

Monetary rewards and work commitment among teachers in rural public secondary schools in rombo district, Tanzania

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Abstract

In Tanzania government has abolished school fees and build more infrastructures in these schools the performance of these public schools is still poor. This study examined the effectiveness of monetary rewards on work commitment among teachers in rural public secondary schools in Rombo district in Tanzania. The study was guided by four specific objectives namely: to determine the influence of salary on teachers' commitment in rural public secondary schools; to examine the influence of overtime payment on teachers work commitment in rural public secondary schools; to examine the influence of bonus on teachers work commitment in rural public secondary schools; lastly to determine the influence of house allowance on teachers work commitment in rural public secondary schools. The study employed Frederick Herzberg's two factor theory. The study employed mixed approach where both qualitative and quantitative approached were used in the study. Moreover, the study employed cross-sectional survey research design. Also, the study employed 157 respondents. Data collection tools were Questionnaire, Interview and Documentary review. Probability and non-probability sampling approaches were deployed where simple random and purposive techniques were used. Qualitative and quantitative data analysis approaches were deployed using content analysis and SPSS, respectively. The findings shows that basic salary and overtime payment have significant influence on work commitment among teachers. While bonus, and house allowance have no significant influence on work commitment among teachers. The study concludes that there is a lot of dissatisfaction among teachers in public secondary schools due to low payment of salary and lack of other remunerations. The study recommends that the welfare of teachers needs to be significantly improved, teacher benefits regarding overtime allowances, need to be clarified, known to all and made available on time and by government so as to motivate them in their works. Also, this study recommends further research on monetary rewards because it is difficult to reach generalization as the study was conducted in Rombo district with small number of populations. For this matter the research may be investigated further in other location.

Keywords: Salary, Overtime payment, Bonus, House Allowance and Work Commitment.

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1. INTRODUCTION

According to Armstrong, Reward management refers to the strategies, policies and processes that are required to ensure that the contribution of people in an organization is recognized by both non-financial and financial means. ^[1] There are two categories of reward; financial rewards or monetary rewards and non-financial rewards or non-monetary rewards. Reward management in an organization is one of the most indispensable elements in motivating employees to contribute their best effort in order to generate innovative ideas that lead to better business operations. This implies that the aim of rewards management is to develop and operate rewards systems which lead to improved employee motivation and organizational commitment. ^[2]

Korir and Kipkebut (2016) stated that employee commitment is the desire that employees have to stay in an organization by having confidence with its value and objectives. Securing the commitment of workers

towards the achievement of organizational goals and performance constitutes one of the greatest problems that every organization faces. However, such commitment when secured ultimately leads to motivation and satisfaction which improves organizational performance and on the other side the relationship between job satisfaction and motivation need to be maintained in the organization hence those variables will result to commitment among workers. ^[3]

Teacher commitment is associated with creating an effective learning environment in which students enhance their abilities for greater achievement. Teacher commitment is an internal force that drives teachers to show enhanced job performance. In the same vein, passion that committed teachers have, is caring and learning new things. Passion is motivation and seeking for the new. It is the inclination somebody shows towards an activity in which he/she invests time and energy. ^[4]

According to Kumburu (2020), it seems that in

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this 21st century monetary rewards have important role in organizational performance and employees will exert their efforts on organizational goals if these rewards are provided effectively. Furthermore, Kumburu (2020) points out that in this 21st century employees are well educated, complex, differentiated, and they are surrounded with many opportunities, and therefore if they are not well rewarded and well satisfied, they will switch over the other work because they are the only resource which is not fixed to organizational premises.^[5]

World teachers' day (2016) which is held annually on 5 October since 1994 reported that, teachers are the key human resource in education system, therefore there is need to put huge efforts on improving their commitment, motivation, and satisfaction. World teachers' day commemorates the anniversary of the adoption of the 1966 ILO/UNESCO recommendation concerning the status of teachers. On teachers' day 2016 UNESCO report shows that, teachers will need to be qualified, motivated, and to work in well-resourced education system in order to improve quality education by 2030.^[6]

According to UNESCO report of 2015, reveal that developed countries like Australia, United Kingdom, France, Hong Kong, German, Portugal and Japan, the supply of teachers is satisfactory and capacity to replace those taking off the framework is exceptionally high because in these developed nations teaching is the attractive career since teachers are profoundly persuaded in terms of monetary and non-monetary incentives such as good salaries, allowances, good working conditions, training incentives, rewards and pension fund is provided in time.^[7,8,9,10,11]

The report of UNESCO, also argued that in Sub Saharan Africa countries such as Tanzania, Rwanda, DR Congo, Uganda, Kenya, Nigeria, teacher performance and morale is low as it is attributed to low salaries and poor conditions of service, lack of accommodation and other incentives has de-motivated teachers in these countries. Also, in these developing countries includes Africa and Asia the role played by teachers remained quite central, this is because; teachers are perhaps more than any other professional groups have served the country loyally, with sacrifice and dedication, yet today's matter concerning their welfare such as salaries, fringe benefits, status and hours of work appear to have been grossly neglected (Lusekelo, 2016).

In Tanzania the government has made great efforts to increase enrollment in secondary education and improve the quality of education. For instance, the adoption of Millennium Development Goals (2015-2020) and the creation of Tanzania Development Vision (2025) have both focused on achieving this goal so that the citizens could benefit from the importance of education in development (URT, 2014).

Since 2001 Tanzania has begun implementing a comprehensive education development program with many secondary schools built as in recent years there has been increasing concern on increasing enrolments

in secondary education and there has been a mushroom construction of secondary schools and few classes to cater for the government policy of building at least one school in every ward. According to education sector performance report Tanzania mainland (2019), the enrolment in government secondary schools increased by 11.5% while there was a decrease of 5.6% in Non-Government secondary schools. The drop in Non-Government schools can be attributed to fee-free basic education in public schools, which could be attracting students to Government schools. The number of Government Secondary schools has registered a steady growth since 2016, growing at an annual rate of 0.1%, 0.9% and 2.9% in 2017, 2018 and 2019 respectively.

As a result of these initiatives, teachers' workloads and class sizes have increased enormously. All these plans and programmes can be compromised if thorough investigation on teachers' morale towards work in public secondary schools in Tanzania is not done. Teachers are the shining lights of educational departments or ministries throughout the world. Performance of a given school depends more on the teacher's effort and if that a given teacher is unhappy with his/her job, he/she will not put emphasis into his/her teaching

Government expenditure on education equals to 16% of the total government budget in 2015 and 2016 but the problem is most of public schools in Tanzania lack teachers' incentives including lowly paid, poor accommodation and inadequacy of better pension benefits and compensation (Twaweza East Africa, 2018). Teachers' payment problems emerged when the government started to implement Structural Adjustment Programs (SAPs) in the 1980s. During that period International financial institutions including International Monetary Fund (IMF) and World Bank (WB) through Structural Adjustment Programs (SAPs) imposed conditionality of reduction of public expenditures in social services including education at all levels, among others. This in turn affected teachers' payments in such a way that some of monetary rewards were no longer provided to them for example transport allowance, and rent allowance (Mbope, 2015).

The removal of these allowances led to financial constraints among teachers as they were forced to depend only on their salary. This situation not only affected teachers in terms of their living standards but also they caused multiple socio-economic problems which affected students' learning. As some of the studies carried out in Tanzania, most of their report point out the demotivation of teachers is a major contributory factor to the poor learning achievements of primary and secondary students (Bennell and Kwame, 2017).

2. THEORETICAL REVIEW

For the purpose of this research, we will go through Herzberg's two factor theory and expectancy theory. Herzberg's Two Factor Theory (1959) was used due to its strength as it shows that employees

require hygiene factor or extrinsic factor such as pay, working condition and company policy which explain that if these factors are poorly managed, they can make people unhappy and less committed to their work and vice versa. Also Expectancy theory developed by Victor H. Vroom (1964) was applicable to this study because it explains that employee will provide much efforts if they will get what they want this means that efforts is function of the perceived value of reward and perceived effort.

Herzberg applied Maslow's thoughts to a working environment, by studying working motivation. The aim of his research was to discover which work situations and conditions were experienced positively versus negatively by the workers. He presumes that there are two different factors that describe what people want from their work, these being factors of motivation and factors of hygiene.

First category is hygiene factor (extrinsic factors) and the second is motivators (intrinsic factors); hygiene factors are characteristics of the workplace, company policies, working conditions, as well as pay. Herzberg explained about money and motivation that make an individual satisfied. Motivational factors may be monetary rewards such as salary, bonus and allowances or may be non-monetary rewards such as working condition and promotion. According to him as quoted by (Armstrong, 2017), He suggested that, money provides carrot that most people want. It is argued that it has something in it especially for the employees with fixed salaries or rates of pay who do not benefit directly from an incentive scheme. They will feel good when they experience an increase of it.

Expectancy theory was developed by Victor H. Vroom in 1964 and it is based on the idea that work effort is directed towards behaviors that people believe will lead to desired outcomes. The theory state that, motivation to perform will be high when people know what they have to do to get a reward, expecting that they will be able to get reward and expecting the reward will be worthwhile. Expectancy theory suggests that employees will choose to give maximum effort if there is a chance that their jobs will give them what they want. Therefore, we have to believe that our commitment and efforts will result to better performance.

3. METHODOLOGY

This study was regarded cross sectional design as data was collected at one point in a time. The research used both qualitative and quantitative data. The research was conducted in Rombo district Kilimanjaro region. The area was selected for the study because it is one of the districts in Kilimanjaro region which has many public secondary schools, for example each ward in Rombo has one or more than one public secondary school. Rombo is among the districts in Kilimanjaro whose public Secondary schools depend on the school management in improving their academic performance. The study was carried out among public secondary school teachers,

in Rombo district. The study was focused on a target population of 276 teachers from 11 secondary schools where by poor performing schools and good performing schools were included. The formula as per Murray and Lerry, (2005) was used to calculate the sample size drawn from the target population of 276 teachers. Therefore 160 out of 276 teachers were proposed by the researcher to be involved in the study

The study employed purposive sampling and simple random sampling. In getting key informant interview from the study area non-probability sampling technique specifically purposive sampling was employed in this study. Purposive sampling method was done in key informants who are head teachers and academic teachers from public secondary school. Academic teachers were selected purposively since they were considered to have resourceful information with regard to this study.

Sampling of other teachers except academic teachers and heads of schools, Probability sampling technique was employed particularly simple random sampling method in each school category to get teachers who participated in the study. Teachers who were available at that moment were asked to fill questionnaire. In data collection, primary data and secondary data was collected using questionnaire, interview guide and documentary review. Both qualitative and quantitative data was analyzed. The analysis of quantitative data used Statistical Package for Social Science (SPSS). The data collected from interviews, documentary review and questionnaires were subjected to content analysis .The research objectives will be analyzed using multiple linear regressions.

4. Multiple regression analysis

R value on the table 1 shows the regression coefficient ($r = 0.685a$) of the analysis, which shows that there is a fairly positive relationship between monetary rewards and work commitment among teachers. Coefficient of determination (R Square) is 0.469. This shows that 46.9% variation in the dependent variable (work commitment) is explained by independent variable (monetary rewards) which are; salary, overtime payment, bonus and house allowance. The adjusted R square is less than R square because of error adjustment. Therefore, the remaining change in that is 53.1% changes in work commitment among teachers would be either explained by other factors such as work environment, promotion, recognition, learning materials, leadership style, which are not covered in this study.

The study found that there was significant influence of salary on the work commitment among teachers as $p \text{ value} = 0.000 < 0.05$ therefore it does not accept null hypothesis that salary has no significant influence on work commitment.

Overtime payment has greatly influence the commitment of the teacher in Rombo district since $p \text{ value} = 0.000 < 0.05$ hence do not accept null hypothesis

that overtime payment has no influence on work commitment among teachers.

There existed no significance influence of bonus on commitment of teachers in public secondary schools in Rombo district $p = 0.057 > 0.05$ therefore the null hypothesis is accepted. It shows with more increase on bonus there is no increase on teachers work commitment.

There is statistically no influence of house allowance on work commitment since p value $= 0.121 > 0.05$, therefore it accepts null hypothesis that house allowance has no significant influence on work commitment among teachers.

The regression model was then provided as; $Y = 1.846 + 0.291X_1 + 0.209X_2 + 0.184X_3 + 0.108X_4$. Where X_1 is salary, X_2 is overtime payment, X_3 is bonus, and X_4 is house allowance. Increase in work commitment was contributed by 0.291 units of salary, 0.209 units of overtime payment, 0.184 units of bonus, and 0.108 units of house allowance. Good salary, overtime payment, cash bonus, and house allowance rewarding factors would improve work commitment among teacher in that respective order from highest to lowest.

Table 1: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.685a	.469	.458	.782

Source: primary data (2021)

Table 2: Salary and work commitment

Model	Sum of Squares	Df	Mean Square	F	Sig.
Between groups	115.596	1	115.596	45.402	.000
Within groups	397.188	156	2.546		
Total	512.784	157			

Source: primary data (2021)

Table 3: Overtime payment and work commitment

Model	Sum of Squares	Df	Mean Square	F	Sig.
Between groups	142.651	3	47.550	26.564	.000
Within groups	275.750	154	1.790		
Total	418.401	157			

Source: primary data (2021)

Table 4: bonus and work commitment

Model	Sum of Squares	Df	Mean Square	F	Sig.
Between groups	105.956	4	26.489	10.384	.057
Within groups	382.666	150	2.551		
Total	488.622	154			

Source: primary data (2021)

Table 5: House allowance and work commitment

Model	Sum of Squares	Df	Mean Square	F	Sig.
Between groups	34.442	4	8.611	11.011	.121
Within groups	114954	147	.782		
Total	149.396	151			

Source: primary data (2021)

Table 6: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error			
(Constant)	1.846	.666		2.770	.009
Salary	.291	.103	.393	2.818	.008
overtime payment	.209	.155	.230	1.350	.045
cash bonus	.184	.144	.226	1.273	.211
House allowance	.108	.153	.116	.707	.484

Dependent Variable: work commitment

Source: primary data (2021)

5. CONCLUSION AND RECOMMENDATION

In conclusion, there is a lot of dissatisfaction among the public secondary teachers due to low payment of salary. Working conditions should be such that they enable teachers to concentrate on their professional task, and promote effective learning of their students. When teachers are paid low salaries their performances in schools will be affected by lack of job commitment which will directly affect the learner’s performance. Overtime payment are paid based on school administrations therefore there is no consistence in payment of this allowance as some of schools are paid this payment and others are not paid.

The findings also revealed that teachers were not given various fringe benefits that were right for them to get like house allowance and bonus. Also lack of other remunerations and low pay makes them unconfident to depend only on their salary and make them to do other activities apart from their professional work so as to get extra money to compensate their cost of living. Based on the findings in relation to specific objectives, and variables the study concluded that salary and overtime payment has greatly significance influence on teachers’ commitment while house allowance and bonus has no significant influence on teachers’ commitment. In particular, salaries should provide teachers with the means to ensure a reasonable standard of living, to meet their needs and to invest in further professional development. The welfare of teachers needs to be significantly improved. Salaries are one of the determinants for a teacher to effectively

deliver content to their students. To raise the teachers’ commitment and performance as well, teachers’ needs should be reconsidered.

A number of strategies may be employed. Effective salary increment relieves the teachers the heavy burden of catering their basic needs and their secondary needs. There is a need for the government to find a way of sustaining the teachers’ standard of living in order to improve their performances and reduce low commitment. Teacher benefits regarding overtime allowances, need to be clarified, known to all and made available on time and by government. This would help teachers of public secondary schools to be able to meet their nutritional and social-emotional needs which are also determinants of performance, motivation and commitment. Government, through the President’s office, Ministry of Education, Regional Administration and Local Government should seriously work on this incentive to ensure satisfaction and good performance of teachers in public secondary schools.

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