

Contribution of Rewards on Teachers Motivation in Public Primary Schools in Dodoma City Council, Tanzania

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Abstract: This study investigates the impact of seven determinants of the reward systems on motivation in the context of public primary schools in Mnadani Ward, Dodoma City Council Tanzania. A sample of 96 respondents was drawn from the public schools. The rewards system was measured through independent variables including salary offered, bonuses, credit, recognition, promotion, working content, and working conditions. By using exploratory factor and regression analyses, the results show that except salary offer, rests of the six variables have been found statistically significant to predict teacher's motivation. However, the recognition of efforts followed by working conditions has revealed the greatest impact on teacher's motivation. Thus, the management of the public schools should not only recognize the efforts of their teaching staff but also concentrate on revising and enriching their working conditions to increase their level of motivation. A major contribution of this paper from the theoretical point-of-view is that it is possible to observe a negative effect of 'salary offer' towards teacher's motivation particularly in the context of a developing country like Tanzania. Another valuable finding is that 'salary offer', an important antecedent of employees motivation, although not significantly related to teacher's motivation in this study, is a provider of a very strong motivating factor for predicting teacher's motivation at primary level of education. Areas for future research are also discussed.

Keywords: Motivation, Primary Teachers, Rewards, Salary

1.0 Introduction

1.1 Background Information

The long-term success of an organization mainly depends on its human resource. They perform according to assigned responsibilities in order to achieve organizational goals and objectives. Their supervisors expect that the employees would meet the management expectations on time by conforming to the organizational policies, rules, and regulations. At the same time, employees expect that their efforts will be recognized and appreciated thus rewarded in a meaningful way for example fair treatment, enriched job responsibilities, management support, appropriate working conditions, intrinsic and extrinsic rewards etc. Rewards management is one of the basic tools which supervisors use to motivate their employees (Beer, Spector, Lawrence, Mills, & Walton, 2016).

In fact, employees at different level in an organization are motivated by different types of rewards. For instance, a small cash prize may significantly motivate a non-managerial staff however; it may not be a significant motivating factor for a senior manager in the same organization. Therefore, the role of supervisors in motivating their subordinates should not be condoned. In order to observe a diligent work performance, it should be one of the major responsibilities of supervisors to explore which specific reward is going to motivate specific individuals (Firestone, (2014). In essence, motivation drives energy among employees to perform better while being within the financial and social constraints. The effectiveness of a reward system positively motivates employees to bring their maximum effective output at the right point in time when it is required. When this individual practice is deeply rooted in the culture of the organization, managers could expect to achieve a competitive organizational performance (Deeprope, (2012). An appropriate reward system reinforces competitive performance of all employees which may include remuneration/salary/wages, supporting working conditions, SMART job responsibilities, on time recognition of efforts, fringe benefits, etc. Likewise in a public organization, the notion of motivation is equally important in the education sector too, particularly at the primary level of education in a developing country such as Tanzania. Previous studies show that school teachers are increasingly losing their commitment with their chosen profession because, they are not motivated enough with the value they receive in response to their services in terms of both financial and nonfinancial benefits.

As a result, school teachers do not engage themselves in better learning and development of young pupils rendering them either confused or less-productive citizens in future. Normally, because of a very low degree of motivation, school teachers tend to maintain a minimum level of performance which may not turn out to be a competitive performance. In addition, they start to realize that they are poorly managed with non-competitive compensation benefits. If this aspect of education is not addressed effectively, a number of pupils will suffer thus a strong and valuable foundation of the society will be highly questioned (Barnesa, Wagner, & Ghumman, 2012). Therefore, the objective of this study is to investigate the effects of different constituents of

rewards system on teachers' motivation in the context of a developing nation such as Tanzania. More specifically, school administrators and owners may be in a better position to understand different variables of rewards system which determine teacher's motivation in the context of Tanzania. They may take these predictors while crafting their school policies and competitive strategies in the era of hyper competition (D'Aveni, Canger, & Doyle, 2015). Therefore, the study attempts to investigate the following primary research question. How well can we predict teacher's motivation in public schools from a combination of seven variables, such as salary, allowances, bonuses, credits facilitation, promotion, recognition and appreciation?)

2.0 Methodology

2.1 The study area

The study was conducted at Mnadani ward in Dodoma City Council. The reason for selection of the study area was based on the facts that the selected areas had different Primary public schools. In addition the selection of the study area was based on the fact that Primary schools located at Mnadani Ward are not doing well in National Examinations. Most of the schools their positions are above 100 out of 400 schools. (NECTA results 2018)

2.2 Research design and sampling procedure

A case study research design was used so as to give a unitary character of data being studied. A case study generally aims to provide insight into a particular situation and often stresses the experiences and interpretations of those involved. It uses direct observation to give a complete snapshot of a case that is being studied. It is useful when not much is known about a phenomenon (Ball, 2005). A total of 96 Primary school teachers were randomly sampled from 4 public primary school.

2.3 Data collection and Analysis

Primary data were captured through interviews with respondents using questionnaires. In addition, secondary data were obtained from books and published and unpublished documents including national examinations of last five years and rewards policies for primary teaches. Subsequently; the responses from the questionnaires were coded, summarized and analyzed using the Statistical Package for Social Sciences (SPSS). Regression model were used to obtain correlation counts and percentages of various responses.

3.0 Results and Discussion

3.1 Types of rewards and its Effects on teacher's motivation in public primary schools

The study sought to find out the respondents' views regarding the effects of rewards on teacher's motivation in primary schools. The regression analysis was applied to find out the equation, which describes the impact between these variables. From this analysis the dependent variable was forecasted through the independent variable, regression line was $Y = a + bx$. Here the regression summary output was obtained through the statistical analysis used to rank the views of the respondents. The purpose of regression analysis is to find out the significant effects or relationship of independent variable on dependent variable. In this study, effects of rewards offered primary schools factors were considered as independent variables or predictor variable and impact of rewards on teacher's motivation in primary schools considered as dependent variable.

There were number of rewarding factors namely; salary, allowances, bonuses, credits facilitation, promotion, recognition and appreciation. The results in Table below indicates that, R adjusted value of 0.588 which are in the models denote that variability in motivation can be explained by the differences in both the independent variables namely teacher's satisfaction, performance, motivation and turnover and the remaining stands for employee motivations related to other variable which were not explained in the study, because they were not depicted in the model. R2 values which indicate that there may be number of variables which can have an effects on teacher's motivation in primary schools that need to be studied. Hence this area is indicated as a scope for future research.

Table 1: Regression model summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.588a.	.345	436		.40559

a. Predictors: (Constant), Salary, Allowances, Bonuses, Credits, Promotion,

3.2 Effects of rewards to Primary Teachers motivation

Coefficient regression analysis

Coefficient regression analysis indicates that, the significant relationship to the model was as: Salary ($\beta = 0.201$, $p < 0.05$), bonuses ($\beta = 0.217$, $p < 0.05$), allowances ($\beta = .116$, $p < 0.05$), credit facilitation ($\beta = 0.143$, $p < 0.05$) promotion ($\beta = 0.103$, $p < 0.05$), recognition ($\beta = 0.154$, $p < 0.05$) and appreciation ($\beta = 0.123$, $p < 0.05$). The final predictive model was:

Teacher's motivation = $1.098 + (0.201 * \text{Salary}) + (0.217 * \text{Bonuses}) + (0.116 * \text{Allowances}) + (0.143 * \text{Credit facilitation}) + (0.103 * \text{Promotion}) + (0.154 * \text{Recognition}) + (0.123 * \text{Appreciation})$.

Therefore, the coefficient of effects of rewards on teacher's motivation in primary schools the coefficient of regression β is 0.201 for salary. It indicates that if salary increased by one then primary teacher's motivation increased by 0.201 amounts. The coefficient of regression β is 0.217 for bonuses.

It indicates that if every bonuses increased by one then primary teacher's motivation increased by 0.217 amounts. The coefficient of regression β is 0.116 for allowances. It indicates that if every teachers allowance increased by one then primary teacher's motivation increased by 0.116 amounts. The coefficient of regression β is 0.143 for credits facilitation. It indicates that if every credit facilitated is increased by one then primary teacher's motivation increased by 0.143 amounts. The coefficient of regression β is 0.103 for promotion. It indicates that if every promotion is increased by one then primary teacher's motivation increased by 0.103 amounts. The coefficient of regression β is 0.154 for credits facilitation. It indicates that if recognition is increased by one then primary teacher's motivation increased by 0.154 amounts. The coefficient of regression β is 0.123 for appreciation. It indicates that if every appreciation is increased by one then primary teacher's motivation increased by 0.123 amounts.

Table 2: Coefficients regression analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.098	.206	5.330		.000
Salary	.201	.041	4.893	.249	.002
Bonuses	.217	.040	.273	5.375	.000
Allowances	.116	.037	.156	3.094	.000
Credits	.143	.036	.206	3.913	.000
Promotion	.103	.033	.222	2.664	.000
Recognition	.154	.038	.169	3.023	.000
Appreciation	.123	.039	.198	2.941	.000

3.3 The relationship between rewards and teacher's motivation in primary schools

Multiple regression analysis

In order to identify the relationship, multiple regression analysis was applied to explore the relationship between one dependent variable and a number of independent variables to investigate how salary, bonuses, allowances and credit facilitation could have significant relationship on teacher's motivation. The analysis was guided by the following regression model:

$$Y = \alpha + b_1 X_1 + b_2 X_2 + b_3 X_3 + b_4 X_4$$

Where: Y = dependent variable (motivation), α = Constant, b_1 = Regression coefficient of salary, X_1 = Independent variable of salary, b_2 = Regression coefficient bonuses, X_2 = Independent variable average bonuses, b_3 = Regression coefficient allowances, X_3 = Independent variable allowances, b_4 = Regression coefficient credit facilitation, X_4 = Independent variable credit facilitation.

A multiple regression was carried out to investigate how these rewards could have significant relationship on teacher’s motivation. The results in table below of the regression indicated $R^2 = 0.418$ that is the model explained 41.8% of the variance

Table 3: Regression model summary

Mode	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.238a.	.418	.489		.4644

- a. Predictors: (Constant), Salary, Allowances, Bonuses, Credits, Promotion, Recognition and Appreciation

Table 4: Coefficients of regression equation

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Standard errors	Beta		
1	(Constant)	.240	.258		.930	.354
	Salary	.494	.067	.497	3.290	.001*
	Bonuses	.513	.062	.297	.215	.000*
	Allowances	.214	.032	.188	.116	.000*
	Credits facilitation	.186	.028	.013	.109	.001*
	Salary	.494	.067	.497	3.290	.001*

Dependent variable: Operational sustainability

* Significant value when Sig Value is less than 0.005

Basing on the data in Table 4 the established final predictive model for multiple linear regression equation becomes:

$$Y = 0.240 + 0.494X_1 + 0.313X_2 + 0.238X_3 + 0.186X_4$$

Teacher’s motivation = 0.240 + (0.494*Salary) + (0.313*Bonuses) + (0.238*Allowances) + (0.186*Credit facilitation)

The results also show the unique contribution to the explaining of the independent variable. The standard coefficients assess the contribution of each independent variable towards the prediction of the dependent variable since they have been converted in the same scale to show comparison. The results indicate that percentage of salary having the highest beta of 0.494 has the largest influence on teacher’s motivation. The second most important variable was bonuses with a beta of 0.313. The third most important variable was allowances with a beta of 0.238. The least important predictor of these four variables is credit facilitation with a beta of 0.186. The t-test statistic shows that all the B coefficients of salary, bonuses, allowances and credit facilitations were significant. That is rewards influence teachers motivations in primary schools.

3.4 Person correlation

In this study, Pearson correlation was employed to relationship between rewards and teacher’s motivation to teachers in primary schools.

Table 5: Pearson correlation analysis model between rewards and teacher’s motivation

Teacher’s motivation		Commitment	Attendance	Work efficiency	Work relationship
Commitment	Person correlation	.403**	.364**	.536**	.402**
	Sig.(two-tailed)	.001	.000	.000	.000
	N	49	49	49	49
Attendance	Person correlation	.364**	.412	.423**	.324**
	Sig.(two-tailed)	.000	.000	.000	.000
	N	49	49	49	49
Work efficiency	Person correlation	.536**	.564**	.426**	.412**
	Sig.(two-tailed)	.000	.000	.000	.000
	N	49	49	49	49
Work relationship	Person correlation	.402**	.394**	.312**	.398**
	Sig.(two-tailed)	.000	.000	.000	.000
	N	49	49	49	49

**Correlation is significant at the 0.001 level (two-tailed)

The study results from the Table above, it can be seen that the correlation of commitment is 0.403** and the significant level is 0.01. The table shows that the p-value is 0.000, which is less than (<) 0.01. Therefore, it could be concluded that rewards had a significant relationship with teacher’s motivation. Also, the study results from the Table above, shows that the correlation of rewards is 0.364** and the significant level is 0.01. The table shows that the p-value is 0.000, which is less than (<) 0.01. Therefore, conclude that rewards have a significant relationship on teacher’s motivation.

4.0 Conclusion and recommendation

The results of regression analysis shows that except salary over, all of the six dimensions of rewards system are significant predictors of teacher's motivation. Therefore, it is recommended that the management of public schools in Dodoma should revise their policies in such a manner that they not only institutionalize a standardized mechanism to recognize the efforts of teachers but also it should be worthy enough for the recipients so that their level of motivation is sustained or even improved. Besides, there is also a need to revisit the working contents (or job responsibilities) of teachers. It is fairly essential for the school management if they intend to observe a very high performance of their teachers even managing under a varied competitive pressure of other schools of similar in size in public schools. The aim of school management of having an optimum teachers' performance will also be reinforced by a revise salary package. Performance-related pay system may also be introduced to better motivate them.

However, the management should also inform teachers about the performance assessment criteria well in advance and then implement an unbiased system of promotion irrespective of their age, gender, religion, language, racial or ethnic background. When it comes to managing their respective schools, the school management should pay special attention to the aspects of rewards system to motivate their teaching staff.

Furthermore, in the public schools, teachers are already underpaid, even though they hold postgraduate qualifications but they do not get competitive salary. Therefore, it is essential that salaries of teaching staff should be adequately revised to cultivate high motivation and effective commitment. Moreover, hard-working teachers should be given accelerated promotion and better opportunities to upgrade their qualifications so that they will be much more motivated towards their job. In short, managers and administrators should also need to realize that highly-motivated and fully-committed teachers could possibly transform untrained young pupils into successful citizens of the society.

Limitations and areas for future research of this study was delimited to only public schools however, future studies may concentrate on a comparative study between public and private schools. Since, not all teachers, having different qualifications, certifications, experience, and exposure may be motivated in the same way, so it is essential to identify a specific motivating factor for teachers in primary schools. Future researches may also take a comparative study of rewards systems separately among male and female teachers. Besides, future studies should also pay a closed attention in investigating the motivation factors of day care teachers who serve as early childhood educators. In addition, some other variables such as self-efficacy beliefs, parents involvement in developing children, and supervisor's support may also be taken into consideration in future studies.

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