

ANALYSIS OF TEACHERS' LOW PAYMENTS IN TANZANIA: A CASE STUDY OF PUBLIC SECONDARY SCHOOLS IN MOSHI RURAL DISTRICT

By

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Abstract

This paper analyzes teachers' low payments and how it affects teachers as well as students' learning. Furthermore, it explores the ways teachers apply to earn extra income to supplement their salaries in Moshi Rural District, Tanzania. The collection of data was based mostly on the questionnaires and semi – structured interviews. The targeted population was teachers from five public secondary schools and the total respondents of questionnaires and interview questions were thirty teachers. The study revealed that insufficient teachers' salary and delays in payment of teachers' allowances lead to teachers being accorded a low status. Some of teachers engage in other economic activities during class hours in order to earn extra income. Teachers' truancy affects instructional activities and disrupts students' learning. Moreover, a number of teachers have dropped from the teaching professional and opted for other good paying professionals. Hence the shortage of teachers affects students' learning.

Key words: Teachers' payments, Students' learning, extra income.

1.0 Introduction and Background of the Study

In Tanzania, majorities of teachers in government schools are suffering from various problems. One among those problems is concerning with payments. Teachers are entitled to be paid salary, leave allowances and arrears when they get promotion. Teachers' payment problem emerged since the government started to implement Structural Adjustment Programme (SAPs) conditionalities particularly in the mid of 1980s. Prior to the implement of SAPs conditionalities teachers were paid salaries, leave allowances, transport allowance, rent allowance and teaching allowance. One of the conditionalities imposed by World Bank and IMF through SAPS was the reduction in public spending on social services including education at all levels (Brock Utne 2006). The reduction of public social services affected teachers' payments as follows, rent allowance, transport allowance and teaching allowances were no longer provided.

The removal of the above mentioned allowances led to financial constraint to teachers, as they were forced to depend solely on their salary. This situation affected their standard of living and cause

multiple socio-economic problems which have adversely result to students' learning. Millman (1985: 35) argues that when the teachers who arrive at schools and are insecure about health protection, financial security for their families, and work in poor and cramped working conditions, they are in poor condition to demonstrate their highest level of proficiency. Similarly, Bakahwemama (2010) noted that the motivation for teaching comes from good payment. A good salary helps teachers to meet their basic needs and concentrate on teaching activities. While low salary discourages teachers to teach effectively. Therefore, this study focuses on analyzing teachers' low payment and how it affects teachers and students' leaning in secondary schools in Moshi rural district, Tanzania.

1.1 Statement of the Problem

There have been teachers' complaints about the payment which is paid by the government. The problem started in the middle of 1980s as I have explained in the background, teachers' rent allowance, transport allowance and teaching allowances were removed. Their payment was not enough to meet their necessity needs. This led them to live in poor conditions and face a number of problems as affirmed by Sumra (2006: 26) who claims that "teachers are facing many and complex problems in Tanzania. These problems range from low salaries to low status".

Teachers feel that their concerns are not addressed. If these concerns remain and if teachers feel demoralized then the quality of education including students' leaning is bound to suffer. In this case John (2010: 239) indicates that:

Government schools do not offer quality education because teachers are demoralized to work effectively due to low salaries they get and poor treatment they are getting from the government. Also the school environment does not motivate students to learn, and the status of the classrooms is not attractive at all

This implies that teachers' commitment to teach effectively is much affected by their payment. However, various studies have been done in Tanzania about teachers' problems. Fry, L(2003), researched on 'What makes teachers Tick' his findings revealed that the expenditure of teachers per month are not equal to their salary. (HakiElimu and TTU, 2004), Conducted a study to investigate teachers' payment in Tanzania and realized the teachers are earning less than what is required for their human survival. On the other hand John (2010), Bakahwemama (2010) and Davidson, (2005), pointed out the issue of teachers' payment in their studies and all agree that good payment is one among the factors which motivated teachers to work effectively.

Therefore, this study seeks to analyze the impact of public secondary school teachers' low payment and how it affects teaching profession and students' learning. Also, it examines the ways teachers apply to earn extra income in order to supplement their salaries.

1.3 Objectives of the Study

The specific objectives of this research paper are to find out:

- i) How teachers' low payments affects teachers and students' learning.
- ii) The ways teachers' apply to get extra income in order to supplement their salaries.

1.4 Research Questions

- i) How teachers' low payments affects teachers and students' leaning?
- ii) What do they do in order to supplement their salaries?

2.0 LITERATURE REVIEW

This section deals with the literature review. It discusses the importance of teacher in teaching and learning process. Also, it describes the teachers' payment situation in Tanzania. Furthermore, it explains how low payment leads to decline of teachers' status in the community as well as how payment may affects students' learning either positively or negatively.

2.1 The Importance of Teachers in Teaching and Learning Process

In any education system, teachers lay the foundation of education. They perform a significant role in knowledge and skill transmission (Bakahwemama 2010). In line with this argument Komba (2008:68) argues that "teachers are the key source of knowledge, skills, wisdom, appropriate orientations, inspiration and models for the students." This implies that teachers are very important in teaching and learning process. According to UNESCO (2005) the success of teaching and learning is mainly influenced by the resources which are available to support the process of teaching and learning. These include teachers and physical resources. In order to be able to do an effective and efficient job in relation to education, schools must have adequate, well trained, motivated and committed teachers, appropriate textbooks and other learning materials. Therefore, teachers are central in teaching and learning processes. They are facilitators of teaching and learning process, that lead to meaningful education and pupil's learning outcomes are affected by teacher's quality.

On the other hand Tanzanian Ministry of Education and Culture (MOEC) states that:

The teacher in the classroom is the main instrument for bringing about qualitative improvement in learning. Such quality is maximized where there is an enabling and supportive environment, where the learners participate actively in the process, and where pupils, teachers, and schools have opportunities for personal and institutional growth. (MOEC 2001:9)

In the same line, Komba (2008:68) insists that teachers function sometimes as catalysts of discussion and inquiry, sometimes as contributory group members. They focus on appropriate skills development so that student acquires cognitive skills, knowledge, attitudes and required behaviours in the whole process of teaching and learning. Nyerere (1972) affirms this by saying that:

The fact is, therefore, that those who have the responsibility to work with the young have a power which is second to none in relation to the future of our society. That power is shared by two groups parents and teachers. That is what I meant when I said earlier that the assumption that teachers are not powerful is one of the biggest fallacies of our society. For teachers can make or ruin our society. As a group they have power which is second to none. ... It is they, the teachers now at work and now going through Training College, who are shaping what Tanzania will become, much more than we who pass laws, make rules, and make speeches (Nyerere: 1972:223)

Therefore, teachers are playing a significant role of transferring knowledge and skills to students and prepare them to be good citizens and work in different professions. Their work should be respected and their payment should be improved in order to enables them to meet their basic needs and devote most of their time in teaching activities. This will raise the status of teachers to cope with their significant role in education.

2.2 Teachers' Salary Situation in Tanzania

Current data shows that entry salary for a diploma teacher is 325,700/= TZS (199.980 USD) in 2011 while entry salary for degree teachers is 449,200/= TZS (275.809 USD) in 2011¹. There is an increment of teachers' salary compared to Davison's data of 2005 which indicated that entry salary for a teacher with a Diploma in Education in state schools was less than 100,000 TZS (US\$100). This increase of salary does mean that teachers are satisfied with it; still it doesn't meet teachers' necessity expenditures because of intensive increase of cost of living. Teachers are facing a lot of challenges to budget their salaries for family expenditure, transport cost, medication etc. Therefore, the government and education sector are challenged to rethink about teachers' payment specifically to increase their salaries and return back their removed allowances.

2.3 Teachers' Status in Tanzania

Sumra (2004b) argues that majority of teachers perceive their profession as not respected any more. They feel they have low status in society because of their low salary and poor living conditions. Millman (1985) argues that other people are considering teaching profession as a missionary occupation. He insists that "the misleading notion of teaching as a missionary occupation, if it ever did have any validity, is no longer a possible underlying principle for expecting teachers to accept a lower standard of living and less security for the future than other civil servants" Millman (1985:35). This notation still exists in government officials speeches when it's come to talk about teachers' payment and other benefits. They still hold that teaching profession is like "volunteers' job". But in reality, it is a professional job like other professions. It needs to be honoured and well paid.

The consequences of maintaining this notion affects teachers' income since their payments (salary, arrears, allowances) are been ignored. This situation leads to socio-economic problems to teachers. As a result they are corded low status in the society.

According to Rust & Dan (1990: 151), "teachers' efforts to improve the quality and efficiency of education around the world are often seriously under-mined by the pay, status and self-esteem and the condition of service of teachers". Furthermore, ILO and UNESCO document of 1984 stated that "there are over 30 million teachers throughout the world are living in low standard of life due to low income and working under enormously varied conditions".

Tanzania is no exception as Sumra (2004b: 2), assert that "Although efforts are underway toward improving teachers' professional knowledge and skills, far less attention is focused on their material welfare." Poor pay leads to teachers' energies being dissipated on second jobs and moonlighting and inevitably many of those teachers who can find alternative employment will take it. Myra (1980) indicates that more than majority of teachers prefer leaving teaching profession because of poor salary and working conditions.

3.0 Research Methodology

The study employed the qualitative research design because the goal of qualitative research is to understand a particular social situation, event, role, group or interaction (Locke et al 2007). The researcher interacts with respondents and acquires significant information. The data obtained from the field is not usually expressed in numerical terms. Therefore, this strategy help me to interact with the participants under the study and ask them questions in order to get deeper meaning of different issues about teachers' payment and how it affect students' learning in Moshi rural district.

¹ <http://www.freemedia.co.tz/daima/habari.php?id=32900> Retrieved on 11/02/2012.

3.1 Target Population

Bryman (2004) defined population as the universe of units from which the sample is to be selected. The targeted population was six teachers including head teachers from five public secondary schools in Moshi rural district. Therefore, the total respondents of questionnaires and interview questions were thirty teachers.

3.2 Research Instruments

The instruments which were employed for data collection were semi-structured interviews and questionnaires.

3.3 Semi-structured interviews

Kvale (2011) defined semi-structured interviews as “an interview with a purpose of obtaining descriptions of the life world of the interviewee with respect to interpreting the meaning of the described phenomena” (Kvale, 2011:8). Therefore, through semi-structured interviews with head – teachers and teachers I get data about teachers’ payment and its impact on students’ learning.

3.4 Questionnaires Method

According to Kothari (2005:100), questionnaires method refer “to the questions printed or typed in a definite order on a form or set of forms with a request to be answered and returned by the respondents on their own”. The researcher prepared chronological and arranged a number of questions in a written format and then given a proportional space for the answer for the respondent to fill. This method helped the researcher to save time and reach many respondents at once. There were two different categories of respondents: The first category was head teachers and the second category was teaching staff.

4.0 FINDINGS AND DISCUSSION

In this section, data obtained from secondary schools’ teachers are presented, analyzed, interpreted and discussed precisely.

4.1 The Effects of Teachers’ Low Payments to Teachers and Students’ Learning

4.1.1 Payment of Salaries, Arrears and Allowances to the Teachers

The question was asked about teacher’s salaries, allowances and arrears being sufficient and paid on time to the teachers.

Majority of teachers said that they are not paid on time their salaries, arrears, and allowances. Also many teachers agreed that they are paid low salary which is insufficient to meet their basic needs.

This is testified by one teacher who says:

My salary is completely insufficient to meet my basic needs. I find it difficult to support my family. I cannot pay school expenses of my children.

In the same vein, another teacher states that:

The salary which I get is inadequate to meet my needs. I am unable to help my brothers and sisters in paying their school fees. My family (extended) knows my situation and therefore do not include me when they are making decisions on marriage or other celebrations. It pains me a lot to see that I am unable to contribute towards family activities.

The above responses from teachers show that their salaries are not enough to meet their basic needs. Some of teachers are isolated from their family social activities because they cannot contribute financially. They are facing difficulties to help their extended family members due to low

income. According to the report of the study carried out by the Education International in six African countries, in the 2005 - 2006 fiscal years the Tanzanian public secondary school teachers were low paid than that of teachers in other East African countries, Uganda and Kenya (Sanyolo, 2007). This agrees with Davison's research which revealed that teachers' payments are insufficient to meet their basic needs (Davidson, 2005). In the same vein Rust and Dalin Rust & Dalin (1990) claim that teachers are paid very low salaries compared to the cost of living. They further argue that, this low payment cannot meet teachers' basic expenditures. In the same vein teachers' solidarity blog reported that:

Teachers in Tanzania earn about 120 USD a month yet even this amount is not paid to them properly...thus teachers have financial difficulties which make it very difficult to do their job effectively.

This situation affects teachers' concentration on their teaching profession, as some of them can not settle and prepare teaching aids and lessons to teach in the class hence affects students' learning. Also teachers complained about late payment of their allowances like leave allowances. One teacher says that:

We do not get our allowances like leave allowances on time. I have been teaching for 8 years now but have received leave allowances only 2 times.

Teachers are paid leave allowances after every two years. This means that this teacher was supposed to be paid leave allowances four times for his 8 years of working. I also wanted to know how delaying of teachers' salaries and allowances affect students' learning, One teacher says that:

Our allowances and Salaries are often delayed which makes it difficult for me to concentrate on teaching. I constantly think where I can borrow some money to meet my basic needs.

This information shows that due to teachers' payment being delay and insufficient it forces some of teachers to borrow some money to meet their basic needs. It also affects them psychologically because of thinking about debts., instead of thinking how to teach effectively. This delay of paying teachers their payments discourage them to dedicate and commit to their work. This situation forces teachers to teach very harshly, shallowly, and unwillingly. This circumstances directly affect students' learning negatively specifically for slow learners. Therefore, there is a need to increase teachers' salaries and pay their allowances on time so that they may be motivated to concentrate on teaching activities and this will possibly improve teaching and learning. Teachers' motivation promotes teachers to plan for teaching activities like preparing teaching aids and lesson plan (ADEA, 2006). In line with this argument Davidson (2007) argues that motivation in the teaching discourse has a positive correlation with school performance. He further argues that a motivated teacher will be reflected in the level of their morale. According to Wiles (1951:39) "... Morale is the emotional and mental reaction of a person to his job..." He further indicates that morale may be low or high. Low morale cut down production, likewise high morale increases production, in this case learners achievement. With high morale, teachers do their best to promote effective learning and hence good students' academic performance. Teachers can be motivated through the provision of remuneration and good working conditions.

4.1.2 Motivation and Priorities given to the Teachers

The findings of this study revealed that low salary and delay of payment affect teacher's motivation. One interviewed teacher says that:

The problem that I face is, low and delays in getting my salary and lack of school housing all affect my motivation to teach.

This implies that teachers are much disappointed with low and delay of their payment and lack of housing. Despite the fact that number of teachers houses have recently been constructed, the

number of teachers living in school houses is small. Some of teachers are still staying away from school in rented houses, which is expensive for teachers and also affect their attendance at school as stated by one teacher:

There is no school housing here, I am renting a house in village. Sometimes, I have to hire a motor bicycle to come to work and return home in the evening. This puts a dept in my salary. Most of the time, I don't teach morning periods because it's difficult for me to be here on time.

Another teacher comments that:

I stay in a rented house. Government does not assist in paying the rent. The rent has to come from the same salary that I get.

The information from teachers reveal that majority of teachers are not happy with their remuneration, working and living conditions as well as their status in the community. They are not happy because their living and working conditions are very poor. This agrees with several researchers who argue that majority of teachers in developing countries including Tanzania, their living conditions are poor due to low salary, denial of their rights and benefits such as health care, the holiday travel money and lack of proper housing (Rajani, 2003; HakiElimu, 2003; Malaki and Gogomoka, 2004; Mosha, 2004 and Davidson, 2007).

Also the findings of this study show that teachers are not motivated by payment of their allowances. This is affirmed by one teacher who claims that:

We have problem in getting our allowances. No leave allowance is paid even after you have filled a form. When we invigilate an exam we are required to be paid invigilation allowance. Few days ago I invigilated a mock exam for which I was promised an allowance. I filled a claim form but till up to now I have not received a single cent. It affects my motivation to teach well. This is the reason why we teacher strike. Even the government promises to pay us our allowances but up to now we have not paid.

This view is consistent with Gratian Mukoba who is a leader of the Tanzanian Teachers Union who says:

The government promised it would make the payments beginning last month, but we now know that it was just a game to put off the planned boycott until pupils sat for their final examinations. Now that November has gone and the government has remained silent on our demands and its promise, I here announce that when schools reopen in January 2012, we teachers will continue with our leave until the government honours its promise (Mukoba as cited by Citizen, 2012).

Swai (2012) reported that instead of the government paying teachers their allowances around 90,000 TZS (56 USD) was deducted from their monthly salaries without explanation. One teacher as cited by Swai (2012) says:

There is no explanation or anything but for over three months now, each of us has been receiving monthly salaries that are 90,000/- less. In the same vein another teacher lamented by saying: The cost of living is too high at the moment; none of us can afford even a single cent to be taken out of the already very little salary. This view is consistent with the commissioner for the Higher Institutions of Learning governments in the Northern Zone, Mr Bernard Adam, who argues that: Teachers were demanding the payment of accumulated arrears from previous years and instead of getting the payments they are suddenly experiencing other deductions from salaries. I think it is time for them to react now, the 90,000/- was a very large amount to be sliced from teachers' salaries without explanation.

Teachers are discouraged to work effectively because of delay of their allowances and deduction of money from their low salaries added difficulties in their financial constrains and de-motivates them in fulfilling their teaching responsibilities effectively which affect students' academically., because some teachers use much time in strike and making follow up of the allowances instead of teaching.

This absence of teachers in school might affect students' learning in several ways. In this scenario, all head teachers point out that teacher's absence in the classrooms has negative impact on students' learning because instructional program is not carried out effectively. One head teacher says: *Some teachers often go to municipal offices to make follow up of their payments and sometimes participating in the teachers' strike. This absence of teachers in classroom affects students' learning because instructional schedule is not maintained properly hence it difficult to cover the syllabus.*

This implies that some teachers fail to cover the syllabus because of spending much time in making follow up of their payments and participating in teachers' strike which may make students to be unable to tackle some questions in exams from untaught topics. Several studies revealed that teachers' absence can dwindle students' achievement because instructional plan can drastically reduced when a regularly assigned teacher is absent in classroom (Capitan et al, 1980, Gagne, 1977 as cited by Miller et al 2007). School management and ministry for education and culture should make sure that teachers are paid their allowances at right time. This will motivate them to work hard and provide quality services to students.

Motivation, and different priorities are not given to teachers on time, majority of interviewed teachers disagreed by saying neither any motivation nor priorities are given to them as qualified teachers since they were employed. Motivation and priorities foster the loyalty to the profession and organization. As one teacher states that:

You know my friend! Reality is the motivation for teaching comes from good payment. But as a matter of fact, the situation is discouraging. First, the salary is low, it is not even enough to carter for a month expenses. Due to low income, we rent house of low quality. That is why we are neglected by people. It would be better if every school had its own houses for teachers.

The above statement shows that teachers, particularly those in public schools, lack motivation due to poor income which leads to teachers being accorded a low status compared to other professions. Therefore, the findings of this study shows that low salary has affected teaching professions by decreasing the status of teaching profession; the respondents claimed that teacher's status has dropped and some of teachers have engaged in other business and professions which provide high salary. This leads to the shortage of teachers in secondary schools and affects student's learning. Teachers said that large classes which they are forced to teach is a result of shortages of teachers.

According to the findings, the low and delay of teacher's payment has observed as one among the factors which affects teachers' motivation negatively and declined of teachers' status. One teacher states that:

In the past, when I was a student, teachers were respected. Respect for teachers declined after 1980s when teachers' salaries became much lower compared to salaries of other professionals. Parents do not respect teachers at all. One day, father of one of the students came to beat up a teacher because a teacher had punished his child. Parents tell their children that teachers are the lowest people. One day one of our student told one of our teachers "you should come and ask my father to give you a job. Why do you waste your time teaching when you earn so little.

The research shows majority of teachers claim that secondary school teachers' status is not highly maintained and respected as previous time. Teachers said they are highly despised by the community around them and people have a negative attitude to them by seeing teachers as people who have failed not only to progress financially but also to make the right professional choice. One teacher comments that:

Teaching is not a respected and liked profession because of salaries teachers get. We cannot build our own houses or buy cars like people in other professions do. We walk to school like our students. We are living low standards life and many are not attracted to become teachers.

Another teacher claims that even their students do not respect them. This is affirmed by her statement:

Teachers are not respected, not by anyone. Even our students respect us as long as we are in the classroom. Once outside the class, there is no respect. I have tried to encourage my students to opt for the teaching profession and they all laugh. I can see in their eyes as if they are saying, "I do not want to become like you". Students see condition in which we live and the kind of life we have they do not want to become like us.

This study revealed that the status of teachers has declined in recent years. This decline is a reflection of the decline in their living conditions, which depend heavily on their salaries. One of the guiding principles stated in the ILO/UNESCO recommendations is that working conditions should be such that they enable teachers to concentrate on their professional task, and promote effective learning of their students. In particular, salaries should provide teachers with the means to ensure a reasonable standard of living and to invest in further professional development.

Therefore, students' academic performance to some extent depends on how teachers are paid and motivated to be dedicated and committed to their work as Julitha (2010:244) argues that in private school quality of education and students' academic performance depends much on how the owner pays his teachers and relates with them, if he manages to pay them well and stay with them long time and provides appropriate teaching and learning materials and peaceful working environment that is conducive for teaching they will definitely have quality education which resulted to good students' performance. This means that if they will not be able to do so, they will have low quality education and poor performance. Studies (Haki Elimu/TTU 2004 and Bennel and Mukyanuzi 2005) have shown that job satisfaction among teachers is low at all levels. This low job satisfaction is bound to affect the quality of education provided in Tanzania. Bennel and Mukyanuzi argue that lack of motivation and poor payment among the teachers affect students' academic performance.

Government and policy makers should consider teachers' claim and improve their payments, working conditions which create good environment for teaching and learning process.

As the Voluntary Service Overseas (VSO) report on *What Makes Teacher Tick?* Revealed that:

Academic and policy debates focus on teachers' deficiencies, and seldom take into account the difficulties under which they live and work. The fundamental importance of the teachers' role in ensuring effectiveness of education must be recognized, understood, and taken into account if these international efforts to achieve development targets in education are to be successful. Further, the rights of teachers must be realized in order to secure and strengthen their own commitment to achieving quality education for all. (VSO 2002: 1)

Low salary demoralizes teachers in working efficiently. This is affirmed by Bakahwemama (2010:218) who asserts that: "teachers we are demoralized to work effectively due to low salaries we are getting and the poor treatment we are getting from the government."

The findings of this study revealed that majority of teacher's lacks morale to teach because of low payment and lack of motivation. Teacher's motivation and good qualifications is expected to lead to good performance, as is stated in the following quotation: "...factors that encounter for good performance were to have adequate and well trained and qualified teachers who are motivated to work hard..." (Mosha 2000: 35). Low salary does not motivate teachers to work hard.

Motivation shows appreciation, therefore teachers are supposed to be motivated and this can be through different ways like increasing their salary, seminars, responding to teacher's claims, providing an opportunity for further studied, providing good working environment, giving loans with low interest for the teachers.

4.2 The ways Teachers' Apply to Get Extra Income to supplement their Salaries

4.2.1 Economic Activities

Teachers were asked which ways they use to supplement their income. Majority of teachers argued that they engage in other economic activities that affect their work as teachers. One teacher says that:

The salary that I am getting is not adequate for me to meet my basic requirements. I therefore have to do other things in order to make a living. I grow vegetables which my wife sells on the market. I am also forced to borrow money and am always in debt.

From the above information, it implies that some of teachers spend long time in their projects than teaching activities. Some teachers ask some students to help them in doing those farm activities because they do not have enough money to hire labours. This agrees with Temu's research which revealed that:

Teachers have been adversely affected with their insufficient payment. They are forced by circumstances to engage in sideline income generating activities, sometimes with encouragement from their school heads as a way of motivation. Some of activities include gardening, keeping of animals, and cultivation of crops (Temu 1995:12).

Also, some teachers said that their low salaries forced them to do small businesses in the school campus in order to supplement their income. This is affirmed by one teacher who says that:

I supplement my low salary by cooking 'mandazi', and preparing groundnuts and sell them to students and school staff during the tea time.

The engagement of teachers in such activities in order to supplement their salaries has adversely impact to students' academic performance. This affects the teachers' quality of instruction. This inadequate payment has adversely impact to teaching profession and learning process. Kihyo (2011) asserts that:

Payment of salaries for teachers does not match with other professions and this leads teachers not to fulfil their responsibilities. Most of them find themselves doing other works out of their works as teachers. This leads some teachers to be truancy which weaken their competence and leads to students' academic poor performance in their examinations and this surprise many to find a witch. Witch of teachers is salary. If he/she will get better payment he/she would do his/her work with dedication and commitment (Kihyo 2011: 8).

The information from above excerpt indicates that majority of teachers are dissatisfied with low payments. To meet their basic needs some of them become truancy in classroom and engage in other activities in order to increase their income. Teachers' truancy disrupts students' learning. This view is consistent with Finlayson (2009) who states:

When a teacher is absent from the classroom, student learning is disrupted. When that teacher is repeatedly absent, student performance can be significantly impacted in a negative way.

The more days a teacher is out of the classroom, the lower their students tend to score on standardized tests (Finlayson, 2009).

4.2.2 Establishment of Private Instruction Centres

Some teachers said that they have established private instruction centres where they teach effectively in order to get many students as results they get more income which supplement their salaries. Some teachers claim that they teach one topic for three thousand per student. While some are charging students ten thousand per month. By doing so, they get extra income which helps them to solve their extended family problems and meet the basic needs of their families. This affects students performance positively for those who able to pay for tuition fees. On the other hand, parents who cannot afford to pay for tuition fees of their children tend to be affected negatively which resulted to poor students' academic performance. In this line Temu's (1995) research revealed that teachers' low salaries promote them to establish private instructions in order to get extra income.

4.2.3 Purchase Cheap Goods

Some teachers argue that they tend to purchase cheap goods in the market in order to save money for other basic needs. One teacher says that:

Sometimes we leave school to get earlier to the market to buy some goods that are cheap and of the best quality thus, we leave students alone and untaught for a period looking for the cheapest goods. Furthermore, we are doing part-time work to earn something to top our low salaries during the class hours.

In this case, Temu (1995) argues that teachers have also been adversely affected by their low salaries which reduced their purchasing power and make them incapable of meeting their basic needs.

5.0 Conclusion and Recommendations

From the research undertaken, it has been established that low salary has affected teaching professional by decreasing the status of teachers. Teacher's status has dropped and some of teachers have engaged in other business and professions which provide high salary. This leads to the shortage of teachers in public secondary schools and affects student's learning. Large classes which teachers are forced to teach is a result of shortages of teachers. Some teachers fail to cover the syllabus because of spending much time in making follow up of their payments and participating in teachers' strike which affects students' learning because instructional plans are drastically reduced when a regularly assigned teacher is absent in classroom. Also, this study demonstrated that some teachers established private instruction centres to maintain their economic stability rather than teaching effectively in the classrooms hence affecting students' learning negatively especially those who cannot afford to pay the tuition fee for private instructions.

5.1 Recommendations

The welfare of teachers needs to be significantly improved, primarily through the provision of adequate salaries that are paid on time. Teacher benefits regarding leave and transfer allowances, among others, need to be clarified, known to all and made available on time.

Government should increase teacher's salary and make them accountable to fulfil their role. This can be done by providing training to head teachers and other teachers.

A major focus should be on ensuring teachers are in school during school time as far as they are well supported with reasonable salary which enables them to meet their basic need, and that all periods are taught fully and effectively.

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