

**REWARD MANAGEMENT AND TEACHERS' EFFECIENCY
IN SELECTED GOVERNMENT SECONDARY SCHOOLS
IN KINONDONI DISTRICT, DAR ES SALAM,
TANZANIA**

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In Partial Fulfillment of the Requirements for the Degree
Master in Educational Management and Administration.

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DECLARATION A

"This thesis is my original work and has not been presented for a degree or any other academic award in any university or institution of learning".



Odilia Chonya



Date

DECLARATION B

"I confirm that the work reported in this dissertation was carried out by the candidate under my supervision".

Dr. Edward Kanya



Dr. Sofia Sol T. Gaite



Date

APPROVAL SHEET

This thesis entitled "Reward management and Teachers' Efficiency in Selected Government Secondary Schools in Kinondoni District Dar es salaam Tanzania" was prepared and submitted by Odilia Chonya in partial fulfillment of the requirements for the degree of master in Educational Management and Administration has been examined and approved by the panel on oral examination with a grade of _____

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Grade: _____

Name and sig. of Principal,
CHDR

Name and sig. of DVC, CHDR

DEDICATION

I dedicate this work to my dear husband Damas B Kikao and Kinondoni council for their great support in the accomplishment of this thesis.

ACKNOWLEDGEMENT

The researcher cherish a million thanks to schools in Kinondoni district for moral encouragement and material support that contributed a lot to successful completion of this study.

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ABSTRACT

The main purpose of the study was to investigate the relationship between reward management and teachers' efficiency in selected government secondary schools of Kinondoni district, Dares salaam Tanzania. The objectives of the study were; i) to determine the profile of the respondents in terms of age, gender, qualifications and teaching experience; ii) to determine the level of reward management; iii) to determine the level of teachers' efficiency and; iv) to establish if there is a significant relationship between reward management and teachers' efficiency in selected government secondary schools. Descriptive survey design specifically descriptive correlational was employed, research questionnaires were distributed to 156 respondents who were chosen from selected government secondary schools. It found that, majority of respondents were female and they under early adult hood as to qualification majority were diplomas holders and most of them have 3-4 years teaching experience. The level of reward management was fair and the level of teachers' efficiency was satisfactory. The researcher concluded that there is no significant relationship between reward management and teachers' efficiency and agreed to the equity theory on which the study was based on. The recommendations were the government schools should develop a high performance culture, and improve a reward system that attract good teachers. Teachers should be able to perceive rewards as equating with the inputs they bring to the jobs, and involved them in decision makings. School administrators should recognize individual differences among teachers.

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the Study

Reward management in some developed countries is well linked to employees' work because of the stable political and economic climate, as cited in Green (2004), Westwood, (2002); Gardner, (2002) and Haneremesh, (1999).

In Africa, it is suspected that rewards have not well contributed to employees' work possibly because of political, economic and environmental challenges which have affected the continent prior to during and after colonialism. East Africa is a stratum of African continent hence facing similar challenges,(Nakawesi et al,2009). Armstrong(2007) notes that reward (remuneration) creates a sense of purpose and directions and the frame work for developing reward policies practices and process. It is based on the understanding of the needs of the organization and its employees and how they can be satisfied. It is also concerned with developing the values of the organization on how people should be rewarded and relating guidelines and principle that will ensure these values are enacted.

In the world of education, nothing can be said to about effective teaching without an effective teacher. What a teacher does makes a significant difference in what a student learns. Therefore student achievement depends on the teacher effectiveness, (Green 1994/95).

Government under ministry of education in Tanzania should consider reward management if the school system is expected to pursue smoothly which contributes to efficiency of teachers. This is the reason behind why the researcher deals with the relationship between reward management and teachers' efficiency.

Statement of the Problem

In Tanzania the outcome of bad governance on reward and compensation led to poor education system. The poor performance of students in the national examination shows that there is teachers' inefficiency. The national examination council of Tanzania has announced that the pass rate has dropped from 72.51 percent 2009 to 50.40 percent in 2010. Students from private schools did well in national examinations compared to government secondary schools. Teachers in Kinondoni district were also inefficient because of poor performance of their students in national examinations ([http://en.wikipedia.org/wiki/education in Tanzania](http://en.wikipedia.org/wiki/education_in_Tanzania)).

Purpose of the Study

1. To test the hypothesis of no significant relationship between reward management and teachers' efficiency.
2. To validate the theory of equity on which this study was based on.
3. To contribute to existing knowledge in the field of reward management and teachers' efficiency.

General Objective

To investigate the relationship between reward management and teachers' efficiency in selected government secondary schools in Kinondoni district Dares salaam Tanzania.

Specific objectives

This study was carried out to;

1. To determine the profile of the respondents in terms of age, gender, qualifications and teaching experience.

2. To determine the level of reward management in government secondary schools under study.
3. To determine the level of efficiency of secondary school teachers.
4. To establish if there is any significant relationship between the level of reward management and teacher's efficiency.

Research Questions

The study seeks to answer the following questions;

1. What are the profile characteristics of teachers in terms of age, gender, qualification, and teaching experience under study?
2. What is the level of rewards management of secondary school under study?
3. What is the level of teachers' efficiency of secondary school teachers under the study?
4. Is there any significant relationship between the level of reward management and teacher's efficiency in Kinondoni District?

Null hypothesis

There is no significant relationship between the level of reward management and teachers' efficiency.

Scope

Geographical scope

The study was conducted in Kinondoni District Dares salaam Tanzania.

Content scope

The study focused on reward management and teachers efficiency in selected government secondary schools in Kinondoni District, Dares

Salaam Tanzania. The study examined whether the reward management had any positive influence to the teachers' efficiency.

Theoretical scope

The equity theory by Adams (1960) was the one on which this study was based.

Time scope

The data was collected from February 2012 up to March 2012.

Significance of the study

The findings of the study will benefit the teachers, school administrators, students, ministry of education and future researchers.

Teachers will be rewarded fairly, hence they will benefit equal treatment and their problem will be unveiled. That is each and every individual teacher will be rewarded in accordance to his or her effort, experience and qualifications.

School Administrators Will have find information on how the reward management can influence teachers' efficiency. They will recommend to the ministry of education to increase the salary of teachers as well as other benefits.

The students will enjoy effective and efficient teaching-learning process. Good teachers-students relationship will also be evident.

Ministry of education Will see the gravity of the problems identifies in the study and will find the possible solutions to them.

Future researchers can use the findings of this study as a foundation to carry out further research with similar problems in other parts of the country.

Operational Definitions of Key Terms

Reward management refers to the system that compensates employees' efforts towards the achievement of the organizational goals and objectives.

Teachers' efficiency refers to the degree of accomplish of the tasks that make up an employee's or teachers' job.

Government secondary school – refers to schools which are facilitated by the government.

Profile refers to characteristics of the respondents in terms of gender, age, qualifications and experience.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Concepts, Opinions, Ideas from Authors/Experts

Reward management

Reward is a pay or salary, typically a monetary payment for services rendered, as in an employment. Usage of the word is considered formal. Rewards are the greatest impetus and immediately following world war, among the reasons for this development were the war time freeze on wages and salary increase which so called the pension benefit were permitted the exempt status of employees contribution to pension fund and ruling by the collective bargaining. Fringe benefit as any wages cost not directly connected with employee's productive effort performance, services or sacrifices (Balkin 2000).

Gomez, (2000) noted that rewards are those benefits which provide by employer to or for fringe benefit of an employee and which are not in the form of wages and, salaries and time related payment. Fringe benefit involve sick leave with pay vacation pay, paid cost rest and relief , paid lunch, period grievance time bargaining time and time travel.

Conceptually rewards programmes come within the overall concept of compensation strategies which are defined as the " deliberate utilization of the pay system as an essential integrating

mechanism through which the efforts of various sub units or individuals are directed towards an organizations strategic objectives. Gomez - , Mejia and Balkin , (1992) as cited by Kozlosky (2008). They are management tools that hopefully contributed to at employees' effectiveness by influencing individual or group behavior.

Rewards are classified differently Decenzo (2003) identifies intrinsic and extrinsic rewards, financial and non financial rewards, performance- based and membership based rewards among others. The study considered financial and non financial rewards. Financial rewards involve salaries bonuses and commissions and non financial rewards include accommodation, transport costs, promotion sick leave, medical and others.

The remuneration package include the salary, pension contributions, bonuses, commissions and other forms of payment or benefits that an employer gives a member of staff.

A salary is a form of periodic payment from an employer to an employee, which may be specified in an employment contract. It is contrasted with piece wage, where each job, hour or other unit is paid separately, rather than on a periodic basis. From the point of view of running a business, salary can also be viewed as the cost of acquiring human resources for running operations, and is then termed personnel expense or salary expense.

A bonus is something given or paid in addition to what is usual or expected. It is a sum of money or an equivalent given to an employee in addition to the employee's usual compensation. It is also considered to be a sum of money that is paid by a corporation in excess of interest or royalties charged for the granting of a privilege or a loan to that corporation. In teaching a bonus gives the teacher motivation to teach and interact more with learners while motivating them, directing them and influencing them to learn.

Commission as remuneration for services rendered or products sold is a common way to reward employees. Payment is often calculated on the basis of a percentage of the hours worked. Commission rates are generally based upon the achievement of specific targets which have been agreed between management and the employees in question.

Offering monetary compensation in the form of commission alone, or commission in addition to salary rather than simply a fixed salary, is intended to create a strong incentive for employees to invest maximum effort into their work. A side effect of commissions is that in some cases, they can result to salespeople resorting to dishonest and fraudulent business practices in order to increase their sales.

Recognition is appraisal of an employee's contribution by the management is highly morale boosting. It gives the workers a feeling of worth and self-esteem. It is human nature to be happy when

appreciated. This is the fourth level need in Maslow's model of hierarchical needs and boosts the ego and esteem factors (Cockmar, 2001).

Reward strategies are essential in today's competitive employment market if organizations are to employ and retain the talented staff they need. However it increasingly recognized that the traditional reward package of cash plus benefits is no longer sufficient to deliver these requirements. It is important to note that most organizations are now taking a wider view of reward. Reward covers everything that answers the question "why should I work here? Of course, this includes the traditional package, how the organization deals with the degree of challenge and unrest in the work, the level of freedom and autonomy given to employees, the leadership provided and the ability of employees to achieve an acceptable work –life-balance. Through the concept of "engaged performance" we address this mixture.

People are always the single biggest recurring cost to an organization or business. How they are engaged and motivated therefore deserves special attention. Many top managers or executives of organizations fail to see reward as a strategic issue for the success and prosperity of their organization or business. The absence of an effective reward strategy which takes into account of staff needs and aspirations as well as business strategy is likely to have a negative impact on business performance. This may even be destructive. (Musazi J.C.S (Eds) 2005).

Tibamwenda (2010) noted that rewards are very important in organization because of the following reasons. Rewards attract suitable employees into the organization. This constitutes the core competence

for an organization. The core competence reacts positively to the competitive market based on the quality of products and services provided by the organization. A company that offers good packages to employees tend to contain the experts for a long time because the expert are contented with the reward system and the benefits that accrue. Rewards encourage the achievement of job objectives and push employees to work very hard in the achievement of the organizational goals and objectives. It encourages carrier development, since employees tend to stay in organizations for quite a long time because of a good reward system in the process they develop their carriers.

Rewards encourage employees to work for many hours. This helps improve the productivity and profitability in organizations. Customer service rewards help to promote and recognize employee's outstanding customer service. Sales hours provide any incentive to employees to increase the sales margin over the previous fiscal years.

Rewards recognize the contributions of employees. Positive recognition for employees instills a positive attitude in employees which helps improve in their performance in the achievement of the organizational objectives. The recognition of outstanding performance aims to create an understanding of what behavior might add significant value to the organization and to promote such behavior, and are aligning employees' interests with the organizations success. Rewards suits employees to work in line with organization goals and objectives. It encourages and foster innovation needed in this current, dynamic, uncertain a complex environment. This is because strategic oriented organizations tend to reward innovation, and entrepreneurship.

According to Hoerr (1998) the following challenges of reward system in organization were postulated as follows:

Lack of timely review of the reward system in the organizations, if the reward system in the organization is not reviewed properly with this escalating inflation rates; it will discourage employees' performance, thus low employee productivity in an organization.

Rewards based on discrimination grounds such as religion, gender, disability discourages employees' performance, poorly designed organization reward structure and if an organization reward structure is not well designed to motivate employees it will retard the employees' performance and low achievement of the organization goals and objectives.

Rewards which based on nepotism, discourages employees' performance in the organization. These steps up the conflict of interest between the employee interests and the employers' interests hence low productivity and profitability.

Rewards which are given not based on performance of the employees demotivate the organizations performance since the employees who are high performers will not appreciate their performance compensation.

Poor organization reward culture also has a direct influence on the reward system. If the organization culture is not favorable to a good reward system, this will demotivate employees.

Reward strategy, this will help identify the employees to be rewarded, how to reward them in line with the achievement of the organization goals and objectives.

Foster co-ordination of the reward strategy among employees. This will stimulate employees to improve on their performance organization goals and objectives strategy. Every reward strategy should be developed within the organization goals and objectives. For instance, if the organizations goal is to expand, contract, retrench or

transfer employees, the reward strategy should be developed along these aims.

Organization values and attitudes strategy, Management should take into account the organization values and attitudes and what it is prepared to pay such as staff input or increasing performance.

Recruitment and retention strategy, Management should take in consideration the recruitment and retention implications. The ability of an organization to attract and retain the staff of the right caliber will definitely affect the reward structure. Therefore recruitment and retention must be put to consideration.

Internal and external analysis strategy, it is important to take into account the internal and external realities for instance internally, the workers must be set not to make their performance low. Reward strategies should be developed to vet such problems. An analytical job evaluation may help to foresee the problem. On the other hand if the external realities are unaffordable, the organization may lose staff to competitors. Managers should carry out seminars to establish the external; realities so that they can develop an appropriate reward strategy. (Tibamwenda J. 2010).

Teachers' Efficiency

In general efficiency describes the extent to which time or effort is well used for the intended task or purpose. It is often with the specific purpose of relaying the capability of a specific application of effort to produce a specific outcome effectively with a minimum amount or quantity of waste, expense or unnecessary effort.

The term "efficient" is very much confused and misused with the term "effective". In general efficiency is a measurable concept, quantitatively determined by the ratio of output to input. Efficiency can

be expressed as a result as percentage of what ideally could be expected, hence with hundred percent as ideal case. This does not always apply, not even in all cases where efficiency can be assigned a numerical value, example not for specific impulse.

Efficiency is said to be the ability to get things done rightly in the context of input-output system process. It is following the right procedures step by step in order to produce the right product of the right quality as defined by Moses L. Golola and Yona Balyage in the Book "Effective teaching in higher Education" 2001. Meanwhile Random House dictionary defines efficiency as to effect or achieve the desired result with reasonable economy of means.

Teacher efficiency is the ability of a teacher to produce the desired results and achieve the teaching learning goals. Meanwhile a teacher is a person charged with responsibility of imparting important knowledge/ skills, and attitudes to others ignored to achieve new behaviors in the learners.

Elements of efficiency are as follows;

Planning and preparation, teachers demonstrating knowledge of content and pedagogy, also demonstrating knowledge of students, selecting instructional goals and designing coherent instructions.

The classroom environment, teachers should create an environment of respect and rapport, establishing a culture for learning, managing classroom procedure, managing students behavior and organizing physical space.

In case of instruction, communicating clearly and accurately, using questioning and discussion techniques, engaging students in learning, provide feedback to students, demonstrating flexibility and responsiveness.

Professional responsibilities which is reflecting on teaching, maintaining accurate records, communicating with families, contributing to the school and district, growing and developing professionally and showing professionalism.

Decisions at key points in career, the results of teacher evaluation can be used to make tenure decisions at the end of the probationary period, contract renewal decisions for contract decisions and might influence the chances of an application to given school post.

Performance rewards, teacher evaluation results might be used to award rewards to teachers. Typical rewards include the award of a one-off monetary prize (bonus pay), time allowances and sabbatical periods, opportunities for school base research, support for post-graduate study, or opportunities for in service education. In some instance the focus of the rewards is on group recognition and rewards are at the school or grade level rather than individual level.

Theoretical perspectives

This research study adopted Adams (1960) Equity theory of motivation that concentrates on people's perception of their fairness of their work outcomes relative to or in proportion to their work inputs. Equity theory complement expectancy and need theories by focusing on a low people perceive the relationship between the outcomes they receive from their jobs and organizations and the inputs they contribute. Equity theory was formulated in the 1960s by J. Stacy Adams, who stressed that what is important in determining motivation is the relative rather than the absolute level of outcomes as a person

receives and inputs a person contributes. Specifically, motivation is influential by the comparison of one's own outcome/input ratio with the outcome/input ratio of a referent. The referent could be another person or a group of people who are perceived to be similar to oneself, the referent also could be one self in a previous job or one's expectations about what outcome/ input ratio should be. In a comparison of one's own outcome/input ratio one's perceptions of outcomes and inputs are key.

Equity exists when a person perceives his or her own outcome / input ratio to be equal to referents outcome /input ratio. Under conditions of equity if a referent receives more outcomes than you receive; the referent contributes proportionally more inputs to the organization, so his or her output ratio still equals your outcome / input ratio. Similarly, under conditions of equity, if you receive more outcomes, than a referent then your inputs are perceived to be proportionally higher. When equity exists, people are motivated to continue contributing their current levels of inputs to their organizations to receive their current levels of outcomes. If people wish to increase their outcome, under conditions of equity, they are motivated to increase their inputs (Gomez, 2002).

Inequity lack of fairness exists when a person's outcome/ input ratio is not perceived to be equal to a referent's. In equity creates pressure or tension inside people and motivates them to store equity by bringing

the two ratios back into balance. There are two types of inequity; under employment inequity and over employment inequity under employment inequity exist when a person's own outcome/ input ratio is perceived to be less than that of a referent. In comparing yourself to a referent you think that you are not receiving the outcome you should be, given your outlines. Over payment inequity exists when person perceives that his/her own outcome / input ratio is greater than that of a referent. In comparing yourself to a referent you think that the referent is receiving more outcome than he/she should be given his or her inputs (Balkin 2002).

Related Studies

Reward Management

Samanya Bulhan (2008) studies found out that, if the worker feels motivated, his behavior will result in the performance of desired action. Therefore, workers should be paid honestly by management to keep their dissatisfaction at the open door steep of the enterprise.

Attraction of suitable and sufficient employees, since this is a capitalistic world where people look for green pastures therefore, schools that satisfies the teachers would not only attract better teachers but also multi tasks one that can that can perform other duties like music, dance and drama.

He added that non monetary incentives are a need to satisfy the social psychological needs which cannot be gratified by money alone. It has mental or emotional satisfaction rather than financial. At a lower level, people may be motivated or influenced by money incentive but time will come when money will cease to be a motivating source.

Government needs to lift the teachers moral though most can not afford the monetary incentives, but by improving rewards, career opportunities, initiatives and in-service preparations, status and prestige by attracting high quality recruits and retaining talented practitioners in teaching and leadership posts. United Education Scientific and Cultural Organization (UNESCO 1994).

Aylenda Richard Ogari (2008), Teachers can only stay on job if physical, social status, economic and security aspects associated with the conditions of work are satisfying. Adequate provision of salary, proper working conditions, good supervision, teaching materials, small classes, preparation time and over time pay promote job satisfaction

According to studies conducted by Kabira B.M (2009) impact of performance linked rewards on sugar cane cutters productivity at Kakira sugar works . His findings showed that rewards ideally are supposed to reiprocate to good or positive behaviour aimed at motivating and sustaining interest among the recipients (teachers). The study results reflect the true perception of teacher commitment on

how financial rewards evoke emotions on people for different social and basic needs.

Eric Hanushek (2004) research finds that there is hardly a relationship between employees' salaries and organization production in the developed world – Pennsylvania Gramrat (2005) maintains that salaries tend to increase whether or not production improves. This study, however, questions whether this may apply to developing countries like Uganda and central division Kampala district in particular. Other researchers in Uganda found out that rewards have had noticeable impact on organizational performance in Uganda (1998 , Kabarole district performance report , 2003).

Maganda (2009) however, noted that people do not work for salary alone. There are other reasons for instance, fringe benefits that go with the job like accommodation, transport. Many people work for psychological benefits like recognition, self-esteem or job satisfaction (non – financial rewards).

Brundrentt (2002) and Gramrant (2005) findings showed that the most vivid reward employees get from work is financial pay. However, rewards are of wide – range and vary, they include among others. Promotions desirable work assignments, recognition or peer acceptance; however as for employees commitment and effectiveness, both the managers must stress that there are a host of impediments

thereto that are beyond employee influence, like disease or machine anomalies (new vision, august 2004, 23)

Teacher Efficiency

Balliet (1894) a super intendent from Massachusetts, insisted there were only two types of teachers; the efficient and inefficient. The only way to reform the schools according to him is to transform the incompetent teacher to become reformed. Therefore in regard to this teacher incompetence can be reformed to lead to teacher efficiency. Bolin and Panaritis (1992) explained that teachers mostly female were seen as incompetent and backward in outlook.

In respect to teachings efficiency, Debnath (1971) reported that age, experience, academic achievement and professional training were significant determinants of teaching efficiency, where as, superior teaching efficiency went with a favorable attitude and good adjustment (Samantaroy, 1971). Debnath (1971) developed a questionnaire for measuring teaching efficiency, while Samantaroy (1971) developed a score card by following a model suggested by cooperative study of secondary school standards, Washington for measuring teaching efficiency.

A study conducted by Sharma (1971) et al on teacher effectiveness indicates that teachings aptitude, academic grades socioeconomic status, teaching experience and age, in the order of their arrangement appeared to be sound predictors of teacher effectiveness. Meanwhile Grewal (1976) indicates that the main predicators of teacher effectiveness were home, health, social, emotional and total adjustment, dominance, submission, verbal, and non verbal intelligence.

This means that there are a number of factors that affect teacher's effectiveness in executing their duties.

High effective teachers were more affective, more intelligent, having more ego strength more surgent, more self-sentiment, less suspicious, less guilt prone and less radical, (Gupata, 1976).

In a similar study of teaching effectiveness by (Tharyani, 1986), intelligence and knowledge in their respective subject area were found to be the best predictors of teacher effectiveness. Indeed teacher effectiveness depends on the knowledge the teacher has in his/her subject area.

In the world of education, nothing can be said to about effective teaching without an effective teacher (Green 1994/95)"... what a teacher does make a significant difference in what a student learns". This therefore means that, student achievement depends on the teacher's effectiveness.

According to Wey (1965) an effective program of supervision results into teachers being better informed of the expectation and requirements of their roles as facilitation of learning, unity of purpose on the part of all the staff members, high school spirit among others. This means supervision is very vital in achieving educational goals.

According to Chaube & A. Chaube (2000) in their book entitled above, the standard of education of schools in rural areas has fallen also as a result of the school having no able teachers that those who do not get service in any other department take to the teaching profession. This means that in efficient teachers are employed that affects the school standard greatly. Chaube (2000) further says that teachers appear to be dissatisfied with the system of education that prevails today that it is generally and rightly felt that if the teachers are persons of ability and good character, having a sense of duty, their

students also will have qualities on the other hand if teachers are not able person's or if they do not fully know the art of teaching, their teaching methods will be defective. Hence it is necessary for teachers to have a thorough knowledge of the art of teaching. But it is often seen at present that unsuitable persons join this profession and that the work of education is not carried out properly. This therefore means that there is teacher inefficiency given the above statement which teachers can only be identified through supervisory visits to the school so that this problem is helped.

Aquino (1989) provided a useful description of the type of criteria to identify those who have the potential to become effective teachers. These are presage, process and product variables. Presage variables include teacher's personality attributes and their knowledge, process variables include teacher performance and pupils learning experience, product variables include the effect of teaching. There are personality and knowledge variables that influence outcomes of interaction. These outcomes become a part of the presage factors on the next learning cycle. Presage process and product criteria are sets of variables that suggest different evidences that predict the teacher's efficiency.

Highly competent teachers are found to achieve high, according to a study conducted by Sharma (1971) on employee efficiency the study indicated that employee who are competent their achievement is high this has reflected itself in this study of teacher efficiency where highly competent teachers were found achieve high.

CHAPTER THREE

METHODOLOGY

Research Design

The descriptive survey research design was used in the study, specifically descriptive correlational. This Descriptive correlational was used to determine the significant relationship between reward management and teachers' efficiency. The profile of the respondents was also described in the study.

Research Population

The target population was 256 teachers and administrators from (10) government secondary schools from Kinondoni district.

Sample size

The Sample size was 156, the Solven's formula was used to determine the minimum sample size. Table 1 shows the data.

Table 1
Sample size

CATEGORIES/SCHOOLS	TARGET POPULATION	SAMPLE SIZE
Schools	Teachers	Teachers
A	45	26
B	20	15
C	25	15
D	22	11
E	20	10
F	30	25
G	40	22
H	20	10
I	20	11
J	22	11
TOTAL	256	156

Source: Primary data 2012

Sampling Procedure

Purposive sampling was used using inclusion criteria. From the lists of qualified respondents based on inclusion criteria a simple random sampling used to select the respondents with consideration to the computed minimum sample size.

Research Instrument

The instruments utilized in this study were (1) face sheet to gather data on the respondents' profile in terms of gender, age, qualifications and teaching experience. (2) Standardized questionnaires were used to determine the level of reward management and the level of teachers' efficiency. The responses in order of the questionnaires on both variables are indicating as follows 4 strong agree, 3 Agree, 2 Disagree, and 1 Strong disagree.

Validity and Reliability of the Instruments

Validity was ensured by subjecting questionnaires to be judged by the experts (who estimated the validity on the basis of their experience) such as professors, associate professors and senior lecturers in the head of department of education.

The test-retest technique was used to determine the reliability (accuracy) by administering instruments to ten qualified respondents who were not included in the actual study. This test retest technique the instruments administered twice to the same subjects.

Data Gathering Procedures

Before the administration of the questionnaires

1. An introduction letter was obtained from the College of Higher Degrees and Research for the researcher to solicit approval to conduct the study from respective heads of secondary schools.
2. It was the researcher secured a list of the qualified respondents from the school authorities in charge and selected through simple random sampling from that list to arrive at the minimum sample size.
3. The respondents were explained about the study and requested to sign the Informed Consent Form.
4. Reproduced more than enough questionnaires for distribution.
5. Selected research assistants who assisted in the data collection; briefed and orient them in order to be consistent in administering the questionnaires.

During the administration of the questionnaires

1. The respondents requested to answer completely and not to leave any part of the questionnaires unanswered.
2. The researcher and assistants emphasized retrieval of the questionnaires within five days from the date of distribution.
3. On retrieval, all returned questionnaires were checked if all are answered.

After the administration of the questionnaires

The data gathered was collated, encoded into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

Data Analysis

The frequency and percentage distribution was used to determine the profile characteristics of the respondents.

The mean was applied for the levels of reward management and teachers' efficiency. The items' analysis is illustrated in terms of means and rank as follows;

A. For the level of reward management.

Mean Range	Response Mode	Interpretation
3.26-4.00	Strong agree	Very satisfactory
2.51-3.25	Agree	Satisfactory
1.76-2.50	Disagree	Fair
1.00-1.75	Strong disagree	Poor

B. For the level of teachers' efficiency.

Mean Range	Response Mode	Interpretation
3.26-4.00	Strong agree	Very satisfactory
2.51-3.25	Agree	Satisfactory
1.76-2.50	Disagree	Fair
1.00-1.75	Strong disagree	Poor

Pearson's Linear correlation coefficient was used to test the hypothesis on correlation (Ho) at 0.05 level of significance.

Ethical Considerations

To ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in this study, the following activities were implemented by the researcher:

1. Seek permission to adopt the standardized questionnaire on reward management and teachers efficiency.
2. The respondents and schools were coded instead of reflecting the names.
3. Solicit permission through a written request to the concerned officials of the secondary schools included in the study.
4. Requested the respondents to sign in the *Informed Consent Form*.
5. Acknowledge the authors quoted in this study and through citations and referencing.
6. Presented the findings in a generalized manner.

Limitations of the Study

In view of the following threats to validity, the researcher was claimed an allowable 5% margin of error at 0.05 level of significance. Measures were also indicated in order to minimize if not to eradicate the threats to the validity of the findings of this study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Profile characteristics of the respondents

The data was taken to determine the profile of the respondents, in terms of age, gender, qualifications and teaching experience in selected government secondary schools of kinondoni district. The results was tabulated and scored in frequency and percentages as shown in table 2 below.

Table 2

Profile of the respondents n=156

	Frequency	Percentage (%)
Gender		
Male	54	34.6
Female	102	65.4
Total	156	100.0
Age		
20-29 (Early adult hood)	74	47.4
30-39 (Early adult hood)	60	38.5
40-49 (Middle adult hood)	19	12.2
50 and above (Late adult hood)	3	1.9
Qualifications		
Certificate	2	1.3
Diploma	90	57.7
Bachelors	62	39.7
Masters	1	0.6
Others	1	0.6
Total	156	100.0
Teaching Experience		
1-3 years	45	28.8
4-6 years	46	29.5
7-9 years	24	15.4
10-12 years	22	14.1
13-15 years	5	3.2
16 years and above	14	9.0
	156	100

Source: primary data 2012

Table 2 shows that majority of the respondents were female(65.4%) followed by males (34.6%).This is due to many males drop out from teaching professional and engaged with other business also the policy of Tanzania which allows the married females to follow their husband in towns.

In terms of age, most of respondents were in early adult hood (20_29 years old) (47.4%), and (30_39 years old) (38.5%) while late adult were very few (01.9%) This is because late adult hood there were about to retire.

As to academic qualifications, majority of respondents were diploma holders (57.7%). This is due to the fact that the government of Tanzania has been making efforts and recognizes the minimum requirement for teaching profession in secondary schools is diploma, while masters' degree holders are for the higher education such as university and colleges.

Most of respondents have 4_6 years of teaching experience. This is because the majority of the teachers are young and have just started teaching.

Level of reward management.

The data on the level of reward management is shown in table 3.

Table 3**Level of reward management.**

n= 156

	N	Mean	Interpretation	Rank
Teachers go on leave	156	2.79	Satisfactory	1
Teachers are provided with health insurance	156	2.64	Satisfactory	2
Teachers are recommended for hard work in this school	156	2.52	Satisfactory	3
Teachers go for in service training in this school	156	2.37	Fair	4
Teacher usually paid on time at the end of month	156	2.26	Fair	5
Teachers receive loans from the school management and government	156	2.21	Fair	6
Teachers are usually recognized by administration, students and parents	156	2.15	Fair	7
Teachers are paid regularly leave allowances	156	2.11	Fair	8
Teachers attend seminars in and outside school	155	2.03	Fair	9
Teachers' workshop are held regularly	156	2.00	Fair	10
Teachers' working environment helps teachers to reach individual learners	156	1.99	Fair	11
Good performing teachers are usually promoted	156	1.96	Fair	12
teachers' working environment, boost the morale of working	156	1.92	Fair	13
Teachers are paid salary advance	156	1.82	Fair	14
Teachers salary is adequate in relation to their work	156	1.72	Poor	15
Teacher receives allowances on extra work and overtime	156	1.67	Poor	16
Teachers are provided with house allowance	156	1.35	Poor	17
Average mean		2.09	Fair	

Source: primary data 2012

In table 3 the item teachers go on leave (2.79), provided with health insurance (2.64) and recommended for hard work (2.52) rated satisfactory. So the government should make effort in these benefits to encourage employee to work hard towards the achievement of the organization goals. (Tibamwenda J. 2010).

The following rated fair were teachers go for in service training (2.37), paid on time (2.26), loans system (2.21), leave allowances (2.11), attend seminars and workshop (2.03), working environment (1.99), promotion and salary advance (1.82). The government should put more emphasize for improvement because teachers they didn't treated well. The absence of an effective reward strategy which takes into account of staff needs and aspirations as well as business strategy is likely to have a negative impact on teachers' efficiency. This may even be destructive. (Musazi JCS. Eds 2005)

Teachers' salary is adequate in relation to their work (1.72), they receives allowances on extra work (1.67) and they provided with house allowance (1.35) were rated poor. Therefore in this case the government should put more effort by integrated policies, process and practices for rewarding its employees in accordance with their contribution, skills, competence and their market value or worth. According to (Maicibi N.A and Nkata JL 2005) the pay package is the one of the most obvious and viable expressions of the employment relationship. It is the main issue in the exchange between the employer and employee expressing the connection between the labor market, the individual work and the performance of the employing organization itself.

The overall mean on the level of reward management is (2.09) which is fair. This means that there is a gap in the reward management in government secondary schools in Kinondoni District.

The government therefore should make an effort to improve the salary and other benefits of the teachers.

Level of teachers' efficiency

The data on level of teachers' efficiency is shown in table 4.

Table 4

Level of teachers' efficiency

n= 156

	N	Mean	Interpretation	Rank
teachers encourages student participation during lesson	156	3.35	Very satisfactory	1
teachers have ability to design tests/ assignments and examinations to evaluate students understanding of the subjects	156	3.27	Very satisfactory	2
teachers are helpful in advising	156	3.25	Satisfactory	3
teachers motivates their learners	156	3.21	Satisfactory	4
teachers are friendly	156	3.16	Satisfactory	5
teachers seems knowledgeable in their subject area/specialization	156	3.15	Satisfactory	6
teachers prepare well for class	156	3.14	Satisfactory	7
teachers plan class activities in detail	156	3.14	Satisfactory	7
teachers mind about individual differences	156	3.13	Satisfactory	8
teachers follow teaching outline closely	156	3.09	Satisfactory	9
teachers are able to communicate well	156	3.08	Satisfactory	10
teachers give relevant examples of the concepts	156	3.08	Satisfactory	10
teachers encourages students for great deal of work	156	3.08	Satisfactory	10
teachers allows students discuss one another's ideas	156	3.06	Satisfactory	11
teachers keep students informed of their progress	156	3.04	Satisfactory	12
tests and assignments are graded and returned promptly	156	3.02	Satisfactory	13
teachers cover the course outline	156	3.02	Satisfactory	13
teachers know students' names	156	3.01	Satisfactory	14
teachers have ability to integrate content with other subjects	156	2.98	Satisfactory	15
teachers make students to give their own opinions	156	2.96	Satisfactory	16
teachers use local examples and teaching aids during the teaching and learning	156	2.91	Satisfactory	17
teachers make simple assignments	156	2.90	Satisfactory	18
teachers have ability to design projects to evaluate students understanding of the subjects	156	2.89	Satisfactory	19
teachers provided students with a course outline at the beginning	156	2.85	Satisfactory	20
teachers like teaching	156	2.78	Satisfactory	21
there is provision of sufficient time for feedback	156	2.65	Satisfactory	22
Average mean		3.05	Satisfactory	

Source: primary data 2012

Table 4 shows that items on teachers encourage students' participation (3.35) and have ability to design tests/assignments and examinations (3.27) were rated very satisfactory. This means that teachers tried their best to make students learn and at the same time they are good in evaluating their students. The other items teachers are helpful in advising (3.25), motivates their learners (3.21), are friendly (3.16), knowledgeable in area of specialization (3.15), prepared well (3.14), plan their activities(3.14), mind about individual differences (3.13), follow teaching outline (3.09), communicate well (3.08), give relevant examples (3.08), allow students discussion (3.06), informed students progress (3.04), know students names (3.01), integrate content with other subject (2.98), use local examples (2.91), make simple assignments (2.90), provided students with a course outline (2.85) were rated satisfactory. But the item teachers like teaching (2.78) and provision of sufficient time for feedback (2.65) are satisfactory but have the lowest mean. The teachers although are very good in evaluating the students, they seems not like teaching which it is their professional and they not give the feedback of the results of evaluation to the students.

The overall mean of the level of teachers' efficiency is (3.05) which is satisfactory. There a need for the teachers to improve the teaching by upgrading themselves, attending seminars and workshops in order to improve their teaching efficiency.

The relationship between reward management and teachers' efficiency.

The fourth objective of this study was to find out if there is significant relationship between reward and teacher's efficiency in

kinondoni district. These two elements were correlated as shown in table 5.

Table 5

Relationship between Reward management and Teachers' Efficiency

Variable correlated	R – value	P_ value	Interpretation	Decision on Ho
Level of reward	0.103	0.203	No significant correlation	Accepted
Level efficiency				

Source: Primary Data 2012

Table 5 shows that the R_ value is 0.103 and the P_ value is 0.203. Therefore the hypothesis is accepted that there is no significant relationship between reward management and teachers' efficiency at 0.05 level of significance. It means that reward management do not influence the teachers' efficiency.

Table 6

Regression Analysis between the dependent and independent variables.

Variables regressed	Computed F_value	R ²	Sig	Interpretation	Decision on HO
Reward management vs Teachers' efficiency	1.631	0.011	0.203	Not significant relationship	Accepted

Source: Primary data 2012

Table 6 shows that r^2 value is 0.011 and significant is 0.203. There is not significant relationship between reward management and teachers' efficiency. There could be other factors which are not included in the research that are significant. The findings agreed with Sharma (1971) and Grewal (1976) that there are other predictors of teaching efficiency other than reward management.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATION

Findings

The findings of the study showed that majority of the respondents were females, as to age most of the teachers are on early adult hood stage and very few are late adult hood. In terms of qualifications majority of the teachers are diploma holders and only one has masters degree holder.

As to the level of reward management the overall mean is (2.09) which is fair. The item teachers go on leave (2.79), provided with health insurance (2.64) and teachers are recommended for hard work (2.52) were rated satisfactory and other items were rated fair. But the items teachers salary is adequate in relation to their work (1.72), receives allowances on extra work (1.67) and provided with house allowance (1.35) were rated poor. The overall mean for level of reward management is (2.09) which is fair.

To the level of teachers' efficiency items teachers encourage students participation (3.35) and have ability to design test and evaluate students (3.27) were rated very satisfactory. The other items were rated satisfactory. But items on teachers like teaching (2.78) and there is provision of sufficient time for feedback (2.65) were rated low among the satisfactory items. The overall mean for level of teachers' efficiency is (3.05) which is satisfactory.

Lastly the findings showed that there is no significant relationship between reward management and teachers' efficiency, where by reward management do not influence the teachers' efficiency.

Conclusions

Based on the findings of the study the following conclusions were made.

1. That there is no significant relationship between reward management and teachers' efficiency.
2. The findings agreed to equity theory that explains people's perception of the fairness of their work outcomes relative to the work inputs.
3. The findings also shows that there are other factors that influence teachers' efficiency other from reward management.

Recommendations

Basing on the above findings and conclusions, the following recommendations forwarded;

The ministry of education must provide training and seminars to develop a high culture performance among teachers. Also they must improve on the compensation and other benefits of the teachers so that they are motivated to teach.

The teachers need also to upgrade themselves like pursuing bachelors and masters' degree and attending seminars and training in order to improve their teaching efficiency.

School administrators should recognize individual differences and should understand each teacher. They must empower teachers and involve them in goal setting and decision making.

Supervision should be strengthened in the secondary schools to enhance teachers' efficiency so as desired results are realized at the end of the day.

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**Appendix I:
Transmittal Letter**

**OFFICE OF THE DEPUTY VICE CHANCELLOR (DVC) COLLEGE OF
HIGHER DEGREES AND RESEARCH (CHDR)**

Dear Sir/Madam,

**RE: INTRODUCTION LETTER FOR ODILIA CHONYA.
REG. NO.MED/42997/92/DF TO CONDUCT RESEARCH IN
YOUR INSTITUTION**

The above mentioned candidate is a bonafide student of Kampala International University pursuing a Master in Educational Management and Administration

He is currently conducting a field research for his dissertation entitled, **Reward Management Teachers Efficiencies in Selected Government Secondary Schools In Kinondoni District Dar Es Salaam Tanzania.**

Your institution has been identified as a valuable source of information pertaining to his research project. The purpose of this letter then is to request you to avail her with the pertinent information he may need.

Any data shared with her will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

Novembrieta R. Sumil, Ph.D.
Deputy Vice Chancellor, (CHDR)

Appendix II: Informed Consent

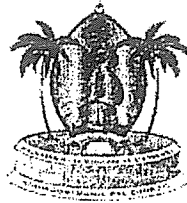
HALMASHAURI YA MANISPAA YA KINONDONI

BARUA ZOTE ZITUMWE KWA MKURUGENZI WA MANISPAA

Simu Na:2170173
Fax Na: 2172951

Unapojibu tafadhali taja:

Kumb Na.KMC/ED/SS/S.19/3



**MKURUGENZI WA MANISPAA
MANISPAA YA KINONDONI
S.L.P. 31902
DAR ES SALAAM**

Tarehe: 17/02/2012

Mkuu wa Shule,
Shule ya Sekondari.....
DAR ES SALAAM.

**YAH: KUMTAMBULISHA KWAKO MWL. ODILIA CHONYA ANAYEKUJA
KUFANYA UTAFTI WA KITAALUMA SHULENI KWAKO**

Tafadhali husika na kichwa cha habari hapo juu.

Mtajwa hapo juu ni mwalimu ambaye kwa sasa anasomea shahada ya Uzamili katika Chuo Kikuu cha Kimataifa cha Uganda(Masters in Education Management and Administration).

Mwalimu huyu ameomba na kukubaliwa kufanya utafiti wa kitaaluma katika shule za Sekondari katika Halmashauri ya Manispaa ya Kinondoni. Utafiti huu unahusu **UFANISI WA WALIMU KATIKA UWAJIBIKAJI I KIHUSIANISHWA NA TUZO WANAZOPEWA (REWARD MANAGEMENT AND TEACHERS EFFICIENCY).**

Kwa barua hii unaombwa umpokee, na kumpa ushirikiano ili aweze kufanikisha sehemu hii muhimu ya masomo yake.

Nakutakia kazi njema.

L. N. Gurfu
**KAIMU AFISA ELIMU SEKONDARI
MANISPAA YA KINONDONI**

Stamp: MANISPAA YA KINONDONI
Stamp: DAR ES SALAAM
Stamp: 17/02/2012

Appendix III A: Face Sheet Profile of the Respondents

FACE SHEET: PROFILE OF THE RESPONDENTS

Gender (Please Tick):

☐ Male

☐ Female

Age

☐ 20- 29 years

☐ 30-39 years

☐ 40-49 years

☐ 50 years and above

Qualifications Under Education Discipline (Please Specify):

☐ Certificate

☐ Diploma

☐ Bachelors

☐ Masters

☐ Other qualifications

Number of Years Teaching Experience (Please Tick):

☐ 1-3 years ☐ 4-6 years

☐ 7-9 years ☐ 10-12 years

☐ 13- 15 years ☐ 16 years and above

Appendix III B: Questionnaire to Determine the Level of Reward Management

Direction : Please write your rating on the space before each option which corresponds to your best choice in terms of **reward management** in your school. Kindly use the scoring system below:

Response Mode	Rating	interpretation	Legend
Strong agree	(4)	Very satisfactory	SA
Agree	(3)	Satisfactory	A
Disagree	(2)	Fair	D
Strong disagree	(1)	Poor	SD

-
- 1.____ Teachers salary is adequate in relation to their work.
 - 2.____Teacher usually paid on time at the end of month.
 - 3.____Teachers are paid salary advance
 - 4.____Teacher receives allowance on extra work and overtime
 5. ____ Teachers are provided with house allowance.
 - 6.____Teacher are provided with health insurance.
 - 7.____ Teachers are usually recognized by administration, students and parents.
 - 8.____ Good performing teachers are usually promoted.
 9. ____Teachers go on leave.
 - 10.____ Teachers are paid regularly leave allowances
 - 11.____Teachers are recommended for hard work in this school
 - 12.____ Teachers go for in service training in this school
 - 13.____ Teachers' workshops are held regularly
 - 14.____ Teachers attend seminars in and outside school
 - 15.____Teachers' working environment, boost the morale of working.
 - 16.____Teachers' working environment helps teachers to reach individual learners.
 - 17.____Teachers receives loans from the school management and government.

Appendix III C : Questionnaire to Determine the Level of Teachers' Efficiency

Direction: Please write your preferred option on the space provided before each item.

Kindly use the rating guide below:

Response Mode	Rating	Interpretation
Strong agree	(4)	Very satisfactory
Agree	(3)	Satisfactory
Disagree	(2)	Fair
Strong disagree	(1)	Poor

1. ___ Teachers like teaching
2. ___ Teachers give relevant examples of the concepts.
3. ___ Teachers cover the course outline.
4. ___ Teachers mind about individual differences.
5. ___ Teachers seems knowledgeable in their subject area/specialization.
6. ___ Teachers know students' names.
7. ___ Teachers are friendly.
8. ___ Teachers make students to give their own opinions.
9. ___ Teachers allows students discuss one another's ideas.
10. ___ Teachers encourages student participation during lesson.
11. ___ Teachers makes simple assignments.
12. ___ Teachers encourages students for great deal of work.
13. ___ Teachers plan class activities in detail.
14. ___ Teachers follow teaching outline closely.
15. ___ Teachers keep students informed of their progress.
16. ___ Teachers motivates their learners.
17. ___ Tests and assignments are graded and returned promptly.

18. ____ Teachers use local examples and teaching Aids during the teaching and learning.
19. ____ Teachers have ability to integrate content with other subjects.
20. ____ Teachers have ability to design tests/assignments and examinations to evaluate students understanding of the subjects.
21. ____ Teachers have ability to design projects to evaluate students understanding of the subjects.
22. ____ There is provision of sufficient time for feedback.
23. ____ Teachers prepare well for class.
24. ____ Teachers are able to communicate well.
25. ____ Teachers are helpful in advising.
26. ____ Teachers provided students with a course outline at the beginning.

Appendix IV
Reliability Testing

Reliability of management Questionnaire

Number of items	Cronbach's Alpha Co-efficient
17	0.787

Reliability of Efficiency Questionnaire

Number of items	Cronbach's Alpha Co-efficient
26	0.947

Researcher's Curriculum Vitae

PERSONAL PROFILE .

SUR NAME	:	Chonya
OTHER NAME	:	Odilia Gwelino
GENDER	:	Female
DATE OF BIRTH	:	04/06/1971
PLACE OF BIRTH	:	Arusha
NATIONALITY	:	Tanzanian
MARITAL STATUS	:	Married
TRIBLE	:	Hehe
PROFESSION	:	Teacher
ANDDRES	:	C/o Emil B .Kikao P.O BOX 60126 DAR –ES –SALAAM.
TEL NO	:	+255757336545
E mail	:	odiliachonya@yahoo.fr.

EDUCATION BACKGROUND

YEAR	INSTITUTION	QUALIFICATION
2010 -2012	Kampala international university school of postgraduate studies and research (SPGSR)	Masters in educational management and administration
2004 -2008	University of Dar es salaam	Bachelor of Arts with education
2001-2002	Marangu teachers' college	Diploma in education
2000- 2001	Marangu Teachers' college	A' Level certificate
1991 -1993	Korogwe Teachers' college	Grade 111A certificate
1987-1990	Karatu secondary school	O' level certificate
1979 -1986	Isare primary school	Certificate

OTHER COURSES.

YEAR	COURSE	INSTITUTION	AWARD
1993-1994	JKT	Oljoro	Certificate
April 2008	Introduction to computer	University of Dar es salaam	Certificate

WORKING EXPERIENCE.

YEAR	RESPONSIBILITY	INSTITUTION
2002 – Present	Academic teacher	Olchoki primary school
1998-2002	Academic teacher	Ilboru primary school
1995-1998	Teacher	Mwembeni primary school
1994-1995	Teacher	Urambo primary school