significant relationship between withholding teachers' annual salary increment and teachers' job morale to the teaching.

The results of hypothesis testing are presented in Table 4.

Table 4. : Results of Hypothesis Testing

		Withholding annual salary increment MS	Teacher job morale MS
Withholding annual salary increment mean scores	Pearson Correlation	1	.557
	Sig. (2-tailed)		.014
	N	26	26
Teacher job morale mean scores	Pearson Correlation	.557	1
	Sig. (2-tailed)	.014	
	N	26	26

Results of hypothesis testing indicate that $r(24) = .557$, $p - \text{value} = 0.014$. Since the p-value (0.014) is less than the significant level (0.05), the null hypothesis was rejected. Rejecting the null hypothesis means that there was a significant relationship between the mean scores of withholding teachers' annual salary increment and teachers' job morale in teaching. This implies that withholding teachers' annual salary increment significantly lowered teacher job morale. These findings suggest that the low level of teacher job morale to the teaching profession effect of withholding teachers' annual salary increment. This finding was in agreement with a finding by Mulokozi (2015), who reported that low salaries and high cost of living and lack of incentives have made teachers to engage in alternative activities for economic gain and negatively affected their job morale to teaching. Low level of teachers' job morale to teaching was due to withholding teachers' annual salary increment.

8. Conclusions

The study concluded that withholding teachers' annual salary increment has reduced teachers' job morale in teaching in public secondary schools in Arusha region. The study further concluded that, there was a significant relationship between the mean scores of perceived effects of withholding teachers' annual salary

increment and teachers' job morale in teaching in public secondary schools in Arusha region. Thus, teachers' have low level of job morale in teaching due to withholding teachers' annual salary increment in public secondary schools in Arusha region.

9. Recommendations

The local government authority (LGA) such as DEDs, DEOs, and WEOs should facilitate in resuming teachers' annual salary increment by convincing the central government since LGA have directly observed the extent to which teachers are suffering financially after withholding annual salary increment.

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