



THE ROLE OF REMUNERATION ON EMPLOYEE WORK ENGAGEMENT IN TANZANIA

Vincent K. Kibambila

Department of Business Administration and Management

College of Business and Economics

The University of Dodoma-Tanzania

Email: Vincent.kibambila@gmail.com

Ismail J. Ismail

Department of Business Administration and Management

College of Business and Economics

The University of Dodoma-Tanzania

Email: ismailjismail1977@gmail.com

ABSTRACT

This study examines the role of employee remuneration on teachers' work engagement. Specifically, the study aimed to determine the influence of (i) employee remuneration on teacher's commitment to teaching, (ii) employee remuneration on teacher's trustworthiness for teaching (iii) employee remuneration on teacher's passion for teaching. The study was done using a sample of 323 secondary school teachers was involved in the study. Primary data were collected among teachers from Bukoba municipal council and Ruangwa district council in Tanzania. Structural equation modeling (SEM) using SPSS with AMOS Version 21 was used to analyze data. The technique was relevant because it fits the need of the study as it is capable of capturing and analyzing both observable and non-observable (latent) variables like remuneration. The output of SEM revealed that employee remuneration significantly influences employee engagement. The study concludes that to have employees fully engaged in the work, employers in the workplace need to use various factors, including remuneration. Therefore, the study recommends that remuneration be used to engage the employee in employment.

Keywords: Employee Engagement, Employee Remuneration, SEM, Secondary Schools

Paper type: Research paper

Type of Review: Peer Review

1. INTRODUCTION

Employee engagement is an essential plan for organisations and has gained popularity in management literature. It is looked at as a solution to organisations' problems, including employee retention and performance-related matters (Ibrahim, Said, Abas, & Shahreki, 2020; Singh, 2018). Thus, employee engagement is characterized by commitment and involvement of job incumbents to the job, making work performance effective (Agyemang & Ofei, 2013; Anitha, J., & Anitha, 2014). Moreover, engaged employees in work are reported to demonstrate trustworthiness to the job by investing sufficient time (Gülbahar, 2017; Teven & Hanson, 2004). Nevertheless, engaged employees have passion for the work (Astakhova, 2016; Qadeer, Ahmad, Hameed and Mahmood, 2016). Furthermore, it is established that organisations with engaged employees are emotionally bound and feel passionate about the company's

goals (Prabhakar and Reddy, 2016). This makes such organisations competitive even in a turbulent environment. Engaged employees are proactive, initiative, and “committed workers who can deliver higher performance standards” (Bakker and Leiter, 2010, p. 181). This is because employee engagement boosts the morale of employees towards work (Pandita and Bedarkar, 2014). Likewise, Ibrahim *et al.* (2020) posted that employee engagement goes further than just ensuring employees are retained; but it also raises their commitment and passion for work. So to say, engaging employees to work has positive psychological well-being towards work. This is required in any workplace because employees can make the best use of their talents, skills, knowledge, and other capabilities, resulting in a good performance.

Despite the substance of engagement for the organisations, the literature indicates that; employee engagement is challenging to many organisations (Osborne and Hammoud, 2017). For instance, Bakker (2011), in a survey study involving 368 HR professionals working in business, government, education, consulting, and not-for-profit organisations in Canada, identified that 69% of the research participants confirmed that employee engagement was a problem in their organisations. Moreover, Osborne and Hammoud (2017) found only 13% of employees world-wide were engaged at work. Similarly, Gallup (2015) reported that by 2015 only 13% of all employees globally were fully involved in their jobs. This means about 87% of employees were disengaged by the year 2017. It suggests that disengagement has persisted. Consequently, many organisations' performances are reported low (Schneider, Yost, Kropp, Kind and Lam, 2018). Therefore, an organisation whose employees are not engaged in their jobs fails to deploy their employees' labor input effectively in the job. For instance, the literature reveals that disengaged employees cost the United States of America (U.S.) \$ 350 billion annually (Osborne & Hammoud, 2017). In education sector, disengagement problem is reported globally. Majority of the teachers have low commitment in classroom teaching (Tao, 2013; Wandira, Onen, & Kimoga, 2015). As a result, many students' in schools have poor academic achievements.

According to Bukki, Moronke, Akintola and Edun (2020), education is an instrument for promoting economic growth. This is because education is used to equip students with knowledge, skills, abilities, and attitudes for work performance. However, education is transformed to students by their teachers (Chikoyo, 2020). Therefore, teachers are the principal agent for improving learning. This would result in the delayed economic development of the nation. For example, Moreover, there was a high turnover rate and low work passion among teachers in the U.S. (Boyd *et al.*, 2011; Liu and Meyer, 2005). These studies conducted in the U.S. revealed that the disengagement problem in education was more significant than in any other sector in the U.S. Likewise, Taylor *et al.* (2011) indicated that although teachers in South Africa were getting good remuneration packages, still the majority of the teachers were neither trustworthy nor passionate to teach. Nonetheless, school teachers in Kenya were not committed to teaching, which failed to cover the syllabus (Obiero, Mwebi and Nyang'ara, 2017). They extended that teachers' disengagement in education is costly in financial terms and lowers students' academic achievements (Obiero *et al.*, 2017). In addition, studies by Kibambila (2017) and Chikoyo (2020) indicated that civil servants were not happy with benefits offered under national health insurance (NHIF).

The teacher's work engagement (TWE) has been taken from the teacher's critical roles of teaching and assisting students' learning. Thus, the better employees' performance, the more engaged they are in the job (Mardanov, 2020; Yalabik, Rayton, & Rapti, 2017). Engagement of teachers to teach comprises teachers' commitment, trustworthiness, and passion for teaching (Aruna & Anitha, 2015; Astakhova, 2016; Gülbahar, 2017; Qadeer *et al.*, 2016). According to Teven and Hanson (2004), a trustworthy teacher to teaching generates an environment that encourages students to learn. These teachers communicate

well with their students. As a result, the transmission of knowledge to students becomes effective; hence, students learn much better.

On the other hand, Mart (2013, p. 437) reported that “a passionate teacher creates an effective learning environment and increases students' learning potentials.” This means that passionate teachers like to teach and are committed to the quality of learning achievement of the students. Thus, passionate teachers supervise students' learning and ensure that they do everything to ensure their students understand their lessons. To accomplish this, teachers who are devoted to teaching use various teaching approaches and techniques that facilitate understanding of the subject matter by the students. Furthermore, employees demonstrating work commitment exert maximum efforts to the job.

To address disengagement problems, various interventions have been implemented in different sectors globally. However, most of these interventions are related to remuneration, such as remitting benefits, incentives, and salary to employees. For example, Joseph, Guhanandan & Panchanatham (2018) found that employee remuneration contributes to their work engagement. Moreover, Mohda, Shaha, and Zailan (2016) indicated that salary, benefits, incentives, and bonuses influence employee work engagement. Nonetheless, Stachowska (2016) posted that employee remuneration was positively related to employee engagement. Likewise, Mesepy (2016) found that remuneration has a positive influence on employee engagement. Similarly, Indriani and Heruwasto (2017) revealed that employers were engaging their employees in Indonesia by providing good remuneration packages. Again, in Uganda, reasonable remuneration to teachers led to engagement in teaching (Kayindu, Asimwe, Bisaso & Nakiyingi, 2020).

Quite the opposite, remittance of bonuses to teachers based on students' performance in examination in India did not lead to teachers' engagement in their teaching roles (Muralidharan and Sundararaman, 2011). Together with remuneration remittance to teachers in the United States of America, placing amplification systems and renovating classes were used to lower teachers' stress to engage in teaching. Yet, engagement levels were low (Knoster, 2016). All the same, to improve teachers' work engagement in South Africa, employers were paying good remuneration packages to teachers, but teaching engagement did not improve (Taylor *et al.*, 2011). According to Armstrong (2009) and Herzberg (1966), employee remuneration has little to do with increasing employee passion and commitment to the job.

Correspondingly, in Tanzania, most of the efforts have been paid to reimburse employees. For example, Buberwa (2015) revealed that employers used employers' salary remittance to engage secondary school teachers in teaching. In addition, Mwita and Teleli (2020) established that pays rewards to employees were used to boost employee work engagement in small and medium enterprises. On the contrary, the use of rewards to engage employees in work was not practical since employees' engagement levels were not high. Nonetheless, Nyamubi (2017) posted some interventions used by employers to engage teachers in Tanzania, including remuneration, opportunities for career development, performance appraisal systems, giving promotion, and improving work conditions; but teachers were not engaged to teach.

Even though these interventions have been put in place, employee engagement levels in various sectors are not inviting. This is proved by Gallup (2015) that, by the year 2015, only 13% of employees globally were engaged in their jobs. In addition, up to the year 2017, only 13% of global employees were committed to their jobs (Osborne and Hammoud, 2017). Furthermore, Radda *et al.*, (2015) indicated low employee engagement in the oil and gas sector in the Middle East and North Africa (MENA) despite employees receiving reasonable payment. The study revealed that employees were both not committed

and passionate about the work. Teachers in private and public schools in Tanzania were less trustworthy and sincere about teaching (Mgonja, 2017 & Mobey, 2016).

As a consequence, they failed to cover the syllabus, limiting students' academic achievement. Likewise, Lyimo (2014) coined that lack of teachers' commitment to the job affected students learning because the instructional schedule was not maintained properly. Mfaume and Bilinga (2016) articulated that the widespread lack of teachers' commitment, trustworthiness, and passion for teaching indicate their disengagement to education. Thus, we can be skeptical on whether remunerating employees through salary, benefits, and incentives can adequately fix disengagement problems. Based on this background, it is hypothesized that:

H₁: Employee remuneration increases teacher's work commitment to teaching in secondary schools in Bukoba and Ruangwa.

H₂: Employee remuneration increases teachers' work trustworthiness to teaching in secondary schools in Bukoba and Ruangwa.

H₃: Employee remuneration increases teacher's work passion for teaching in secondary schools in Bukoba and Ruangwa.

2. THEORETICAL LITERATURE REVIEW

2.1 The Two Factor Theory

The Two Factor Theory by (Herzberg 1966) was adopted to guide the study. Since this study investigates the role of remuneration on employee work engagement, the influence of elements of remuneration (salary, incentives, and benefit) on teacher's trustworthiness, commitment and passion for teaching received attention in this theoretical review. The theory assumes that there are factors called motivators (intrinsic) that leading the organisation; however, these factors are reported to avoid job dissatisfaction but do not lead to job satisfaction. Factors like recognition, responsibility, achievement and work are labeled as the motivator factors (Herzberg, 1966). On the other hand, technical supervision, interpersonal relationships with peers, coworkers, and subordinates, remuneration, job security, working conditions, empowerment and status are considered hygiene factors (Herzberg, 1966). This theory shows that remuneration and its elements do not have a substantial impact on employee work engagement. Employee engagement indicators are commitment, trustworthiness, and passion (Gülbahar, 2017; Qadeer *et al.*, 2016; Singh, 2016).

Conversely, Aliyu, Bello and Bello (2018) posted that, remuneration of employees is a crucial factor for a work commitment. Moreover, Alwaki (2018) points out that remuneration influences employee attitude towards work performance. In contrast, Kulikowski (2017) indicated that pay, benefits, and bonuses had a less significant influence on employee work engagement. This means remittance of salary, incentives, and benefits is not a solution to employee disengagement to work. The latter conforms to the two-factor theory. Furthermore, Daniels, Wang, Lawong, and Ferris (2016) called for further research on the impact of remuneration through benefits and incentives on employees' engagement to work. This theory was found relevant in studying the relationship between remuneration and employee work engagement.

3. METHODOLOGY

This study was done among secondary school teachers in Bukoba municipal council (MC) and Ruangwa district council (D.C.). The selection of these councils was due to their differences in the teachers' performance where only four students' performed well in NECTA results for four consecutive years (URT, 2020). The two councils' performance in ranking out of 184 councils was position 1 in 2016, 5 in 2017, 2 in 2018, and 2 in 2019 for Bukoba MC, whereas, in Ruangwa DC, it was 173 in 2016, 184 in 2017,

183 in 2018 and 158 in 2019. It should be noted that students' academic achievement is greatly influenced by their teachers (Komba & Nkumbi, 2008; Siachifuwe, 2017). Thus, in this alarming students academic performance in their examination shows that teachers were not adequately teaching. This call for a need to investigate what factors are needed to ensure that teachers are engaged in improved performance.

To collect data, structured questionnaires were given to teacher respondents to respond to their remuneration from employers. On the other hand, focus group discussions (FGD) were conducted on students taught by the respective teachers to respond to teacher commitment, trustworthiness and passion for teaching. Thus, at least six (6) students were selected to include students whose records in the examination performance were high, moderate, and low. Moreover, students who had stayed in the schools for at least two years were taken to form the focus groups. This means students in form two to form four. The aim was to increase the validity of the information given.

Similarly, Kayindu *et al.*, (2020) collected data from students through the questionnaire on teachers' performance, measured based on the teachers' essential roles of teaching, guidance, and counseling, marking and engaging students in extra-curricular activities. Moreover, an interview was conducted with the head of schools to collect descriptive information. A dummy point scale ranging from 1 indicating teachers' satisfaction with remuneration in their schools and two showing teachers were dissatisfied with remuneration package was used to collect data on the independent variable.

Since the study used structural equation modeling (SEM) in data analysis which requires a sample size of not less than 100 respondents (Hair, Black, Babin, & Anderson, 2010; Molwus, Erdogan & Ogunlana, 2013), the Bukoba municipal council population was 651 from 28 secondary schools and 259 teachers in Ruangwa district council from 15 secondary schools. Thus the total population was 910 teachers from 43 secondary schools. Stratified proportional sampling was done to get the representative number of schools and teachers in the two councils. This was proceeded by Yamane's (1967) formula such that $n = N/1+N(e)^2$; thus $n=910/1+910(0.05)^2 = 278$. But $278/910 = 0.305$; thus, the sample of teachers from Bukoba MC was calculated as follows $651*0.305= 198$, and in Ruangwa DC, it was $259*0.305 = 79$ involved in this study. Likewise, the number of schools was calculated as follows in $n=43/1+43(0.05)^2 = 38$ schools. But $38/43 = 0.884$ thus, schools in Bukoba MC were calculated as $28*0.884= 25$, and in Ruangwa DC was $15* 0.884 = 13$. Since the study used SEM to analyze data and the technique requires a minimum of 100 sample respondents to analyze data, the sample in Ruangwa DC, which was only 79 teachers, was increased to 115, where the response was 101 Bukoba MC and Ruangwa DC was 105 teachers. The study uses both descriptive and inferential statistics to analyze the influence of employee remuneration on teacher's work engagement in secondary schools.

4. RESULTS AND DISCUSSION

4.1 Characteristics of the sampled respondents

In this section, the biographical profile of teacher respondents from Bukoba MC has been described. This was done to establish how teachers involved in the study had good knowledge about remuneration packages that were being remitted to them by employers. Of the 198 questionnaires distributed to the respondents in the council, 181 completed the questionnaire and returned them, which is equivalent to a 91.4% response rate. 56.9% were male, and 43.1% were female. Results of the study indicate that a good number of teachers in their schools have had good education levels to enable them to do their work roles effectively (Table 1). Similarly, it is reported that well-trained employees increase their abilities to solve work obstacles leading to improved job performance (Khan & Abdullah, 2019; Sendawula, Nakyejwe

Kimuli, Bananuka, & Muganga, 2018). Moreover, most of the teachers in Bukoba MC were experienced in teaching as they had been teaching for a considerably longer time. This experience was helpful for respondents to provide reliable information on the subject.

Table 1: Biographical Profile of respondents in Bukoba Municipal Council

Respondents characteristics	Category	Frequency (n=181)	Percent (%)
Sex	Male	103	56.9
	Female	78	43.1
Level of Education	Diploma	70	38.7
	Bachelor degree	94	51.9
	Master degree	16	8.8
	PhD	1	0.6
Working experience at secondary school	0-3 years	20	11.1
	4-7 years	123	67.9
	8-above years	38	21
Area of specialization	Science	29	16.1
	Arts	128	70.7
	Mathematics	16	8.8
	Commerce and Bookkeeping	8	4.4

4.2 Teachers' satisfaction with remuneration offered by the employer in Bukoba MC

To establish teachers' satisfaction with remuneration in Bukoba MC, teacher respondents were asked to respond to three key questions on whether they were getting remuneration packages: benefits, incentives, and salary. Again, they identified if the packages were adequate to their needs and commensurate to efforts that teachers were devoting to the job.

Table 2: Teachers' remuneration satisfaction in Bukoba MC

Statement construct	Sample	Minimum	Maximum	Mean	Std Deviation
I get adequate benefits	181	1	2	1.2	0.407
I get adequate incentives	181	1	2	1.21	0.409
My salary is commensurate to the efforts I give to the job	181	1	2	1.19	0.395

Results in Table 2 indicate that teachers in Bukoba MC were satisfied with the remuneration packages they were getting from employers on average. This is evident in the mean score values, which were close to 1. In this study, a mean score close to 1 indicates teachers were satisfied with their remuneration, while scores close to 2 indicate teachers' dissatisfaction with remuneration. As shown in Table 2, the mean score value for teachers' satisfaction with benefits was 1.20, while for incentives, it was 1.21, and for salary, the mean score was 1.19. As a result of their satisfaction with remuneration, most teachers' morale for work increased, hence engagement in their teaching roles. Onyancha, Charles, and Mutui (2014) supported this by coining that adequate remuneration positively influences job incumbents' performance. Similarly, Kayindu *et al.*, (2020) articulated that adequate remuneration is a means to recruit, retain and motivate employees to do their best work. The results of this study are worthy of associating teachers' good performance with employee satisfaction with the remuneration packages they were getting. Thus, a good remuneration package energizes workers to devote much effort to the job, since they are capable to purchase their needs. Consequently, job-related stress is avoided, making employees settled to the job (Khuong and Yen, 2016).

4.3 Confirmatory Factor Analysis

Before conducting path analysis in Structural Equation Modeling (SEM), confirmatory factor analysis (CFA) was carried out. The purpose of carrying out CFA was to test how well the measured variables represent the construct and specify the number of factors required in the data and which variables relate to latent variables (Ghadi, Alwi, Bakar, and Talib, 2012). Thus, it was necessary to identify and specify the models before performing the analysis to ensure more relevant hypotheses about the nature of the constructs were included. That research data met the criteria required for confirmatory factor analysis to be carried out (Verdugo, Guillen, Arias, Vicente and Badia, 2016). Several constructs for each variable were included in this study during data collection. After conducting CFA, only constructs whose loadings in standard regression weights were 0.5 or above were retained for further analysis and inferences as supported by (Ghadi *et al.*, 2012). In remuneration, three constructs, namely benefits with 0.97 loadings, incentives with 1.0 loading, and salary with 0.93 loadings, were taken for further analysis (Figure 1).

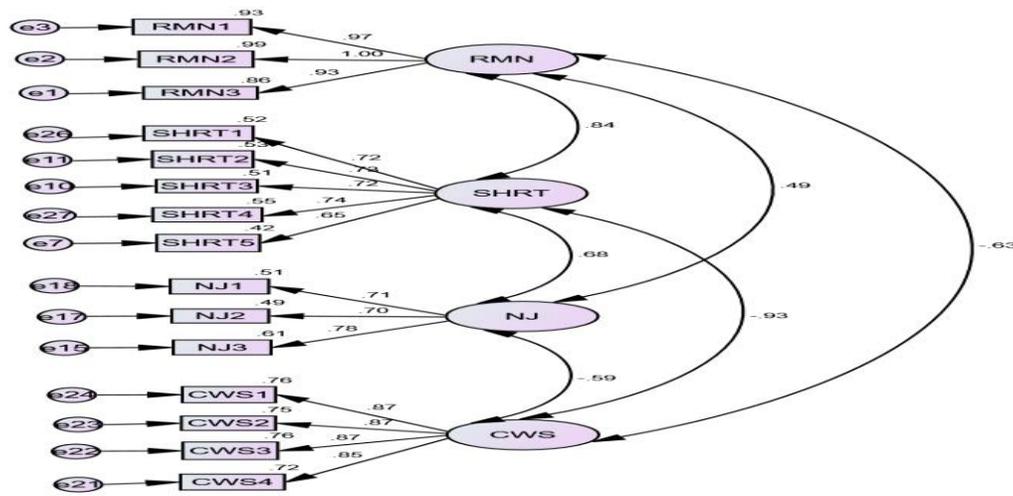


Figure 1: The resultant structural model for CFA analysis.

4.4 Reliability Analysis

The reliability analysis test using Cronbach’s Alpha coefficient (a number between 0 to1) used to rate the internal consistency of items in a test was adopted. According to Tavakol and Dennick (2011), the co- efficiency for the variable chosen should be greater than 0.70 to consider it an acceptable value. In this study, all the constructs of remuneration had Cronbach’s Alpha value greater than 0.7. This signals the presence of internal consistency in the instrument of measurement. The overall Cronbach’s Alpha is 0.972, indicating that factors and dimensions included for analysis carry a good degree of reliability to support the study’s objective. Hence, it can be concluded that the data collected in this study is highly reliable (Table 3).

Table 3: Reliability of remuneration

Variable	Construct statement	Cronbach's alpha if item deleted	Cronbach’s Alpha
Remuneration (RMN)	Benefits I get the adequate benefit	0.959	0.972
	Incentives I get adequate incentives	0.937	
	Salary My salary is commensurate to efforts to the job	0.980	

4.5 Model Fit Index

After conducting confirmatory factor analysis, the second stage for SEM is path analysis. This is done to establish how far the data of the study fit the model. Five standard fit indices are used. Namely; the comparative fit index(CFI), the goodness of fit index (GFI) and the tucker-Lewis fit index (TLI) (Hair, Black, Babin, Anderson, & Tatham, 2010; Portela, 2012). Others are the root mean square error of approximation (RMSEA) and the ratio of chi-square to the degree of freedom.

Table 4: Fitness of the Model Indices for Bukoba and Ruangwa Councils

Fit Statistics	Recommended	Bukoba MC	Ruangwa DC	Decision
CMIN		870.859	795.328	
DF		293	289	
CMIN/DF	<5	2.9	2.752	Acceptable
GFI	>0.9	0.927	0.929	Acceptable
TLI	>0.9	0.965	0.929	Acceptable
CFI	0.08	0.938	0.94	Acceptable
RMSEA	<0.08	0.065	0.054	Acceptable

In Table 4, the model fit indices show to satisfy the model fit requirements. For this reason, data fits the model (Portela, 2012; Sarmento & Costa, 2019). Hence, inferential results inform that the study variables are reliable to yield useful information for the study.

4.6 Inferential results

Testing of the hypothesis was done by SEM, whereby the influence of remuneration (RMN) on teacher's work commitment (TEC), teacher's trustworthiness for work (TET), and teacher's passion for teaching (TEP) were examined. Table 5 indicates the results of hypothesis testing.

Table 5: The parameter estimate of the structural model for the influence of RMN on TEC, TEP, and TET in Bukoba MC and Ruangwa DC

Bukoba MC		Estimate	S.E	C.R	P-Value	Decision
TEC	RMN	-0.971	0.034	-7.059	<.0001	Failed to reject
TEP	RMN	0.999	0.041	2.432	0.015	Failed to reject
TET	RMN	-0.782	0.036	3.68	<.0001	Failed to reject
Ruangwa DC		Estimate	S.E	C.R	P-Value	Decision
TEC	RMN	-0.972	0.085	-2.526	0.012	Failed to reject
TEP	RMN	0.823	0.022	-3.787	0.001	Failed to reject
TET	RMN	-0.748	0.096	3.297	<.0001	Failed to reject

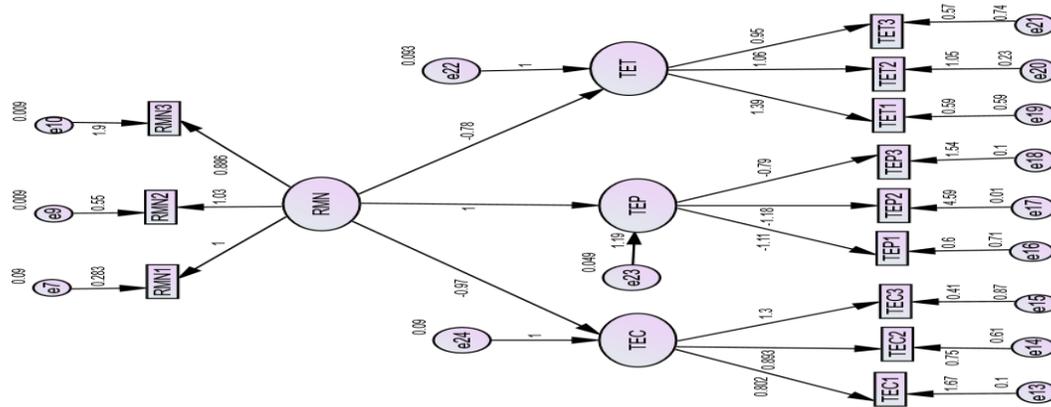


Figure 2: The structural model on the influence of remuneration on TWE in Bukoba MC.

Table 5 and figure 2 show that the parameter estimates for the influence of remuneration on teachers' work engagement are presented. Results on the influence of remuneration on teacher's commitment to teaching (TEC) were significant with ($\beta= -0.971$; $p<.0001$). This implies that a unit increase in employee remuneration contributes to a 0.971 score decrease in teacher commitment. Thus, Hypothesis H₁ states that *employee remuneration increases teacher's responsibility to teach* failed to be rejected ($p<.0001$). It shows that remuneration has little to do with employees' commitment to the job.

A significant but negative relationship between remuneration and employee passion for work in Bukoba MC may result from inadequate benefits reported by teachers in the study area. Teacher respondents informed that they were getting poor health services under the national health insurance fund (NHIF) and had not received salary increments since 2016. As a result, the remuneration package for the majority of the teachers was not adequate. For instance, they had a negative attitude towards NHIF due to poor services offered by the fund. Similar results were obtained by Kibambila (2017) and Chikoyo (2020), who established that civil servants were not happy with NHIF services.

Moreover, employee remuneration on the teacher's trustworthiness for teaching (TET) was significant ($\beta= -0.782$; $p = 0.015$). Here it implies that a unit increase in employee remuneration contributes to a 0.782 score decrease in teacher's trustworthiness for teaching. These results inform that Hypothesis H₂ states that *employee remuneration increases teacher's trustworthiness for teaching* failed to be rejected ($p=0.015$). These results show that when teachers are trustworthy in teaching, they are engaged in teaching. In addition, Teven and Hanson (2004), trustworthy teachers create an inviting environment that enhances and encourage students learning. This is possible because students get to communicate with their teachers to seek knowledge. Consequently, they understand the subject contents, being capable of answering well their examinations. Likewise, Brown, Taylor, and Brown (2014) and Gülbahar (2017) posted that trustworthy employees for work are attached to their jobs, the situation that indicates they are engaged to the job.

Furthermore, employee remuneration on the teacher's passion for teaching (TEP) was significant ($\beta= 0.999$; $p <0.0001$). This reveals that a unit increase in employee remuneration contributes to a 0.999 score increase in teacher's passion for teaching. So, Hypothesis H₃: states that *employee remuneration increases teacher's passion for teaching*, failed to be rejected ($p<0.0001$). This shows the existence of a positive

relationship between remuneration and work passion. It can be argued that when employees receive good remuneration, they become passionate about work. Therefore, employers should consider remitting good remuneration packages for them to raise employee engagement levels. Work passion has been linked to work engagement and good performance (Astakhova, 2016; Pollack, Ho, Boyle, & Kirkman, 2020). Hence, passionate employees have a good attitude, feelings and are attached to the job.

4.7 Characteristics of the sampled respondents in Ruangwa DC

The biographical profile of teacher respondents in Ruangwa DC was examined. The essence was to establish how teachers involved in the study would give relevant information on remuneration packages they were getting from their employers. The characteristics like level of education, sex, work experience, and subject area of specialization were analyzed as presented in Table 6.

Table 6: Biographical Profile of respondents in Ruangwa DC

Respondents characteristics	Frequency		
	(n=101)	Percent (%)	
Sex	Male	53	52.5
	Female	48	47.5
Level of Education	Diploma	39	38.6
	Bachelor degree	58	57.4
	Master degree	4	4
Working experience at secondary school	0-3 years	25	24.8
	4-7 years	72	71.2
	8-above years	4	4
Area of specialization	Science	27	26.8
	Arts	62	61.4
	Mathematics	6	5.9
	Commerce/Bookkeeping	6	5.9

During data collection in Ruangwa DC, 105 questionnaires were distributed to the secondary school teacher respondents, 101 questionnaires were completed and returned, making a 96.2% response rate. According to Amin (2005), a response rate in research work exceeding 70% is sufficient to allow the researcher to analyze data. As indicated in Table 6.0, 52.5% of the respondents were male, and the remaining 47.5% were female, indicating the existence of a fair representation of both male and female respondents in the study. Moreover, the respondents had a good education, which raised the reliability of the information given as they could read, understand and follow instructions in questionnaires. Sherwani and Mohammadi (2015) maintain that trained employees can solve work obstacles, enhancing their job performance. Moreover, Kotur and Anbazhagan (2014) articulate that experienced workers put theory into practice. Most teachers in the council were experienced in teaching and their abilities to perform work were good.

4.8 Teachers' satisfaction with remuneration offered by the employer in Ruangwa DC

Like in Bukoba, DC, secondary school teachers in Ruangwa were asked three critical questions about their remuneration satisfaction. The questions sought to establish their satisfaction with remuneration packages that employers gave them, such as benefits, incentives and salary. In this study, a mean score value close to 1 indicates that teachers were satisfied with remuneration packages, during a mean score

close to 2 suggests dissatisfaction with remuneration. Table 7.0; presents the teacher respondents' responses on their satisfaction and dissatisfaction with remuneration.

Table 7.0: Teachers' Remuneration Satisfaction in Ruangwa DC

Construct Statement	Sample	Minimum	Maximum	Mean	Std Deviation
I get adequate benefits	101	1	2	1.46	0.5
I get adequate incentives	101	1	2	1.48	0.502
My salary is commensurate to the efforts I give to the job	101	1	2	1.48	0.502

From Table 7.0, results show that, on average, teachers in Ruangwa DC were less satisfied with the remuneration packages; they were getting compared to teachers in Bukoba MC. This is reflected in the mean score values in Table 7.0. Results show that the mean score for teachers' satisfaction with benefits was 1.46; satisfaction with incentives was 1.48, and satisfaction with salary 1.48. These mean score values are higher than the mean score values in Bukoba MC. This indicated that teachers in Ruangwa DC were less satisfied with remuneration than the teachers in Bukoba MC.

Moreover, the performance of teachers in Ruangwa DC was poor compared to the performance of the teachers in Bukoba MC. This was captured from students' academic achievement for four consecutive years (2016-2019) (URT, 2019). Previous studies have indicated that teachers play a crucial role in student's academic achievement (Komba & Nkumbi, 2008; Siachifuwe, 2017). Hence, when teachers are not fully engaged in teaching, the performance of the student suffers. This conquers the study revealed in Ruangwa DC, where teachers were reported to be less committed, trustworthy and passionate about teaching.

4.9 Inferential results in Ruangwa DC

Along with descriptive results, inferential results were also used to establish the influence of employee remuneration on teachers' commitment to teaching, trustworthiness for teaching and passion for teaching. This was done through testing hypotheses which were set to depict the existing relationship between remuneration and employee work engagement through its indicators of commitment, trustworthiness and passion for work (Agyemang & Ofei, 2013; Anitha *et al.*, 2014; Gülbahar, 2017; Qadeer *et al.*, 2016). In Table 5.0, results failed to reject the alternative hypotheses. However, two indicators of remuneration had a negative but significant relationship.

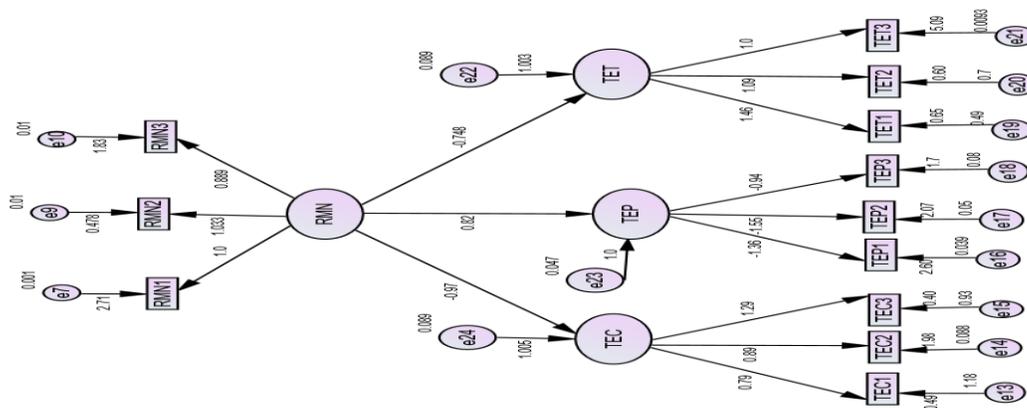


Figure 3.0: The structural model on the influence of remuneration on TWE in Ruangwa DC.

The tested hypotheses (Table 5.0 and figure 3.0) signify that a unit increase in employee remuneration contributes to a 0.972 score decrease in their work commitment (TEC). With these results, Hypothesis H₁: which states that *employee remuneration increases teacher's commitment to teaching*, failed to be rejected ($p=0.012$). These results are in line with the two-factor theory by (Herzberg, 1966). The theory established that factors relating to remuneration like salary, benefits, incentives and bonuses do not have much to do with increased job satisfaction which is an essential requirement for employee work engagement.

Moreover, Gunawan and Amalia (2015) found a negative but significant relationship between employee remuneration and their work engagement and performance. Besides, the influence of employee remuneration and teacher's trustworthiness for teaching (TET) was significant with ($\beta= -0.748$; $p<0.0001$). Results can be interpreted that a unit increase in employee remuneration contributes to decrease in teachers' trustworthiness for teaching by a 0.748 score. This informs that, Hypothesis H₂: which states that *employee remuneration increases teacher's trustworthiness for work*, failed to be rejected ($p<0.0001$). The results are in line with Gülbahar (2017) findings, who found a positive relationship between trustworthy employees and their work engagement. This indicates that remuneration is one factor that can be used to engage employees in their respective jobs.

Additionally, employee remuneration on teacher's passion for teaching (TEP) was significant with ($\beta=-0.823$; $p=0.001$). These SEM results imply that a unit increase in employee remuneration contributes to a 0.823 score increase in their work passion. Thus, with these results, Hypothesis, H₃ states that *employee remuneration increases teacher's passion for teaching* failed to be rejected ($p=0.001$). This means employee remuneration has an impact on employees' work passion despite its negative relationship. This relationship might result from insufficient remuneration packages reported by teachers in Ruangwa DC and Bukoba MC. This informs that if the remuneration package is adequate, job burnout is likely to be avoided. They will be happy at work, being attached to the job and their resultant performance will be good. Accordingly, passionate teachers are reported to bring values to learning because of their motivational properties (Pollack *et al.*, 2020; Ruiz-alfonso, 2018). Thus, it is considered essential to ensure employees are passionate about the job in the workplace. This can be done by remitting reasonable remuneration to employees. This is because remuneration is mentioned to engage employees (Park and Johnson, 2019). They extended that employees would leave their companies in search of just a 10% salary increase. Therefore, we can say that a good salary, benefits, or incentives make employees happy, eliciting passion for work. Despite a negative but significant relationship between employee remuneration and some employee engagement indicators there is still evidence that remuneration predicts employee work engagement.

5. CONCLUSION AND POLICY IMPLICATIONS

This study concludes that, although Hertzberg's two-factor theory informs remuneration has little to do with increased job satisfaction and employee work engagement, still, remuneration is one factor for employee engagement. However, the study acknowledges that remuneration alone can't lead to sustained employee work engagement. Therefore, the study recommends, a more comprehensive view of factors for employee engagement be taken mainly when designing strategies for engaging teachers and other employees in their work. Hence, this study has policy implications to the government, policymakers, and other stake holders in the education sector that remuneration of employees is not the sole driver for employee engagement.

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