

# Effects of Late and Non-Payment of Teachers' Salaries and Benefits on Learning Process in Public Secondary Schools

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## ABSTRACT

This study examining effects of late and non-payment of teachers' salaries and benefits on learning process in the public secondary schools in Coast Region. The study sought to explore the causes of and solutions to the problem of late and non-payment of teachers' salaries and benefits, to examine the common methods used to deal with the problem and to assess their efficiency and effectiveness, and to explore the Ministry's plans for ending the problem of late payment of teachers' salaries and benefits with the aim of informing policy and practice. The study mainly utilized the qualitative approach. The area of the study was Coast Region involving four public secondary schools in Kibaha Town Council and Kibaha Rural District. Data were collected through questionnaires, documentary review, interviews and focus group discussions. The respondents were selected through both random and purposive sampling in order to collect the data, which were analyzed both qualitatively and quantitatively. The study 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. It is thus 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. This study recommends arising from the study are that Ministry officials, educational planners and policy makers could positively influence teacher motivation through appropriate policy changes and implementation, including mobilizing resources to pay teachers attractive salaries and benefits at the same level as those in other public services, such as medicine, law and engineering. Thus, it is suggested that future research should focus on specific incentives that could enhance the motivation and job satisfaction of teachers in public secondary schools in Tanzania.

Keywords: Teachers' Salaries; Public Secondary Schools; Benefits; Basic Pay; Indirect Compensation; Direct compensation; Incentive; Non-Payment; Teaching Process.

## 1. Introduction

Numerous studies have proved that teachers play a pivotal role in ensuring high-quality education for students, regardless of the country they are teaching in (Motala, 2001; O'sullivan, 2002; VSO, 2003; UNESCO, 2000, 2005). Teachers are vital workers in society because every profession starts with dynamic teachers (Ivošević, 2009). They are also members of a profession. Their occupation definitely renders an essential service to society. As a profession, however, teaching has had a long and difficult history. Its social and cultural functions have never been critically challenged worldwide. Nevertheless, the public has not adequately supported teaching compared with other learned professions such as medicine, law, engineering and architecture. Teaching ranks rather low (Hargreaves, 1994 cited in Fakoya, 2009). Teachers do not need billions, but all teachers need fair salaries paid on time. Teachers' salaries and benefits administration is also poor in most countries in the world, and in particular the late payment of salaries is very common (Bennell, 2004).

In Tanzania, there is strong evidence that the vast majority of teachers in public secondary schools are discontented with delays in the payment of their salaries on first appointment as well as benefits, resulting in a massive exodus to private secondary schools. Similarly, they are discontented with the payment of their salaries in stations distant from their schools, which wastes a lot of time and resources and leads to their workload piling up every month as they travel away from their workstations for their salaries and benefits, which are not paid on time (Sumra, 2004; Haki Elimu, 2005; URT, 2001; Davidson, 2004, 2005). This situation leads to teachers' low

morale and lack of commitment to work, resulting in students' poor performance. The Education and Training Policy (URT, 1995) noted that, in Tanzania, teachers have been experiencing low and irregular salary payments and limited opportunities for professional development. The Constitution of the United Republic of Tanzania (URT) (1977) (Revised edition, 1998) emphasizes the right to work and just compensation.

Article 22 of the constitution states: - (1) Every person has the right to work. (2) Every citizen is entitled to equal opportunity and right on equal terms to hold any office or discharge any function under the state authority.

Article 23 of the constitution states: - (1) Every person, without discrimination of any kind, is entitled to remuneration commensurate with his work, and all persons working according to their ability shall be remunerated according to the measure and nature of the work done. (2) Every person who works is entitled to just remuneration.

Public school teachers are human resources (people) employed by the Government. The Government uses teachers to teach students. Teachers in the education sector are regarded as the most important resource since the sector cannot survive without them. Studies show that happy employees are productive while unhappy ones are not. Therefore, the success of an organization depends on the satisfaction of its workforce (Lise & Judge, 2004). Organizations want their employees to be satisfied so that they are productive, efficient and committed (Shah & Jalees, 2004). Therefore, the Government should do everything possible to keep teachers contented, so that they can deliver the needed service effectively to society. Not only are teachers paid very low salaries in Africa but also in many countries. Moreover, they are paid late. Late payment of salaries is very common, especially in low-income African countries, where fiscal crises are most acute (Harding & Mansaray, 2005; Bennell & Akyeampong, 2007). In some countries, newly recruited teachers also have to wait for three months or a year to be put on the payroll. Various researchers have found that the persistent late payment of salaries and benefits in many countries in Africa is a major de-motivator of teachers, which needs to be urgently addressed (Mulkeen, Chapman, Dejaeghere, & Leu, 2007; Bennell & Akyeampong, 2007; Kazeem, 1999; Mbanefoh, 1982; Amadi, 1983; Ayeni, 2005; Ubom, 2002; Eton, 1984; Adelabu, 2005; Hedges, 2002). Generally, in most developing countries, especially in Africa, teachers' salaries and benefits are considerably below the level necessary to meet basic needs and ensure their adequate motivation (Fry, 2003). Teachers' motivation is low and it has been destructive of the quality of education (ibid).

The Tanzania Teachers' Union (TTU) officials called for a countrywide teachers' strike in 2008 to force the Government to pay teachers' salary arrears, increase salaries and promote teachers on time. Lwesinde (2011) reported that the Acting Secretary General of the TTU had indicated that the outstanding dues of teachers then stood at a gigantic 48 billion shillings (The Guardian Tanzania, Tuesday October 11, 2011:7). This is evidence that teachers' salaries and other benefits are unjustly not paid, hence delayed. This also shows that the Government is going against the country's Constitution Article 22 (1) & (2) and Article 23 (1) & (2), which emphasizes the right to work and compensation as core to the life of employees. Payment of teachers' salaries and benefits on time helps to attract and retain teachers in the teaching profession and eases the realization of better performance by both teachers and students.

Despite the provisions of the Constitution and the Education and Training Policy, the Government has continued issuing promises to address the delayed payment of teachers' salaries and benefits. It is not clear why such an objective has been difficult to realize. Hence, there was a need for a study to fill the knowledge gap about factors contributing to the delayed salaries and benefits of public secondary school teachers and its effect on teacher performance. Similarly, there is knowledge gap as to why teachers have to spend an inordinate of time each month away from their workstations in search of their salaries and benefits. Another question was to do with what the Ministry's plans are for ending the suffering.

Teachers are one of the most important resources in determining the quality of education that children receive. If teachers are not paid on time, they will not teach regularly and will leave the public service and be engaged elsewhere. Similarly, if payment is irregular or frequently withheld, the motivation of teachers may also be affected (UNESCO, 2006). This research intended to address the problem of the late payment of teachers' salaries and benefits and to find out the effects of this on the teaching and learning process. According to Martin (2003), most research has focused on students' motivation but a little has been done on the motivation of teachers.

In Tanzania, the available literature in the area of teachers' motivation shows that the vast majority of teachers are discontented with their salaries and benefits (Davidson, 2004, 2005; Sumra, 2004; Hakielimu, 2005; URT, 2003, 2004). This has, over time, seriously eroded many teachers' motivation to carry out their teaching and

non-teaching roles effectively. Those researchers have attempted to answer the question, “*to what extent does the late payment of teachers’ salaries and benefits affect the teaching and learning process in Tanzania?*” The concern of this study therefore was to explore the causes of late payment and find out the effects on the teaching and learning process delivered by public secondary school teachers. It will enable top managers, administrators and decision makers at the Ministry headquarters to gain adequate insight into the causes and effects of the problem of delayed payment of teachers’ salaries and benefits. This will help them to adopt effective strategies for addressing the problem and eventually motivate teachers in public secondary schools.

## 2. Material and Methods

A comprehensive literature review by Spear, *et al*, (2000) highlighted a wide range of factors that influence teacher job satisfaction and motivation in the United Kingdom. The main factor found to contribute to job satisfaction of teachers is working with children, whereas job dissatisfaction was primarily attributed to work overload, poor pay, and the perception of how teachers are viewed by society. They applied Herzberg’s two-factor model as the overarching theoretical framework for synthesizing the main findings of the studies reviewed.

Their main conclusions are that, in order to experience high job satisfaction, teachers need an intellectual challenge and a high level of professional autonomy to feel that they are benefiting society, to enjoy good relations with their colleagues, and to spend a sufficient proportion of their time working with children. However, enhanced pay, improved status, a less demanding workload and fewer administrative responsibilities do not necessarily bring about higher levels of job satisfaction. Another important finding of the review is that studies have consistently identified the same variations in job satisfaction levels of teachers, depending on certain individual and school characteristics.

In particular, with regard to gender differences, female teachers tend to have higher levels of job satisfaction than their male colleagues. However, male teachers are generally more satisfied with their level of influence over school policies and practices. Teachers in rural areas report higher levels of job satisfaction than those in urban areas. In developed countries, pay incentives have been found to be generally ineffective in increasing teacher motivation. Teacher motivation is based on intrinsic factors and true job satisfaction is based on higher order needs (Sylvia and Hutchinson, 1994). Offering additional extrinsic rewards has even been found to undermine the intrinsic motivation of teachers (Deci, *et al*, 1999).

Finally, research shows that teachers suffer more than other professional groups from occupational lack of motivation (Evans, 1998). After China noted the importance of teachers for national development, it managed to raise the status of its teachers by increasing material rewards, fringe benefits and prestige. As a result, teachers in China work tirelessly to raise the quality of education for the quick scientific development of China. The developments seen today in China are the result of valuing teachers. Buley-Meissner (1991) states the incentives for staying in teaching include Government assurance of pay rises, more housing on campuses, and retirement with full pay after 25 years. Repeatedly, teachers were told that the nation depends on them to carry out modernization, even though education itself was not yet at the forefront of reforms.

**Table 1: Agreement Rates to General Statement: Teachers’ Salaries Are Paid on Time (Rounded Percentages)**

Country	Rural	Urban
Ghana	50	57
Lesotho	25	75
Sierra Leone	0	20
Tanzania	12	17
Zambia	14	17
India	89	93

**Source:** Bennell & Akyeampong (2007)

The lesson which developing countries, especially Tanzania, can learn from China is that, without Government intervention in education, the teaching career will remain with a low status regardless of its contribution to society. When this happens it reduces the commitment of teachers to work; hence the teaching and learning process in schools is adversely affected. Late payment of salaries and benefits are common in most of African countries, where the economic level is very low. This can have a devastating impact on teachers’ morale. In

Sierra Leone, for example, late payment of salaries makes teachers dissatisfied with their jobs (Harding & Mansaray, 2005). Typically, teachers who have not been paid do not come to school on time and therefore the teaching and learning process at school is affected. The school survey by Bennell & Akyeampong (2007) on teacher motivation in Sub-Saharan Africa and South Asia found that the persistent late payment of salaries and allowances in many countries is a major de-motivator of teachers, which needs to be urgently addressed. Table 2.1 shows clearly the school survey data in rounded percentages.

It was reported that in Zambia teachers in rural schools can spend up to half their salary on transport and accommodation during their monthly visit to the District Education Office to pick up their pay. Countries have attracted teachers to the profession by lowering teacher training admission requirements (Mozambique), making the paths to teacher training more flexible (South Africa) and shortening the initial teacher training cycle such as in Ghana, Guinea, Malawi, Mozambique, Uganda and the United Republic of Tanzania (EFA, Global Monitoring Report, 2008). Attracting teachers to underserved areas remains a challenge in many countries. In Lesotho and Nigeria, teachers who agree to teach in rural schools are paid bonuses or hardship allowances. However, due to various factors, such as insufficient allowances and payment delays, these policies have not led to extensive relocation to rural areas (ibid).

The key finding of a study by Kazeem (1999) and Nyangarika et al (2020b) is that teachers and other school workers tend to remain contented and reasonably motivated as long as salaries are paid on time and they are promoted regularly. Eton (1984) also identified the payment of salaries, allowances and promotion as key factors that shape teachers' attitudes to their work. Amadi (1983) concluded that the irregular payment of salaries is one of the major problems facing the teaching profession in Africa. According to Mbanefoh (1982), practising teachers are particularly concerned about the late payment of salaries and the non-payment of fringe benefits rather than other non-monetary incentives. School principals often complain about teachers not willing to work because of delays in the payment of their salaries (Ayeni, 2005). Ubom (2002) found that in Africa, prompt payment of salaries induced greater commitment to teaching. Another major source of teacher dissatisfaction in Africa is the disparity between the teaching profession and other professions, such as nursing, with respect to the time and mode of payment of salaries, fringe benefits, promotion prospects and working conditions (Adelabu, 2005).

In less developed countries, recent research has also indicated that teachers respond to incentives. For example, an evaluation of a randomized teacher incentives programme in Kenya found that teachers increased their effort to raise student test scores by offering more test-preparation sessions (Glewwe *et al*, 2003). Generally, in most developing countries, especially in Africa, teachers' salaries, wages and other benefits are considerably below the level necessary to ensure their adequate motivation. Teachers' motivation is low and it has been detrimental to the quality of education (Fry, 2003) and Nyangarika et al (2020c)

About 41 percent of teachers in urban areas and nearly 80 percent in rural areas in Tanzania reported receiving their salaries after the 5th of the following month (teachers are supposed to receive their salaries at the end of the month from 25<sup>th</sup> to 31<sup>st</sup>), and more than half reported living in rented accommodation for which they paid up to 15 percent of their salaries (Hakielimu Campaign of 2005-2007). In Tanzania, teachers' salaries and benefits are considerably below the level necessary to motivate them. For a teacher with a family of one child, the estimated expenditure was found to be TShs 324,000 (US\$324) (Davidson, 2005). Diploma teachers mentioned that the minimum salary for a beginner per month was in the range of TShs 250,000-300,000 (US\$250-300) (Hakielimu & TTU, 2004). Currently, Diploma teachers in Tanzania for their first appointment earn Tshs287, 100 as their gross income per month (URT, 2010a). This shows that teachers in Tanzania are paid inadequate salaries. Moreover, there is a big discrepancy between the cost of living and the actual amount teachers receive in salaries.

Another factor relating to the small salary given is the delay in receiving it and where to get it. The country has introduced a banking system whereby employees have to receive their salaries through the bank and pay the transport costs out of their own pockets. As the exact date of salary payment is not fixed, teachers from rural schools may be stranded at salary pay stations for more than a day or two. School teachers in Tanzania, who are being employed each year, complain about delayed salaries and allowances, saying that they are not being deposited in their bank accounts as ordered by the Government.

The survey on the education sector, according to the Country Status Report of Zanzibar (URT, 2003), found that the major complaint of teachers was low salaries relative to the cost of living. Reports suggest that teachers were demoralized by their jobs (UNICEF, 2001). The other problems were inadequate incentives and inappropriate teacher grading, promotion and teacher professional development systems (URT, 2003). Cooksey *et al* (1991)

conducted a survey funded by TADREG, which revealed that teachers' worries were about their salaries not being paid accurately and on time and about getting their retirement pension on time. These factors have contributed to teachers' low morale in the teaching profession.

Incentives to encourage teachers to teach in rural schools in Tanzania were used in the 1980s but abolished in the 1990s. Furthermore, the Primary Education Development Programme (PEDP) made the construction of teachers' houses in rural areas a priority, but in practice that was not implemented (Mulkeen *et al*, 2005). So many promises were given by the Ministry of Education and Vocational Training to teachers in Tanzania but the problem is implementing them. The report by Mwita (2011) from Dodoma indicates that Members of Parliament have raised concern about insensitivity on the part of Government officials to teachers' problems, some of which have remained unresolved for years.

The most striking problems, teachers said, include inadequate pay and near-total disregard for their training needs (Daily News, Thursday, July 21, 2011). Many Tanzanian teachers, who do not get their salaries paid on time, are said to moonlight to raise more income to supplement their meagre salaries. Some of them do not quit their full-time jobs in order to maintain job security and other future benefits that come with the job. Others have been waiting for months to get their salaries. The delay in the payment of benefits has for a long time caused the outcry of many teachers who have been retiring from public service employment (Utouh, 2010). The more time that passes the more difficult it is for everyone involved to remember exactly what has happened. It has been a common observation that retired teachers can spend more than 12 months without receiving their terminal benefits (*ibid*).

Different studies done in secondary schools, for example Nyangarika *et al* (2020a), Mwakilembe (1981) and Mkonongo (2004), reveal that public schools pay much lower salaries than private schools. Due to this low pay, teachers find it difficult to survive on the monthly salary, which does not meet their needs, and so they opt to find other employment opportunities somewhere else where they can be paid better. Focusing on this problem, Munishi (2009) found that academicians are incapable of subsisting on their monthly earnings as they are inadequate. This situation contributes to teachers' low morale and lack of commitment to work, which in turn influences high rates of departure. Similarly, Nyangarika *et al* (2020a) identified some reasons for teachers' work habits and efficiency, ranking them in order of importance. They include students' good behaviour, good salaries and allowances, good housing, good staff relations, the availability of teaching and learning materials and professional growth. Moreover, Kemilembe's (2004) study on teacher turnover in secondary schools in Dar es Salaam region found that there was a lower rate of teacher turnover in private secondary schools than in public secondary schools. She also found that low salaries were the major factor for teacher turnover. The study by Mbogo (2009) recommended that teachers' working conditions be improved and the people sensitized as part of the efforts to address the chronic shortage of teachers.

The issue of late payment of teachers' salaries and other benefits in Africa is common in most countries including Tanzania. However, it is an undeniable fact that the role of the teacher in enhancing quality education is vital worldwide. In contrast, it is a profession that is much more stressful than other professions such as engineering, law and medicine. This is evident when it comes to the payment of teachers' salaries and other benefits. In most developed countries, teachers are paid their salaries and other benefits on time, although their status is not as high as other professions. In Tanzania, the chronic shortage of teachers is likely to be caused by many factors, but the most observable factors are the low salary, late payment, low status and poor working conditions.

The findings by studies done in developing countries generally show that the causes of the dissatisfaction of teachers are related to inadequate financial compensation and the poor working environment. Such findings reflect the low status of teachers in those countries. In this regard, the dissatisfaction of teachers is reflected in the low quality of education found in those countries, because teachers cannot effectively teach while they lack motivation, or may be hindered by the unsupportive working environment found in the schools of those countries.

The findings from developed countries show that the satisfaction of teachers is related to the provision of higher-order needs rather than lower-order needs as defined by Maslow's Hierarchy of needs. This reflects the poor economic context of the countries. In Africa, prompt payment of salaries and other benefits induces greater commitment to teaching. Typically, teachers who have not been paid do not come to school on time and therefore the teaching and learning process is automatically negatively affected. Generally, studies done in developed countries, Africa and Tanzania show that late payment of teachers' salaries and benefits is the major cause of teachers' dissatisfaction with the teaching profession. Most of the studies done in Africa and Tanzania

indicate that adequate financial compensation is the major contribution to teachers' retention. However, studies done outside Africa revealed that non-financial compensation has been proved to be more important.

### 3. Methods

The study used the qualitative research methodology as it concentrates on how the research participants relate to the problem by focusing on their written and spoken words and their observable behavior. The study used both primary and secondary data. The sample consisted a total of 90 respondents were involved in providing the information for the questionnaires, both open-ended and closed questions were used to gather data from the respondents. The open-ended questions gave room for respondents to describe different issues relating to this study. The study used some primary documents in the study. Primary documents such as cheque stubs and payrolls were analyzed to enable the researcher to obtain first-hand information. Secondary sources included past research work, journals, magazine, articles, web pages, and books. Information from secondary sources helped the researcher to supplement the information supplied by primary sources and to crosscheck the findings obtained from them. Hence it enables the researcher to cross-check information/data validity and reliability. The data were collected through the qualitative approach so as to reveal the causes of delayed payment of teachers' salaries and benefits and to find out if there is any lasting solution.

### 4. Results

The first research task sought to explore the causes of late and non-payment of teachers' salaries and benefits with the aim of identifying the possible solutions to the problem, thus leading to "a win-win situation" for all the parties involved and improving the teaching and learning process in Coast Region. Two questions were posed and answers sought. To that effect, interviews and focus group discussions were employed which generated the following data. The study findings revealed several different reasons which ranged from economic, political, social, managerial and geographical to technical. Each is elaborated on in the ensuing sections. Focus group discussions and interviews with teachers and other officials disclosed that economic factors involved the insufficient financing of education by the central Government. Secondly, the local Government, which was responsible for monitoring teachers and their wellbeing, was allocated inadequate funds for secondary education. Under such circumstances, the Municipal Councils could not pay all the teachers due to their large numbers.

Interviews and focus group discussions with education officers and teachers identified that political factors led to the late and non-payment of teachers' salaries and benefits in PSS's in that the Government had not paid much attention to teachers' salaries and benefits. They had instead put emphasis on motivating students through the construction of classrooms, the purchase of textbooks and the provision of laboratories and hostels. Teachers, on the other hand, were given a lot of unfulfilled promises. Therefore, it was said that there is no political will to eradicate teachers' problems. Secondly, politicians had placed emphasis on the construction of a few classrooms, mostly two classrooms, which was followed by the immediate enrolment of huge numbers of students. It was reported during the research that the establishment of Ward Secondary Schools and the enrolment of students was considered by politicians a strategy for winning elections. However, students were enrolled without considering the availability of the necessary resources such as adequate highly quality teachers whose salaries and benefits were paid on time and especially decent housing that would have facilitated optimal teaching and learning. This situation has greatly intensified the failure of PSS's.

The focus group discussions with teachers indicated that the teaching profession is still perceived to be a vocation. The literate, semi-literate and illiterate sections of society all think this. It is assumed therefore that the profession is seemingly forgotten. The interviews and focus group discussions with HPSS's and teachers, respectively, revealed that social factors accounted for the late and non-payment of teachers' salaries and benefits in PSS's in the following manner. First, the first appointees were blamed for their failure to fill in properly the personal data sheet ready for transmitting to the Treasury for entry into the payroll. Education officers in Coast Region added that teachers report late to their stations and this delays the sending of the names of those with problems relating to salaries and benefits to the higher authorities on an individual basis. Secondly, errors made by the officers dealing with teachers' salaries and benefits sometimes occurred, which negatively affected the processing of teachers' salaries and benefits on time, with the result that teaching and learning was affected as hungry teachers with families cannot be expected to exert themselves to do their work. Managerial factors were raised in the study findings as leading to the late and non-payment of teachers' salaries and benefits in PSS's. It was revealed that the problem of teachers' delayed salaries and benefits in PSS's school was caused by Municipal Councils' mismanagement of funds allocated for teachers' salaries and benefits.

Secondly, some managerial problems such as poor record keeping by Government officials resulted in unnecessary repeated submission of their personal data, which caused the unnecessary late or non-payment of teachers' salaries and benefits in PSSs. Newly employed teachers were reported to be the most affected by the late payment or non-payment of salaries and benefits of teachers in PSS's. The teachers reported, "we reported to our station on 02.02. 2012 and filled in all the forms relating to salaries and benefits but we received our maintenance allowance on 15 .03.2012". "About our salaries and benefits, we don't know if the Government is going to pay us on time because other teachers tell us that we are likely to be paid on 24<sup>th</sup> or 25<sup>th</sup> March. 2012. According to their experience not all newly employed teachers are entered into the payroll by the Central Treasury on time" (Teachers, school, 'B' 18.03.2012).

Thirdly, standing orders were unsystematically given by Government officials relating to teachers' allowances because, for example, the newly employed teachers in 2010-2011 were paid maintenance allowances for fourteen (14) days but those employed in 2012 were paid for seven (7) days only. This results in cold strikes, which in turn affect classroom teaching and learning. Through focus group discussions with teachers it was evident that most of the standing orders relating to teachers' salaries and benefits were unfair to teachers. Teachers' commented that, Most Government standing orders and circulars relating to us are unfair, for example Government Circular No. CAC.44/45/01/A/121, which amends Government Circular No. C/AC.44/45/01/A/84. "We don't want these circulars which are oppressive, and segregate and humiliate teachers. After all they are produced by leaders who are not teachers" (Teachers, school, 'D' 28.03.2012).

The interviews with education officers pointed out that geographical factors also contributed to teachers' delayed salaries and benefits in PSS's. They maintained, for instance, that school 'D' was located far away from financial institutions and district offices, thus causing the late payment of salaries and benefits to the teachers from this school. The problem was chronic for some teachers who had accounts in banks other than the National Microfinance Bank (NMB), who received their salary on 10<sup>th</sup> or 15<sup>th</sup> of the following month, as their salaries had to be processed by NMB first before they were transferred to other banks. One Head of school said that the shortage of teachers at the school was because it was located in a remote area with limited water, accommodation, transport and other social services. The Head of School disclosed through interview that teachers do not like living in the area, and so they seek to be transferred to secondary schools in town. The findings reflected the failure of the Government to provide the social services required by its teachers. This was reported to have a negative impact on the teaching and learning process.

Interviews with DEO's also disclosed that technical factors delayed teachers' salaries and benefits in PSS's. These included technical problems relating to the treasury's database, which restricts Municipal Councils from capturing the names of the teachers who are on the payroll for a particular month, which also leads to late payments. This study used focus group discussions and questionnaires with teachers and interviews with education officers to explore the possible solutions for the late and non-payment of teachers' salaries and benefits in PSS's. The intention was to find out the possible solutions for the problem of the late and non-payment of teachers' salaries and benefits and to discover strategies for solving those problems. The study findings revealed several ways that could lead to a possible solution.

The focus group discussions with teachers and interviews with TTU and TUCTA Officers made the point that the Government should establish a strong economic base to support the budget without depending too much on external sources. In the education budget teachers' salaries and benefits should be given social, economic and political priority. If the Government regards education as the major lever for the rapid development of the nation, then it should invest heavily in education and not merely pay lip service. Meanwhile, teachers have to try their best to improve teaching and learning while the Government is in the process of solving problems relating to their salaries and benefits. When teachers carry out their duties and responsibilities well, employers will be encouraged to ensure that things are better for teachers (Education Officers).

The interview held between the researcher and the HS of school 'C' disclosed that depositing teachers' salaries and benefits in their bank accounts regardless of whether it is the National Microfinance Bank (NMB), the CRDB Bank or the National Bank of Commerce (NBC) will also minimize delays. With globalization, restricting payment to only one bank, the National Microfinance Bank (NMB), is unfair. The interview with the MOEVT Officer disclosed that the Government's unnecessary bureaucratic procedures need to be minimized by adopting Information and Communications Technology (ICT) at all levels to facilitate the timely processing of teachers' salaries and benefits, and even paying them through their mobile telephones especially those in remote rural areas. It was argued that unethical education officers use undefined bureaucratic procedures in corrupt ways, which result in unnecessary delays to teachers' salaries and benefits.

Through interviews with HPSS's it was evident that the establishment of microfinance bank mini branches in every ward, just like community secondary schools, may also minimize the delay in paying teachers' and the other officers' salaries and benefits. During the interviews with TTU and TUCTA officers, they voiced their concern about the Municipal Councils. They argued that Municipal Councils need to stop diverting teachers' salaries and benefits to other uses. They said that this needs Executive Directors (DED's) who are sympathetic to teachers' problems relating to late salaries and benefits so that they can be accountable to teachers. Through focus group discussions with teachers, it was suggested that officers occupying various Education offices at all levels and institutions need to have their capacity audited, followed by their development and where they need to be changed. This will also solve the problem of ghost teachers on the payroll.

Through interviews with some MOEVT officers, it was evident that educational planners must be given an opportunity to offer expert input before politicians and policy makers reach decisions about staff welfare. Moreover, educational planners are the ones who are able to put the policies into action. Through focus group discussions with teachers, it was proposed that the tenure of education officers in the Ministry of education should be defined. They raised their concern, for example, that appointments to the position of directors, chief education officers, permanent secretaries and DED's are often made by the president. Their appointment is at the discretion of the president. Their appointment is not based on transparent criteria of merit. When there is underperformance, terminating their tenure is not guaranteed. This again is at the discretion of the President.

The interview with HPSS's and TUCTA and TTU Officers suggested that there must be changes in the administrative system relating to teachers in Tanzania. They said that the administrative capacity of the education system in Tanzania, especially to evaluate teachers and student performance and to manage teacher reform programmes, are badly administered (incentives), making the situation worse. They added that if there is no change in the administrative system relating to teachers, it is unlikely that teachers' problems will have a lasting solution. The focus group discussions with teachers disclosed that the education sector is answerable to many ministries such as The President's Office, Public Service Management (PO-PSM), The Prime Minister's Office, Regional Administration and Local Government (PMO-RALG), the Ministry of Education and Vocational Training (MoEVT) and the Ministry of Finance (MoF). However, in those Ministries there is little coordination when it comes to dealing with teachers' problem of late payment of salaries and benefits. They suggested that to end this problem, well-coordinated and committed leadership is need that is ready to fight for teachers' right to a decent salary and to their benefits being paid on time.

The study sought to find out the impact of teachers' delayed salaries and benefits on the teaching and learning process in Coast Region. Two questions were posed to obtain information concerning the impact of teachers' delayed salaries and benefits on the teaching and learning process in PSS's. The first question under this task sought to find out the effects of delayed payment of teachers' salaries and benefits on the teaching and learning process. The late payment of teachers' salaries and benefits aroused the researcher's desire to find out how it affected the teaching and learning process and eventually students' performance in national examinations. The data were generated through interviews, documentary analysis, questionnaires and focus group discussions.

The data gathered through questionnaires and focus group discussion with teachers and interviews with Education Officers revealed that the late payment of teachers' salaries and other benefits significantly affected the teaching process. The study findings revealed several different ways in which the teaching process was affected as follows. The findings disclosed that teachers in the study area lacked the motivation to prepare lessons notes, lesson plans and schemes of work. This was attributable to the lack of incentives to improve their teaching and learning. Through focus group discussion, the teachers indicated that low salaries and benefits not being paid on time, the absence of libraries and library facilities, laboratories and equipment made lesson preparation difficult. Inadequate preparation of lessons affected lesson presentation, especially of science subjects, which needed more practical activities. This suggests that poor performance in national examinations can be attributed to this state of affairs. Through the focus group discussion, the teachers argued that,

“The failure of the Government to pay teachers' salaries and benefits on time affects teachers' lesson preparation negatively. The feeling arises that the Government does not care about them due to the prolonged problem of its failure to effect the payment of their salaries and benefits on time, which causes most teachers to lack motivation, and this has an adverse impact on lesson preparation and teaching in general” (Teachers, 12.03.2012).

The information obtained from the interviews with Heads of Schools and other educational managers in Coast Region indicated that the late payment of teachers' salaries and benefits has a very negative effect on teachers' classroom attendance. For instance, interviews with the respondents showed that teachers' missed some of the

morning sessions due to de-motivation resulting from late salaries and benefits. One of the respondents commented that there is no logic in teachers failing to attend classrooms just because of late salaries and other benefits. She claimed that during her first appointment, for six (6) months her salaries and benefits remained unpaid, but this did not affect her implementation of the teaching and learning process. During my first appointment as a teacher, I was without a salary and benefits for six (6) months but I still taught my students very well at school. I believed that my salary and other benefits would be paid and therefore I had to get loans from my friends and relatives so that when I got my money I would repay them. This was the reason that made me attend my classroom very well. However, I agree that things have changed and maybe today's teachers are likely to be affected by the delayed payment of salaries and benefits. "If there is such a problem for my teachers, I advise them not to boycott classes, as the Government is trying its best to make sure that their salaries and benefits are paid on time" (Education officer, 22.02.2012).

Also, the findings from the respondents indicate that, due to the late payment of teachers' salaries and benefits, some teachers had to run a private business, thus making it difficult to attend all the classes assigned to them. At school 'A' in particular, teachers gave their experience that when salaries and benefits are paid late, they never attend periods because they had to engage in private business such as private tutoring, part-time jobs and agricultural activities to earn a living. They complained as follows: "When their salaries and benefits are delayed, our leaders never stay in their offices during working hours. Why should we not do likewise when our salaries and benefits are delayed? If you want us to teach on time then pay us our salaries, arrears and other benefits on time". (Teachers, School 'A', 21.02.2012).

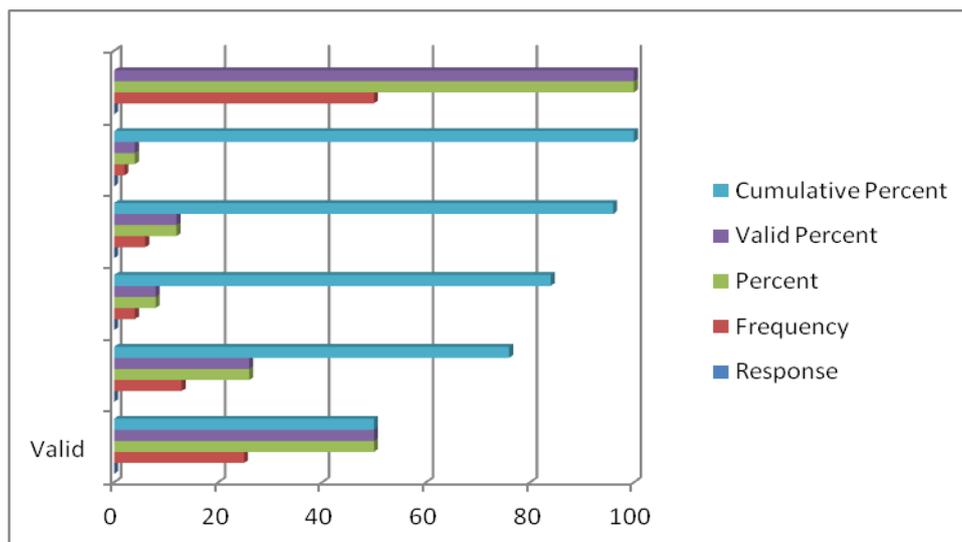
Moreover, the interview with TSD secretary disclosed that many teachers engage in private business when they are not paid their salaries and benefits on time in the public secondary schools in Coast Region. She said, "We promote teachers according to the budget allocated to them. It is difficult to allow all teachers to go to study in the Colleges and Universities to upgrade their profession, because there are rules and regulations governing teachers' in-service training. Also, for teachers to be paid their salaries and benefits on time depends largely on the District Executive Director' goodwill" (15.04.2012).

When teachers were asked through the questionnaire whether they are motivated when their salaries and benefits are paid on time, many teachers said that they were de-motivated by the delayed payment of their salaries and benefits (Table 1.1). Table 1.1. reveals that 76 percent of teachers were de-motivated because they were not paid their salaries and benefits on time, but 16 percent said that they were motivated due to the payment of their salaries and benefits on time, while 8 percent were not sure whether they are motivated or not by the payment of their salaries and benefits on time.

**Table 1.1: Degree of Motivation due to Payment of their Salaries and Benefits on Time**

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	25	50.0	50.0	50.0
Disagree	13	26.0	26.0	76.0
Not sure	4	8.0	8.0	84.0
Agree	6	12.0	12.0	96.0
Strongly agree	2	4.0	4.0	100.0
Total	50	100.0	100.0	

**Source:** Field data (2012).



**Figure 1.0: Degree of Motivation due to Payment of their Salaries and Benefits on Time**

Source: Field data (2012).

Through focus group discussion, the teachers had the following views on delayed salaries and benefits in public secondary schools. “Salaries are often delayed which makes it difficult for me to concentrate on teaching. I constantly think about where I can borrow to make ends meet. Salaries are always late. We do not get our salaries even on the 4<sup>th</sup> or 5<sup>th</sup> of the next month. We do not get leave allowances. I have been teaching for 9 years now but have received leave allowances only 3 times” (Teacher, school ‘B’, 28.02.2012). As regards this aspect, focus group discussions held with teachers revealed that they preferred to apply non-participatory methods for teaching, such as the lecture method. It was also discovered that there were classroom management problems, such as students’ lack of attention during the teaching and learning process. However, the lecture method does not allow teacher-student interaction in the teaching and learning process, and so students’ participation in the teaching and learning process was poor. About that, the teachers commented that, “It is very difficult to apply different teaching methods when you are paid a very small salary, which cannot meet your basic needs. The only way is to use the lecture method because it saves time, which allows teachers to engage in other economic activities. If you concentrate on other teaching methods, such as participation and students’ presentation, you will stay at school all the working hours and at the end of the day you die poor” (Teachers, school ‘D’, 01.03.2012).

It was revealed that teachers could not give assignments or homework to their students. Those who gave assignments or homework unfortunately did not mark them. This was a result of teachers’ burnout caused by poor incentives, which made marking homework very difficult for them. Thus tests were rarely conducted. I teach two subjects, English and Kiswahili, in Form One and Form Two classes. These classes have a large numbers of students and these subjects have so many periods per week. In addition, I live far away from the school, and so if I give students an assignment I will not have any time to mark them. What I do is always insist that they read and understand the classroom notes. I hope that if incentives are increased and paid on time, I will be able to spare my time and do my job well” (Teacher, school, ‘C’ 28.02. 2012). Having found out the effects of the late payment of teachers’ salaries and benefits on the teaching process, it was also deemed necessary to find out the extent to which students’ learning was affected. The aim was to reveal the effects caused by teachers’ late salaries and benefits on the learning process so as to devise pertinent measures to resolve the problem. The findings are presented as follows.

Focus group discussion with teachers revealed that some students did not come to school, which was attributed to teachers’ absenteeism from schools. Teachers raised their concern over students’ absenteeism at school due to teachers’ absenteeism. For instance, at school ‘A’, school, ‘D’, and school, ‘B’ some students did not come to schools because of teachers’ absenteeism. The researcher’s stay in the staffrooms during the period of study revealed that very few teachers spent a long time at school. Rather most of them came to school and left any time. Surprisingly, some teachers were reported to rarely come to school. This was talked about as follows: “Some students did not come to school because of teachers’ absenteeism. Some teachers come to school twice a

week. When you ask them why? The response is for what salary and benefits should I come to school every day?" (Teachers, school, 'A', (21.02.2012).

"Last month I was absent for five days. The most common reason for absenteeism was going to collect my salary and other benefits. We go to town to collect our salaries. In our absence, those teachers who remain behind teach the classes of absent teachers. However, this is often difficult as one teacher cannot teach two different classes and two different subjects at the same time. When we go to Kibaha Town Council to collect our salaries, we often find that the salaries have not reached the bank. We have to stay in town till the salaries come. In our absence students suffer" (Teacher, school, 'D', 01.03.2012).

The study findings revealed that because of teachers' de-motivation due to poor salaries and benefits that are often paid late, students at schools 'A', 'B', 'C', and 'D' had conducted very few laboratory experiments and study tours contrary to what is stipulated in the syllabus. Therefore, the teaching and learning process was theoretically oriented. This results in the failure to expose students to real life experience as evidenced in those schools, which affects the cognitive, psychomotor and affective domains of the students. Through focus group discussions the teachers maintained that: The environment of most public secondary schools in Coast Region does not support practical learning and study tours. The big question is, what incentive a teacher gets after doing all those things. "We think that if teachers are well motivated with salaries and other benefits they can devote their time to making the students learn by any possible means" (Teachers, school, 'B', (21.02.2012).

"In the past, there was a delay in getting our salary but now the situation has improved slightly. Problems for new teachers still remain as it takes months before they get their first salary. They are reduced to begging from other teachers and taking loans from shopkeepers. When this happens it hinders teachers from concentrating on students' practical learning and tours" (Teachers, school, 'D' (01.03.2012).

It was assumed that teachers' delayed salaries and other benefits had an impact on students' academic performance. The researcher was curious to find out the effects of teachers' delayed salaries and other benefits on students' performance in Form Two and Form Four national examinations. The aim was to determine the extent to which students were academically affected by the late payment of teachers' salaries and benefits. Data were collected through documentary review and focus group discussions, which revealed the following. Study findings show that, the researcher found out the effects of the late payment of teachers' salaries and benefits on students' performance in the Form Two national examination. The findings are presented in (Table 1.2). The data in (Table 1.2) reveal that none of the schools had students who scored grade 'A' in all the years. In addition, very few students scored Grade B and C in all the schools. However, this varied across schools and years. For instance, schools 'B', 'C' and 'D' had no students with Grade 'B' in 2011. Secondly, the majority of students in all schools scored Grade F each year. For instance, in 2011 school 'D' had 136 (90.7%) students, scoring Grade F. All the schools had a large number of failures in all the years.

**Table 1.2: Form Two Examination Results by School, Year and Grades**

School	Year	Performance by Grades											
		A	%	B	%	C	%	D	%	F	%	Total	%
A	2008	0	0	3	1.9	19	11.8	78	48.4	61	37.9	161	100
	2010	0	0	5	2.8	30	16.8	40	22.3	104	58.1	179	100
B	2009	0	0	2	0.9	20	8.5	23	9.8	190	80.9	235	100
	2010	0	0	7	3.3	27	12.9	46	22	129	61.7	209	100
	2011	0	0	0	0	12	6.7	67	37.6	99	55.6	178	100
C	2009	0	0	0	0	7	7.9	25	28.1	57	64	89	100
	2010	0	0	2	1.2	14	8.7	21	13	124	77	161	100
	2011	0	0	0	0	3	2.6	10	8.5	104	88.9	117	100
D	2008	0	0	0	0	11	11.2	52	53.1	35	35.7	98	100
	2009	0	0	1	0.9	13	11.3	73	63.5	28	24.3	115	100
	2010	0	0	3	1.9	8	5.1	22	14.1	123	78.8	156	100
	2011	0	0	0	0	4	2.7	10	6.7	136	90.7	150	100

Sources: Field data (2012).

Study findings show that, the researcher also examined students' performance in the Form Four national examination. The study findings are presented in (Table 1.3). From (Table 1.3), the following inferences can be drawn. First, there is a limited number of students scoring divisions one, two and three. For example, no secondary school had students with division one in 2011. The majority of the students in all the schools failed. For instance, at school 'C', 102 (84%) out of 121 students failed in 2010. Secondly, the trend of failures has increased over time. For example, 61 (53% students failed in 2010 at school 'A', but 83 (57.2%) students failed in 2011.

**Table 1.3: Form Four National Examination Results by Schools and Division**

School	Years	Performance by Division					Total
		I	II	III	IV	0	
A	2010	0(0%)	0(0%)	8(6.9%)	46(40%)	61(53%)	115
	2011	0(0%)	2(1.4%)	4(2.8%)	56(38.6%)	83(57.2%)	145
B	2007	1(1.7%)	1(1.7%)	10(16.7%)	40(66.7%)	8(13.3%)	60
	2008	0(0%)	5(3.9%)	19(15.1%)	73(57.9%)	29(23%)	126
	2010	0(0%)	0(0%)	11(5.8%)	69(36.3%)	110(58%)	190
	2011	0(0%)	1(0.6%)	5(2.8%)	51(28.7%)	121(68%)	178
C	2010	0(0%)	0(0%)	0(0%)	19(15.7%)	102(84%)	121
	2011	0(0%)	1(0.9%)	2(1.9%)	18(17.5%)	82(79.6%)	103
D	2009	0(0%)	0(0%)	1(1.9%)	30(58.8%)	20(39.2%)	51
	2010	1(1.1%)	0(0%)	1(1.1%)	29(32.9%)	57(64.8%)	88
	2011	0(0%)	0(0%)	4(3.6%)	30(27.3%)	76(69.1%)	110

**Sources:** Field data (2012).

Most of the respondents commented that the massive failure of Form Two and Form Four students is, in one way or another, caused by the chronic crisis of unmotivated teachers whose salaries and other benefits are low and paid late. The focus group discussions with teachers showed that there were many cases of teachers' salary arrears and benefits not being paid in Coast Region. "Let us tell you the reality of teachers' promotion in Coast Region. Most teachers are promoted on time but they are never paid their new entitled salaries on time. This in turn, de-motivates the teacher and it is very difficult to produce division one and two passes while teachers are stressed" (Teachers, school, 'B' 28.02.2012). "The problems that we teachers face are many but the most critical one is the low and delayed payment of salaries, ineffective health insurance and the lack of school housing, all of which affect teachers' motivation to teach" (Teachers, school, 'C' 27.02.2012).

The Government has done a good thing by introducing health insurance. However, problems remain with the insurance, especially as far as medicine is concerned. You will be given cheap medicine such as aspirin and panadol but will be told to go and buy medicine if it happens to be expensive. "The other problem with the health insurance is the delay in the service" (Teachers, school, 'A' 21.02.2012). "We love teaching but the way teachers are treated makes us wonder if we chose the right profession. Salaries are delayed; we do not get promoted even if we work hard; all the problems we face make us wonder why we chose to become teachers. We have problems in getting our salaries and benefits on time. We filled in the claim forms but till now we have not received a single cent. This affects our motivation to teach well" (Teachers, school, 'D' 01.03.2012).

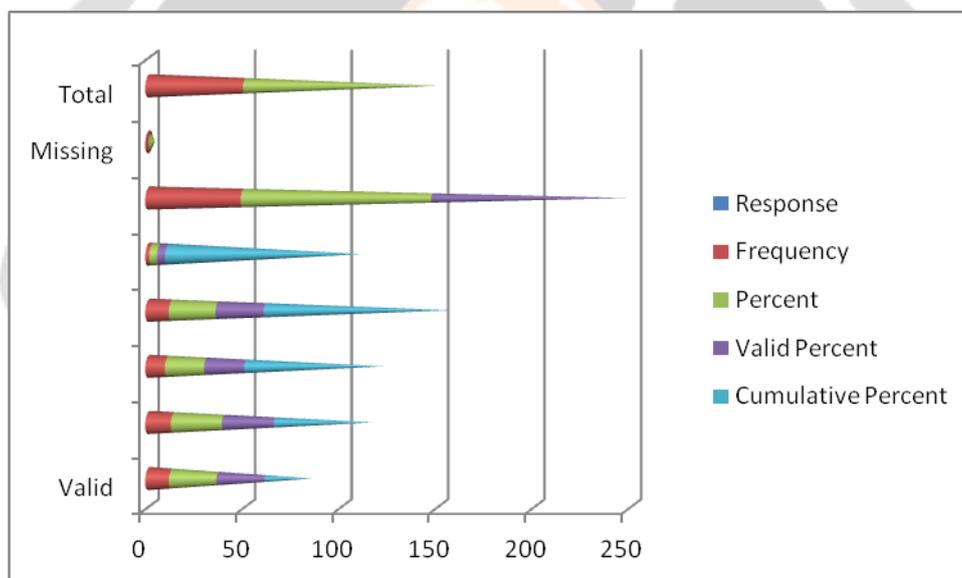
Intensity of the problem at school. Study findings show that, the researcher was interested in exploring the seriousness of the impact of late payment of salaries and benefits on the teaching and learning process in schools. Through the observation technique the researcher witnessed many newly employed teachers' salaries and benefits not being paid on time. Most of them said that they will not start teaching until their salaries and benefits are paid. Moreover, they said that the problem of late salaries and benefits was serious. This concurs with the findings obtained from teachers' questionnaires, which revealed that the problem of late salaries and benefits in PSS's in Coast Region was serious as presented in (Table 1.4).

(Table 1.4) above shows that 50 percent of the teachers said that the impact of late salaries and benefits on the teaching and learning process at the school had been serious. However, some 20 percent of the teachers were not sure and 28 percent agreed that the impact of late salaries and benefits on the teaching and learning process at the school had not been serious.

**Table 1.4: The Impact of Late Salaries and Benefits on the Teaching and Learning Process at this School**

Response		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	12	24.0	24.5	24.5
	Disagree	13	26.0	26.5	51.0
	Not sure	10	20.0	20.4	71.4
	Agree	12	24.0	24.5	95.9
	Strongly agree	2	4.0	4.1	100.0
	Total	49	98.0	100.0	
Missing	System	1	2.0		
Total		50	100.0		

Source: Field data (2012).



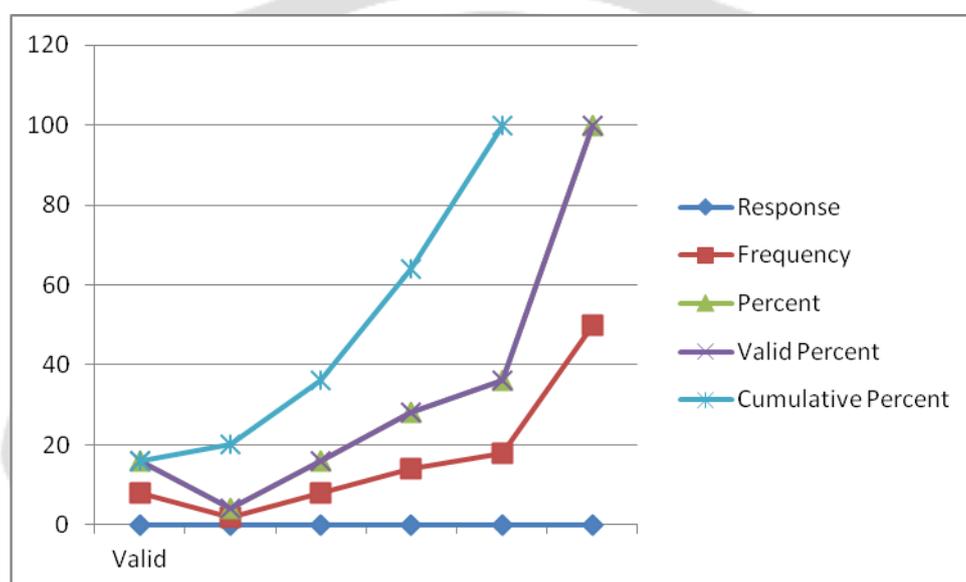
**Figure 1.1: The Impact of Late Salaries and Benefits on the Teaching and Learning Process at this School**

Prompt payment of teachers’ salaries. Through the observational technique, the researcher found out that regular payment of teachers’ salaries and benefits in PSS’s had a positive impact on students’ learning. Most of the teachers in PSS’s in Coast Region maintained that the regular payment of salaries and benefits on time would enable them to concentrate on the teaching and learning process in schools. Moreover, teachers find it difficult to teach when salaries and benefits are delayed. Also, the findings from teachers’ questionnaires revealed that when their salaries and benefits are paid on time, they teach effectively (Table 1.5). Moreover, 60 percent of the teachers said that they teach effectively when salaries and benefits are regularly paid on time, as illustrated in Table 1.5 below. Twenty percent of the teachers disagreed and only 8 percent were not sure if teachers teach effectively when salaries and benefits are regularly paid on time.

**Table 1.5: Teachers’ Views on Teaching Effectively when Salaries and Benefits are Regularly paid on Time**

Response		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	8	16.0	16.0	16.0
	Disagree	2	4.0	4.0	20.0
	Not sure	8	16.0	16.0	36.0
	Agree	14	28.0	28.0	64.0
	Strongly agree	18	36.0	36.0	100.0
	Total	50	100.0	100.0	

Source: Field data (2012).



**Figure 1.2: Teachers’ Views on Teaching Effectively when Salaries and Benefits are Regularly paid on Time**

The causes of late payment of teachers’ salaries and benefits in public secondary schools. The study findings disclosed several different reasons for the root causes of the late and non-payment of teachers’ salaries and benefits in Coast Region. They ranged from economic, political, social, managerial and geographical to technical problems. The study findings through focus group discussion with teachers and interviews with various Government officials responsible for teachers disclosed that weak management and the economic instability of the country are the major causes of the late payment of teachers’ salaries and benefits. They mentioned that insufficient financing by the central Government and the local Government, which was responsible for monitoring teachers and their wellbeing, led to the allocation of insufficient funds for secondary education.

The findings concur with those of Bennel (2004), who argues that weak management systems are often the major reason for the poor salaries and benefits of teachers in Africa. Moreover, Macdonald (1999) maintains that the large number of teachers means that even modest changes in teachers’ level of compensation can have dramatic financial consequences for the Government. However, this is an unacceptable excuse for everyone has the right to adequate compensation according to the work done. Mulkeen, *et al* (2007) added that the fiscal capacity of most Governments to improve teachers’ compensation and conditions of service is extremely limited. Merely reallocating public funds for these purposes as a general remedy is not feasible. The issue of bureaucracy in processing the salary arrears and benefits was also observed by the researcher to be the cause of salaries and benefits being paid late in public secondary schools. This concurs with VSO (2002) which

maintains that the bureaucracy involved in processing salaries and benefits and the suspicion that there may be corruption is teachers' greatest frustration.

Possible solutions to the causes of late payment of teachers' salaries and benefits in public secondary schools. The study findings through focus group discussions with teachers and interviews with various education officers revealed several possible solutions to combat the causes of the late payment of teachers' salaries and benefits in Coast Region. They ranged from economic, political, social, managerial and geographical to technical solutions, but the most important possible solutions were economic and managerial. The teachers and other respondents revealed that the Government should establish a strong economic base to support the budget without depending too much on external sources. These findings support what the Global Campaign for Education (2003) maintains that the Government should increase revenue collection, seriously fight corruption and increase the accountability of public servants entrusted with providing services to teacher. Moreover, both the Education Sector Review (URT, 2006; 2007) and the MKUKUTA status report (cited in TEN/MET, 2007) point to a number of overarching challenges facing the education sector. These include limited technical capacity in relation to governance, management, monitoring and evaluation and, more important, the lack of adequate funding, which hinders full implementation. According to TEN/MET (2007), national priorities for education should focus on obtaining quality teachers, who are highly trained and motivated by attractive salaries and benefits in order to provide quality education in Tanzania. However, education in most African countries, and indeed in Tanzania, focuses on quantitative aspects and on inputs.

Generally, the study findings showed that the solution to the problem of the delayed payment of teachers' salaries and benefits is clear and comparatively inexpensive but managerial and political will is needed to combat the situation. This was observed by Mulkeen, *et al* (2007), who argue that the efficient management of the payment of teachers' salaries and benefits and other disbursements to schools could be enhanced if the managerial will was present, along with adequate and accurate information as a basis for improved decision making. Transparency may also help to solve the problem of the effect of the late payment of teachers' salaries and benefits on the teaching and learning process as teachers become fully informed about the reasons for the delayed payment.

## 5. Conclusions

The study concluded that the causes of late and non-payment of teachers' salaries and benefits in public secondary schools. Through focus group discussion with teachers and interviews with officers responsible for teachers, the study findings revealed several different causes of the late payment of teachers' salaries and benefits in PSS's in Coast Region. The causes ranged from economic, political, social, managerial and geographical to technical. It was therefore evident that the economic reason was the major cause of teachers' delayed salaries and benefits in PSS's in Coast Region, coupled with bureaucracy and corruption. Economic, political, social, managerial, geographical and technical factors need to be taken into careful consideration in order to pay teachers' salaries and benefits on time. Paying teachers' salaries and benefits on time has a significant impact on teachers, which, in turn, affects students' performance in national examinations. Good salaries and benefits paid on time motivate teachers to work. The impact of delayed payment of teachers' salaries and benefits on the teaching and learning process. Through focus group discussion with teachers and interviews with officers responsible for teachers revealed several effects of the poor salaries and benefits of teachers not being paid on time in public secondary schools in Coast Region. The key effects were poor lesson preparation; students' poor performance in examinations, poor practical learning and study tours, poor classroom attendance, poor teaching methods, irregular continuous assessment and poor classroom management. These had a detrimental impact on the teaching and learning process, continuous assessment, examination performance and the delivery of quality education in PSS's. Teachers are demoralized by the methods used by the Government to resolve the problem of the late payment of their salaries and benefits. The usual way of paying teachers' salaries and benefits in instalments increases moonlighting and has a detrimental effect on the quality of education in public secondary schools in Coast Region.

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