



TEACHER PERFORMANCE IN TANZANIA: DISCOVERING THE INFLUENCE OF SALARY AS A MOTIVATIONAL CATALYST - A SYSTEMATIC REVIEW

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Abstract:

This paper reviews the literature on the relationship between teachers' salaries and their performance in Tanzania. The study highlights the importance of teachers and their role in shaping future generations. However, the low salary levels of teachers have resulted in low motivation, high turnover, and low performance. The review methodology involved a systematic search of electronic databases using keywords related to Tanzania, teacher salaries, teacher performance, motivation, turnover, and job satisfaction through publish or perish software. Databases such as Semantic Scholar, ERIC, Science Direct, SCOPUS, and Google Scholar were searched to identify relevant studies published between 2010 and 2023. The study used established inclusion and exclusion criteria, and sixteen studies met the criteria, including three quantitative, eight mixed-method, and five qualitative studies.

The findings reliably showed that low salaries negatively affect teacher performance worldwide. Teachers receiving low salaries are less motivated, have lower job satisfaction, and are more likely to engage in absenteeism and moonlighting. Moreover, low salaries lead to a brain drain of highly qualified teachers from the public education system to private schools or other professions. The study highlights the importance of addressing the issue of low salaries for teachers in Tanzania to improve teacher performance and the quality of education. The findings showed the role of policymakers, educators, and stakeholders, underscoring the need for a policy addressing the issue of low teacher salaries to improve the quality of education.

Keywords:

Low salary, teacher performance, teacher motivation, retention, turnover

1. Background of the Study

This paper presents evidence from a comprehensive review of the literature, including both covered and uncovered sources, on how the salary paid to teachers affects their work performance in Tanzania. The reviewed literature helped to gather a wealth of information and provide a comprehensive analysis. Teachers are widely recognized as the backbone of the educational system in any country, as they are responsible for shaping the minds of future generations (Evans et al., 2022; Britton & Propper, 2016; Berg, 2015). However, it has been observed that low salaries adversely affect teachers' motivation, job satisfaction, and ultimately their performance in the classroom (Asep et al., 2022; 2015; Lavy, 2009; Tao, 2013).

Like many other countries worldwide, Tanzania values education highly, as reflected in Vision 2025. This vision emphasizes the importance of a well-educated and learning society with individuals ingrained with a developmental mindset and competitive spirit. In principle, education is crucial in enabling the nation to effectively utilize competence acquired in mobilizing domestic resources, providing people's basic needs, and attaining competitiveness in the regional and global economy (United Republic of Tanzania, 1999). However, concerns have been growing among Tanzanians regarding teacher performance trends in recent years due to the deterioration of education quality. Yet the societal issue of low salaries for teachers remains overlooked. Tanzania, as well as other countries in East Africa, education faces plentiful challenges in its education system, including low salaries for teachers, demotivation, and job dissatisfaction (Evans et al., 2022; Eyakuze, 2019; Lyimo, 2014; Mbiti et al., 2019) The low

salary levels have resulted in low teacher motivation, high teacher turnover, and low teacher performance (Brown et al., 2019; Darmawan, 2020; Eutimi, 2018; Fryer, 2013; Nzowa, 2020; 2021).

Studies have reliably shown that low salaries have a negative impact on teacher performance worldwide (Azaliwa, 2016; Britton & Propper, 2016; Brown et al., 2019; Imberman, 2015; 2018). Teachers who receive low salaries are less motivated, have lower job satisfaction, and are more likely to engage in absenteeism and moonlighting (Brown et al., 2019; Guarino et al., 2006; Hasanah & Supardi, 2020; 2023; Rosmanida et al., 2022). The studies also indicate that low salaries lead to a brain drain of highly qualified teachers from the public education system to private schools or other professions (Guarino et al., 2006; Lukaš & Samardžić, 2014; Rosmanida et al., 2022). Low salaries were the primary reason why teachers in Asian countries engage in absenteeism and moonlighting resulted in poor student outcomes. (Brown et al., 2019; Darmawan, 2020; Hasanah & Supardi, 2020; Rosmanida et al., 2022).

Likewise, (Hasanah & Supardi, 2020; Rosmanida et al., 2022) found that low salaries resulted in a brain drain of highly qualified teachers from the public education system. They found that many teachers in Indonesia leave the public education system to work in private schools or pursue other professions due to low salaries. Various report shows the average salary of teachers in Sub-Saharan Africa is significantly lower than the average salary of other professionals with similar educational qualifications (Bennell, 2022, 2023; World Bank, 2019). The low salaries have resulted in low morale among teachers, leading to high absenteeism rates and a lack of motivation to improve their teaching practices. Asep et al. (2022) found that low salaries have a significant negative impact on teachers' job satisfaction and their overall performance in the classroom. Therefore, this systematic review aims to critically evaluate the existing literature on the connection between teachers' salaries as the motivating catalyst of their performance in Tanzania.

2. Methodology

In order to establish multiple pieces of evidence from various research in Tanzania linking salary as the motivating catalyst for teachers' performance, the systematic review was conducted with a strict and open methodology. According to Hemingway & Brereton (2009) and Krnic-Martinić et al. (2019) a systematic review as a strategy for finding, selecting, critically evaluating, and synthesizing pertinent research that satisfies the emphasized criteria. Several steps were taken in the systematic review's execution, including:

1st step was to establish inclusion criteria. These criteria were:

- Studies that linked low salaries and teacher performance in Tanzania;
- Research articles and reports published between 2010-2023 in English;
- Research scope by considering studies conducted in the context of Tanzania's education setting;
- Studies that utilized quantitative, qualitative, or mixed methods for data collection and analysis; and
- Limiting the scope of studies published in Peer-reviewed, university repositories and international agencies

2nd step was to develop keywords for helping easy search. The keyword developed were; "Tanzania," "low salary," "teacher salary," "teacher performance," "teacher motivation," "teacher turnover," "teacher job satisfaction," and "teacher retention."

3rd step was to identify a search database for relevant themes from journal abstracts, institutional repositories, and online websites. The involved database includes Semantic Scholar, ERIC, Science Direct, SCOPUS, Directories of Open Access journals, ISTOR, and Google Scholar with the help of publish or perish software. The search of various electronic databases focused on identifying relevant studies published between 2010 and 2023.

4th step was to establish guiding questions and sub-questions. The main question guiding the search was: "What evidence is available in the literature regarding the relationship between school teachers' salaries and their performance?". Also, sub-questions were: (1) "How does low salary impact teachers' performance?" and (2) "What insights can be gleaned from the literature regarding teachers' monthly pay in schools?" These guiding questions and sub-questions served as a framework for the inclusion and exclusion of information retrieved from the databases.

5th step was to screen articles according to the established criteria. The screening process focused on titles, abstracts, and full texts of the identified studies to determine their eligibility for inclusion. The screening process took five days after all potential studies were downloaded and created a file folder named "salary and teacher performance". More than 100 of the studies were selected and retrieved and further categorized according to keywords. Finally, 16

publications were included in the analysis after a thorough screening process removed papers that did not match the inclusion criteria. The process is shown in Figure 1 below.

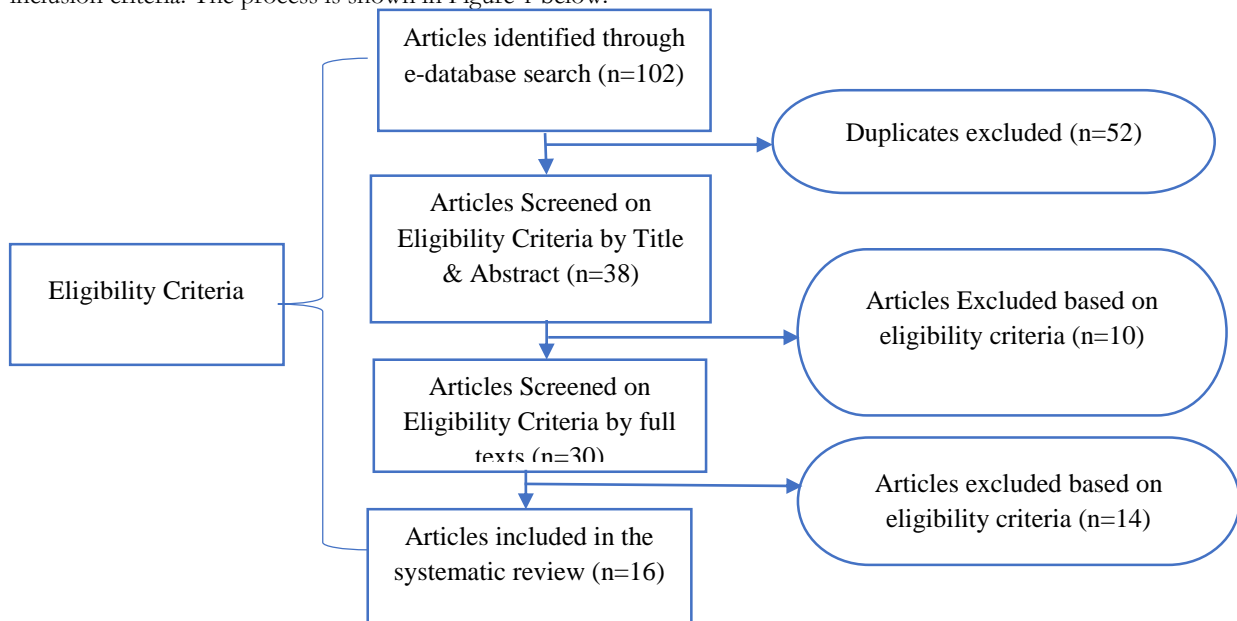


Figure 1. Flow chart for identifying eligible articles.

Through publish or perish software, 102 relevant results were found based on titles and full-text reports after eight electronic databases were searched during the literature review process using the designated keywords. Only 16 papers made the cut for this systematic review since they satisfied the inclusion requirements. Three of the included studies were quantitative, eight used a mixed-methods approach, and five were qualitative.

3. Results

In order to explore the effects of low pay on teacher performance, motivation, turnover, and retention, a systematic review of 16 papers was done. The review's results show teacher performance is significantly impacted by low salary as the motivational catalyst. The research has consistently shown that low salary has a negative impact on teachers' motivation and result in subpar performance. Furthermore, the review revealed a link between low salaries and high teacher turnover rates, as well as the tendency for teachers to leave the profession in search of higher-paying jobs. The Tanzanian government has provided a room for public employees to shift to other institutions when vacancies are available. However, this loophole has resulted in a massive migration of teachers, the majority of whom possess master's degrees, to join tertiary training institutes, universities, and the central government (Kushner, 2013; Makoye, 2021; Nyamubi, 2017). The study also shown a connection between low pay and subpar teaching effectiveness, which results in teachers giving students a subpar education.

Table 1. Findings on the influence of salary as a motivational catalyst to teachers' performance

<i>Author & Year</i>	<i>Design, methods & sample size</i>	<i>Key findings</i>	<i>Recommendations made</i>
Lyimo (2014)	A semi-structured interview was used <i>category employed</i>	<ul style="list-style-type: none"> Insufficient teachers' salaries and delays in payment of teachers' 	<ul style="list-style-type: none"> Teachers' welfare needs to be improved, primarily

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	to support the use of a qualitative technique with a sample 30 teachers	<p>allowances lead to teachers being accorded a low status.</p> <ul style="list-style-type: none"> • Some teachers engage in other economic activities during class hours in order to earn extra income. • Teachers' truancy affects instructional activities and disrupts students' learning • Majority of teachers have dropped out from the teaching profession and opted for other good-paying professionals 	<p>through the provision of adequate salaries that are paid on time.</p> <ul style="list-style-type: none"> • 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 salaries and make them accountable to fulfill their teaching role.
Ndile (2019)	A questionnaire was used to support the quantitative approach with a sample of 62 teachers	<ul style="list-style-type: none"> • Poor motivation conditions, which have gradually eroded the motivation of many teachers to effectively carry out their teaching and non-teaching responsibilities. • Low salaries paid to teachers have a demoralizing effect on their commitment to the teaching and learning process • Inadequate compensation fails to meet their basic needs not only for themselves but also for their families. • Teachers are not adequately paid based on their qualifications and the workload they bear in schools. 	<ul style="list-style-type: none"> • Teachers should receive salary increments, extra duty, and overtime allowances, as well as teaching allowances. • Employers should ensure timely payment of accumulated debit salaries, arrears such as leave allowances, and promotion increments to motivate teachers. • Teachers who demonstrate exemplary performance in their teaching career should receive additional

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Mark (2015)	With the help of questionnaire surveys and interviews, a mixed strategy was employed with a sample of 44 teachers	<ul style="list-style-type: none"> • Dissatisfaction with financial compensation and recognition was a low salary that did not cover living expenses, unpaid salary arrears accumulated over a long period of time • Lack of teaching and other allowances such as housing and transport, and lack of recognition by their employers 	<p>payment as a reagent to extra efforts</p> <ul style="list-style-type: none"> • Promotions, pay increases, and additional compensation to teachers should be seriously considered by the government.
Mbuba (2018)	Interviews, questionnaire surveys, and documentary analysis were employed to support a mixed methodology with a sample of 44 teachers and 2 school heads	<ul style="list-style-type: none"> • Absence of teaching allowances negatively affects the motivation of teachers, hampering their effectiveness in the classroom. • Lack of allowances, in contrast to their fellow civil servants who receive both salaries and allowances, leads to demotivation. • Issue of annual increments and promotions in salary scales after a three-year interval affected and lowered teachers' work morale. • The availability of teaching allowances, on the other hand, was found to increase teachers' motivation levels, as it provides them with the recognition and financial support, they believe they deserve. 	<ul style="list-style-type: none"> • The government should provide teaching allowances that play a significant role in motivating teachers to perform their duties more effectively. • Revision of salaries should be undertaken to encourage high motivation and effective commitment to teachers

<i>Author & Year</i>	<i>Design, methods & sample size category employed</i>	<i>Key findings</i>	<i>Recommendations made</i>
Mbope (2015)	The use of questionnaire surveys, interviews, and focus group discussions supported the mixed approach with a sample of 109 teachers and 2 district educational officers	<ul style="list-style-type: none"> • Teachers are low-paid and are classified among low-salaried workers who are unable to afford all the essentials of life • The removal of teaching allowance led to financial constraints for teachers, as they were forced to depend solely on their salary • Teachers' salaries are very low, but they have a lot of dedication 	<ul style="list-style-type: none"> • The government should remove all deductions from teachers' salaries and take responsibility for providing top-ups. • The government should improve teachers' salaries as a strategy to enhance the quality of teaching and reduce moonlighting
Twaweza (2018)	Randomized design with the aid of experimental groups with a sample of 180 schools and students from grades 1,2, and 3	<ul style="list-style-type: none"> • In 2014, during Twaweza unannounced visits, 47% of teachers were not in their classrooms, indicating low teacher salary and motivation as the cause of it • It has been confirmed in several contexts that teacher performance pays, which provides a financial reward based on teachers' performance, enhances student learning. 	<ul style="list-style-type: none"> • Relatively modest changes in compensation structure, which reward teachers on the basis of student test performance, can generate substantial improvements in learning outcomes in Tanzanian public primary schools • Since teacher's salary is low performance pay can motivate teachers, both experienced and new, to perform better and thus make more efficient use of the costliest resource in the education system.
Kyangwe et al.	With the use of questionnaire	<ul style="list-style-type: none"> • Increased teacher salary will not only enhance teacher job satisfaction but 	<ul style="list-style-type: none"> • The government should make significant

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(2023)	surveys and interviews, a mixed-method approach was adopted with a sample of 94 teachers, and chair of school board	also attract more qualifying individuals to join the teaching career	investments in raising teacher salaries, other benefits, and training programs.
Nyamubi (2017)	A qualitative method backed by focus group discussion with a sample of 46 teachers and 2 school heads	<ul style="list-style-type: none"> • Addressing teachers' demands such as competitive salaries and other benefits would help raise teachers' morale in their work compared to the current situation." • Teachers are satisfied by both good salaries and flexible teaching schedules. • Better incomes and benefits are instrumental in satisfying teachers' economic needs. • A good salary is a motivation catalyst to recruit well-qualified teachers • Teacher working in private schools' face disparities in salary scales despite having identical qualifications and teaching experience. • Reliability of salaries in some private schools is delayed, as there are instances where teachers go without payment for 3 to 4 months resulting in moonlighting as the survival strategy. • Teachers working in government schools are not paid the same level as 	<ul style="list-style-type: none"> • To strengthen teachers' emotional and physical attachment to their employment, the government should take significant action on matters that are important to them, particularly attractive salary and timely promotions.

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Ndijuye & Tandika (2019)	With the help of questionnaire surveys, interviews, and documentary analysis, a mixed methodology was applied with a sample of 32 teachers and 8 school heads	<p>other civil servants despite similarities in academic qualifications</p> <ul style="list-style-type: none"> Teachers, like anyone else, are motivated by fair pay. Unfortunately, the current situation is far from encouraging because the monthly received salary s so low that it fails to cover their basic expenses salary and other fringe benefits and incentives are very important strategies for improving pupils' academic performance in public primary schools in Tanzania, and in other countries with similar contexts 	<ul style="list-style-type: none"> To improve their teaching morale, relevant authorities should promote teachers on time and pay their salary dues and other fringe benefits time after promotion.
Ephrahem et al. (2023)	With the use of questionnaire surveys and interviews, a mixed approach was adopted with a sample of 513 teachers and other educational officers'	<ul style="list-style-type: none"> The practice of withholding teachers' annual salary increments had negative effects which reduce teachers' job morale and enthusiasm for teaching. 	<ul style="list-style-type: none"> The government should adhere to the public servant laws it has established regarding workers' benefits. The government should reinstate the annual salary increment for teachers to its previous state prior to 2015.
Mulokozi (2015)	With the aid of questionnaire surveys and interviews, a mixed approach was	<ul style="list-style-type: none"> Insufficient salary and lack of teaching incentives were highlighted as the teachers' moonlighting behaviour Moonlighting several affects 	<ul style="list-style-type: none"> The Ministries concerned with education and private school owners should ensure that teachers are offered prestigious

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	<p>adopted with a sample of 205 whereby 150 teachers, 48 students, 6 head of schools and 1 Zonal quality assurer</p>	<p>teachers' job performance resulting in poor student academic achievement</p> <ul style="list-style-type: none"> • Moonlighting practices seem to be advocated by both government and non-governmental organizations (NGOs) as now teachers are equipped with entrepreneurial skills. 	<p>conditions of service with an attractive salary package comparable to other professions requiring similar qualifications</p> <ul style="list-style-type: none"> • The ministries concerned with education, along with school owners, should prioritize the welfare of teachers by implementing retention programs and addressing their needs on time, teachers will be more likely to stay in their chosen profession and avoid moonlighting. • Governments and school owners should establish internal systems for providing loans with zero interest to teachers, which can help alleviate their financial burdens and reduce their reliance on external financial institutions. • The schools' owner should introduce incentives such as teaching allowances, rent allowances, risk

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Pettersson et al. (2015)	With the help of questionnaire surveys and interviews, a mixed approach was adopted with a sample of 681 teachers and 2,987 students	<ul style="list-style-type: none"> • Low salaries and late salary payments are cited as the major factor reducing teacher motivation and morale and contributing to absenteeism with teachers across all the case study schools engaging in other income-generating activities • Delays in payment and multiple visits to the District Office led to low teacher morale and many teachers and head teachers also perceived such occurrences as a lack of respect for the profession of teaching. 	<p>allowances, and transport allowances can further improve the working environment and motivate teachers to stay in their current positions.</p> <ul style="list-style-type: none"> • The government should strengthen systems and human resource capacity to support the subnational management of education • The government to allocate enough budget and cash flow at the district level to reduce unpredictable and inconsistency funding for schools
Katete & Nyangarika (2020)	Qualitative research supported by focus groups, interviews, and documentary analysis with a sample of 90 teachers	<ul style="list-style-type: none"> • teachers' delayed salaries and benefits severely led to poor preparation of lessons, student's poor performance in examinations, the lack of practical learning poor classroom attendance, poor teaching methods, and classroom management. • The salaries and benefits provided to teachers are considerably lower leading to demotivation, for 	<ul style="list-style-type: none"> • Through appropriate policy reforms and implementation, the ministry responsible for education should have a positive impact on teacher motivation. This includes mobilizing funds to pay teachers competitive salaries and benefits on par with those in other public

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Evans et al. (2020)	Quantitative with the support of questionnaire and supplementary analysis with a sample of 396 teachers	<p>example, the minimum salary for a beginner is in the range of Tshs 250,000-300,000 (US\$130-180) per month</p> <ul style="list-style-type: none"> • Average and median salaries of primary and secondary school teachers are lower than those of other professions • Average monthly salary of a primary school teacher was \$133 equal to 319, 200 Tanzanian shillings while the average salary of all other professions was \$262 equal to 631.200 Tanzanian shillings. • Average monthly salary of a secondary school teacher in Tanzania was \$211 equal to 506,400 Tanzanian shillings, whereas the average salary of all other professions with similar qualifications was \$490 equal to 1,176,000 Tanzanian shillings • This difference is believed to have negative effects on the quality of education as it may demotivate teachers from providing high-quality education 	<p>services, such as medicine, law, and engineering.</p> <ul style="list-style-type: none"> • The government should harmonize workers salary scales across all profession with similar qualifications • The government should balance between salary and other benefits because increasing teacher salaries alone and forgetting another motivation reagent may not help to solve education challenges • To attract and keep skilled teachers, the government should provide enough funding for the field and make sure a fair percentage is set aside for teacher pay.
Juma & Stonier (2023)	A qualitative approach aided by Interview technique	<ul style="list-style-type: none"> • Teachers are demoralized and unable to work effectively due to low salaries and minimal attention from 	<ul style="list-style-type: none"> • The government should prioritize teacher motivation by increasing

<i>Author & Year</i>	<i>Design, methods & sample size</i>	<i>Key findings</i>	<i>Recommendations made</i>
Word Bank (2018)	Experimental research supported by survey data, document analysis and observation with a sample of 180 schools	<p>government officials.</p> <ul style="list-style-type: none"> • Low salary poses a significant barrier to achieving teachers' priorities, such as providing care for their children, having a standard and secure home for emotional stability • Teachers are unable to cover their basic living expenses and end up spending more time on second jobs, which leads to a rise in absenteeism and negatively affects learning outcomes. 	<p>their salaries and resuming the yearly increment as required by the low</p> <ul style="list-style-type: none"> • The government should adopt a simple incentive design that rewards learning levels as a motivation catalyst to improve student learning and achievement
		<ul style="list-style-type: none"> • Transparent and implementable incentive system, of 50,000 Tshs (approximately \$22) for each student who achieves a specific threshold in standardized tests. • Teacher incentive program has a positive impact on student learning outcomes • Students in the intervention group schools perform significantly better than those in the control group • Program enhances teacher motivation and effort, as teachers in the intervention group report increased motivation and put in more effort to improve student learning outcomes. 	

4. Discussion

In Tanzania, teachers frequently complain about their low salaries, which is frequently mentioned as a significant factor in their subpar performance. The average pay for a primary school teacher in Tanzania in 2018 was \$140-250 a month. This amount is considerably less than the average teacher salary in other sub-Saharan African nations (Evans et al., 2020; World Bank, 2018). In many studies conducted in Tanzania, the effect of low salaries on teacher motivation and performance has been well-documented. According to research, underpaying teachers makes them less motivated, which in turn affects how well they perform in the classroom (Eutimi, 2018; Lyimo, 2014; 2019; Nzowa, 2020; Schipper & Rodriguez-Segura, 2022). Moreover, the low pay for teachers lowers their standard of living, which results in high levels of job dissatisfaction and a lack of commitment to their jobs, which in turn causes a high teacher turnover rate and instability in the educational system (Bennell, 2022; Imberman, 2015; Lukaš & Samardžic, 2014; Mrosso et al., 2019; 2016; Yontz & Wilson, 2021).

The results of this systematic review are in line with earlier studies on the link between low salaries and teacher performance around the world. Studies done in other East African nations like Kenya and Uganda have similarly demonstrated that low salary results in low motivation, high turnover, and subpar performance from teachers. The low salary was found to be a significant contributor to teacher absenteeism, low morale, and turnover intentions (Jackline, 2018; Njiru, 2014; Tumwebaze & MacLachlan, 2012; Wambasi, 2015; Wanjohi, 2020). Low paid teachers were more likely to employ old-fashioned teaching strategies and resources, which had a detrimental impact on student learning results (Ingersoll & Tran, 2023) Public school system lost highly trained teachers as a result of inadequate pay (Muthanna & Guoyuan, 2018; Rosmanida et al., 2022). Teacher low pay led many teachers opt to work in private schools or in other fields instead of public ones (Brown et al., 2019; Lavy, 2020; Muthanna & Guoyuan, 2018). Some US schools experience teacher shortages as a result of the difficulty in recruiting and retaining qualified teachers due to low compensation (Garcia & Weiss, 2019; Hadavi, 2020; Miles & Katz, 2018; Will, 2022).

The conflicting results of the studies, however, imply that the effects of low salaries on teacher performance are complex and multifaceted. Teacher motivation, job contentment, and working environment are just a few examples of variables that may have a big impact on how well teachers perform. salary was a big issue for Tanzanian teachers, it did not always result in subpar work, but other factors, such as a lack of instructional materials, unfavorable working circumstances, and insufficient training, all strongly impacted poor teacher performance (Mbiti et al., 2019; Mbiti & Schipper, 2021; Nzowa, 2020).

5. Limitations of the Existing Research

The following are some limitations of the current research on the literature on low salaries and teacher performance in Tanzania:

- Restrictive scope: Studies on this subject have concentrated on a particular district or region in Tanzania, which may not be indicative of the whole nation.
- Small sample size: Studies that used a small sample size may not have given a full picture of the circumstances.
- Lack of longitudinal studies: The inability to establish a long-term causal link between low salary and teacher performance is caused by the absence of longitudinal studies that follow teacher performance over a period of 2 to 5 years.
- Absence of control groups: Because control groups have not been employed in studies, it is challenging to determine the causal link between low salary and teacher performance

6. Conclusion

The systematic research provides convincing evidence that teacher performance in Tanzania is significantly impaired by low remuneration. This effect can be seen in a number of unfavorable outcomes, such as decreasing teacher retention rates, decreased motivation, higher turnover, difficulties luring high-achieving students to the profession, and extreme stress and low morale among teachers. These findings have important policy implications for how to handle these difficulties. It is vital for policymakers to address the issue of low remuneration head-on and create strategies that offer incentives for teachers to stay in the profession in order to improve teacher performance for an excellent education.

This study highlighted additional elements that affect teacher effectiveness and create complete policy solutions that will have a positive impact, more research is, however, required. In general, this systematic review emphasized the

crucial impact that raising teacher pay plays in enhancing their performance, and it emphasizes the necessity for a multifaceted strategy that includes both salary reforms and the development of complementary policies. Students and society at large will ultimately profit from the reform of these policies, which will help the education system as a whole.

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