

CONTRIBUTION OF TEACHERS' MONETARY INCENTIVES ON SECONDARY SCHOOLS STUDENTS' ACADEMIC PERFORMANCE IN IRINGA MUNICIPALITY

Hassan Matumla

Author name is currently pursuing master degree program at University of Iringa, Tanzania. E-mail: matumlahassan@gmail.com

KeyWords: Teachers' motivation; Teachers' monetary incentives; Students' academic performance.

ABSTRACT

This study determined the contribution of teachers' monetary incentives on secondary schools' students' academic performance in Iringa Municipality. The research employed a mixed approach. A cross-sectional survey design was used whereby the study population was 320 secondary teachers where a sample size of 178 was drawn out of it. Simple random sampling and purposive sampling techniques were used for the selection of respondents. Descriptive statistics was used to analyse data using SPSS v.20 software. The study found that in Iringa Municipality, the status of monetary incentives in secondary schools' teachers is low as majority of teachers comment that there is lack of bonuses, cash prizes, financial rewards and transport allowances to teachers, perhaps some teachers are given house allowances. Meanwhile, teaching and learning classes are in order and the leadership style is democratic and participative in Iringa Municipal secondary schools. The study concludes that for employees to perform better, motivation factors are very important with the institution. The study recommends that the government secondary schools owners as employers should motivate their employees to inspire them to perform higher; this gives a chance for the institution to reach institution targets while increasing students' academic performance.

INTRODUCTION

Teachers' motivation factors that operate within the school system which if not attended to, could slow down their performance, cause stress, discontentment and frustration all of which consequently reduce classroom effectiveness and student quality output. This implies that teacher motivation includes factors that cause, channel, sustain and influence teachers' behaviour towards high management and academic achievement standards in schools (Rosa, 2017).

In the United Kingdom teacher motivation and satisfaction are found to be related to working with children while dissatisfaction is related to work overload, poor pay, and how teachers are recognized by the society (Spear et al., 2000). In the UK, it was concluded that for teachers to be highly motivated, they need a high level of professional autonomy, an intellectual challenge, feel they are benefiting the society, enjoy good relations with others, and spend sufficient time working with children. In most developing countries, however, teachers' working conditions and environment are not supportive and thus lower their motivation and commitment to teach which in turn affects students' academic performance.

In Africa, researchers have found that sizable proportions of teachers have low levels of job satisfaction and are poorly motivated; children are not well taught and thus do not receive minimal acceptable education. Most schooling systems therefore, are faced with teacher motivation crises that are related to salary, advancement, achievement, recognition, responsibility, poor school facilities, among others which have far reaching consequences (Bennell and Akyeamong, 2017). In Nigeria for instance, Adelabu (2005) identifies teacher motivation as based on the way teachers are deployed, working conditions, teachers' competence, teachers' status, vocational intent, career advancement, fringe benefits, and remunerations. Furthermore, some schools are inadequate, dilapidated, overcrowded, and lack teaching materials.

In Tanzania, motivation for teachers helps to retain teachers at work places, and it includes material and psychological needs as pay on its own does not increase motivation among teachers, however pecuniary motivation is likely to be dominated among teachers in less developed countries. In sub-Saharan Africa teachers' motivation is low and this has been detrimental to the quality of

education (Fry, 2003). Haki Elimu 2005/TTU, 2015) have also shown that job satisfaction among teachers is low at all levels. This low satisfaction is bound to affect the quality of education provided in the country. The quality of education is declining due to a consistent poor and underperformance in National Examinations, the main reasons identified include, lack of qualified teachers, untimely changes of learning and teaching curricula, poor motivation of teachers, inadequate teaching and learning materials. This is particularly in secondary schools where morale and productivity of teachers is very low. Teacher morale also varies noticeable across schools in the same location. For example, in a small survey of secondary schools in Mtwara, Tanzania, the breakdown of head teacher ratings of teacher morale was high 44% moderate/average 22% poor 33% (Bennel, 2014). However, satisfactory services delivery in Tanzania's education sector will only be enhanced once teachers are well motivated in their working places (Olemba, 2015).

Teachers who suffer from job dissatisfaction relate with the students poorly which in turn increases problems in managing their classes and henceforth affect students and school academic performance (Knox and Anfara, 2013). It predicts the level of educational outcomes achieved in academics while at the same time line-up concurrently with teachers' knowledge, skills, school assets and strategies in all countries around the globe (Currall, Towler, & Kohn, 2005; Lee, 2006; Olube).

While teachers' motivation proceeds to be regarded as an essential determinant for students' academic performance, many secondary schools' students in Tanzania face a problem of low academic performance as evidenced in the following national achievement tests results of Form Four. The 2010 National Examination Results revealed of mass poor academic performance whereby out of 354,042 students who sat for that examination, only 15,335 (4.3%) of students scored Divisions I and II compared to the majority which constituted of 313,654 (88.6%) of students who scored Division IV and others completely failed in that group (Hakielimu, 2011).

Even though, there is positive correlation between motivation for teachers and better performance of the students; in Tanzania as elsewhere, secondary education with acceptable learning outcomes can be attained if teachers are adequately motivated. Tanzania had been trying to formulate policies to uplift the level of education including training its teachers, but there is no clear outcome whether quality education has been attained and to what extent motivation for teachers had been given priority in the planning process. Sumra (2014) and Davidson (2015) suggested that one factor that has had a significant impact on teaching quality is lack of motivation among teachers. In Tanzania motivation for teachers had not been given much emphasis to uplift the quality of education to cope with the changing World.

Teachers' motivation is fundamental to the accomplishment of organisational goals (Bakotić, 2016; Latif et al., 2013; Miah, 2018). In school organisations, the out-turns of teachers' job satisfaction are the improvement in the quality of teaching and learning processes and ultimately attaining students' higher academic performance (Hossein Khanzadeh, 2013).

In Tanzania, students with marginal performance in Division IV and complete failure Division for 2016 and 2017 were 72.5% and 69.8% while public secondary schools earmarked as high performers were still less than 10% by 2017 (URT, 2018). In this case, more than 90% of secondary schools were labelled as schools with average and low academic performance among students. For 2019 Certificate of Secondary Education Examination (CSEE), the minority of students (32.01%) obtained superior performance in Division I, II and III compared to many with marginal performance in Division IV (48.64%) whereas 19.35% of students totally failed (Executive Secretary, 2020). These academic results indicate that many students did not have superior academic performance grades in this examination; this may be due to the lack of teachers' motivation. Due to that, this study assessed the contribution of teachers' motivation and students' academic performance to get the actual picture in Tanzania context.

Previous scholars such as Paola et al (2016), Spencer and Cassidy (2015) and Zarzoco and Grande mentioned teachers' monetary incentives affects students' academic performance, also Maningu (2017), Mathew (2017) asserts that when schools want to improve students' performance, they should provide recognitions and appreciations. Also, Ouma and Munyuka (2018) explained that there is a relationship between teachers' working conditions and students' academic performance. However, there was little evidence on the influence of monetary on students' performance, therefore this study intended to fill this gap.

LITERATURE SURVEY

Paola, Scoppa and Nistico (2016) examined Monetary Incentives and Students Achievement in a Depressed Labour Market. Results from Randomised Experiment. We evaluate the effectiveness of monetary incentives in enhancing student performance using a randomised experiment involving undergraduate students enrolled at a southern Italian University. Students were assigned to three different groups: a high-reward group, a low-reward group, and a control group. Rewards were given to the 30 best-performing students in each group. Financial rewards increase student performance. High-ability students react strongly whereas the effect is null for low-ability students. Large and small rewards produce very similar effects. These effects also persist in subsequent years, when the financial incentives are no longer in place. No types of crowding-out effects of the monetary incentives are found.

Spencer and Cassidy (2015) assessed monetary Incentives in Support of Academic Achievement: Results of a Randomised Field Trial Involving High-Achieving, Low-Resource, and Ethnically Diverse Urban Adolescents. This article presents findings from a randomised field trial that evaluates a bottom-up approach in which high-achieving students of diverse racial and ethnic backgrounds from poor families are given monetary incentives to maintain their academic standing. The evaluation was designed to explore the role of monetary incentives as a mechanism for promoting resilience in the face of poverty-related challenges. Discussion of what motivates students to learn is framed as a function of normal cognitive and socio-emotional development in challenging environments. Evaluation findings indicate that monetary incentives are effective in promoting academic success to different degrees and for different reasons depending on students' perception of the meaning of the incentive in relation to their emergent identity.

Zarzoso and Grande (2018) evaluated financial Incentives and Academic Performance. The study analysed the effects of financial incentives on academic performance by means of a randomised field experiment. Using two alternative payment mechanisms was

implemented by two experimental treatments designed to motivate students depending on their absolute relative academic performance. Subjects recruited among students from microeconomics were split into two groups depending on whether they had a failed background in the one subject (returning students) or nor (new students). New students were informed that they would receive a reward depending on their bet (the grade they thought they would achieve) and the real grade obtained. In the case of the returning students, their rewards are calculated considering the bet, the obtained real grade and their improvement with respect to previous semesters. In the first semester students were awarded according to a piece rate system whereas in the second one we established two rankings (one for new students and another for returning students) classifying them depending on their academic performance. In both treatments it can be found that the implemented incentives are effective to increase the average of grades for both types of students (new and returning), but the piece rate mechanism is more powerful to motivate a higher number of students.

Fryer (2011) determined teachers Incentives and Students Achievement: Evidence from New York City Public Schools. This study describes a school-based randomised trial in over two-hundred New York City public schools designed to better understand the impact of teacher incentives on student achievement. I find no evidence that teacher incentives do not increase student performance, attendance, or graduation, nor do I find any evidence that the incentives change student or teacher behaviour. If anything, teacher incentives may decrease student achievement, especially in larger schools. The study concludes with a speculative discussion of theories that may explain these stark results. Institutional subscribers to the NBER working paper series, and residents of developing countries may download this paper without additional charge at www.nber.org.

METHODOLOGY

The research employed a mixed approach. A cross-sectional survey design was used whereby the study population was 320 secondary teachers where a sample size of 178 was drawn out of it. Simple random sampling and purposive sampling techniques were used for the selection of respondents. Descriptive statistics was used to analyse data using SPSS v.20 software.

ANALYSIS

The study had both quantitative and qualitative data analysis as elaborated under this section. This approach also assisted the researcher to achieve the research mixed approach adopted by the study. Before data analysis began, the researcher cleaned all data on the questionnaire after their collection from respondents. In doing this, all errors which were detected in questionnaire responses such as writing names of respondents, double ticking of response boxes and any erroneous information was either corrected or deleted. This action improved the quality of data for further processing and analysis.

Quantitative Data analysis

The study analysed quantitative data from the questionnaire by using both descriptive and inferential statistics. As suggested by Rodrigues et al. (2017) descriptive statistics can organise and summarise data by statistical numerals which provide understandable description of data among people who read the study results. Descriptive statistics included the use of frequencies and percentages.

Qualitative Data Analysis

Data analysis was preceded by transcribing interviews verbatim from the sound recorder device. Cleaning of script from interview and field notes from observation method was followed by editing the emerging errors in the texts. Then data analysis from interview scripts and field notes taken during observation was conducted through content analysis by using techniques as suggested by Graneheim and Lundman (2004) and Ciesielska et al. (2018) as including codes establishment, category and themes formulation in a Matrix of results after through reading of the texts. The codes comprised a manageable number of words or short phrases with some levels of frequencies in the text and helped to understand texts information from huge texts in relation to research questions (Cope, 2010; Elliott, 2018; Ngulube, 2015). After coding, the establishment of categories and themes with underlined meaning was formulated by reading transcripts and field notes several times. In formulation of codes, categories and themes, the researcher tried as much as possible to include homogeneous and heterogeneous information within and between codes to make each address specific issues.

RESULTS

The study determined the contribution of teachers' monetary incentives on secondary schools' students' academic performance in Iringa Municipality. With the use of Likert scale of agreement, the response to the statements is shown in Table 1

Table 1: Monetary Incentives and Students' Academic Performance

Statement	SD		D		N		A		SA		Total
	F	%	F	%	F	%	F	%	F	%	
My employer give bonuses for good performers	40	22.7	36	20.5	43	24.4	13	7.4	44	25.0	176
Sometime I am given cash prizes especially when my students perform well	36	20.5	66	31.8	44	25.0	28	15.9	12	6.8	176
In this schools we have different financial rewards	79	44.9	40	22.7	29	16.5	16	9.1	12	6.8	176
My employer provides house allowances to teachers	15	8.5	12	6.8	44	25.0	76	43.2	29	16.5	176
We are given transport allowances in this school.	98	55.7	44	25.0	32	18.2	2	1.1			176

Table 1 shows that 43.2% that, 43.2% of the respondents disagreed that their employer give bonuses for good performers, 32.4% agreed while 24.4% remained neutral with the statement. 52.3% of respondents disagreed that sometimes they are given cash prizes especially when their students perform well, 25% were neutral while 22.7% disagreed with the statement. 67.6% of the respondents disagreed that schools have different financial rewards, 16.5% were neutral while 15.9% agreed with the statement. 59.7% of respondents agreed that employers provide house allowances to teachers, 25% were neutral while 15.3% disagreed with the statement. 80.7% of respondents disagreed that teachers are given transport allowances in their schools, 18.2% were neutral while 1.1% agreed with the statement.

While during the interview, a key informant said:

“There is little provision of bonuses and packages to teachers when they do any additional work. This is because of the government budget provided to finance schools activities is insufficient. Thus, most of the time, there is a lack of financial incentives to secondary teachers. It discourages teachers’ performance and in turn, students’ score low in their academics” (Education officer 1).

The other said that:

“Some teachers are getting housing allowances and a bonus package when they perform higher only if there is a favourable budget; however, there is a lack of financial incentives to most secondary teachers. This situation reduces teachers’ morale while contributing to poor students’ academic performance” (Education officer 2).

It is discovered that in Iringa Municipality, the status of monetary incentives in secondary schools teachers is low as majority of teachers comment that there is lack of bonuses for good performers, lack of cash prizes, lack of financial rewards and lack of transport allowances to teachers, perhaps teachers are given house allowances. Due to this situation, the majority of teachers lack one of motivation factor like financial incentives which triggers their work performance hence contributing to student academic performance.

The results are inconsistent with a study done by Fryer (2011) who determined teachers Incentives and Students Achievement: Evidence from New York City Public Schools. This study describes a school-based randomised trial in over two-hundred New York City public schools designed to better understand the impact of teacher incentives on student achievement. The study found no evidence that teacher incentives do not increase student performance, attendance, or graduation, nor does the study find any evidence that the incentives change student or teacher behaviour. If anything, teacher incentives may decrease student achievement, especially in larger schools. The study concludes with a speculative discussion of theories that may explain these stark results.

Therefore, availability of financial incentives to secondary school teachers motivate them to work hard while contributing to higher student academic performance, but lack of financial incentives such as lack of bonuses for good performers, lack of cash prizes, lack of financial rewards and lack of transport allowances to teachers discourages teachers to work hard hence threatening secondary students academic performance.

CONCLUSION

Lack of motivation factors to secondary schools teachers discourage them from working effectively because they lack motivation in any way or even recognized after task accomplishments. For employees to perform better, motivation factors like monetary incentives, recognition and a good working environment is very important with the institution. Thus, availability of motivation factors to secondary school teachers triggers their performance hence contributes to secondary students’ academic performance.

REFERENCES

- [1] Bakotić, D. (2016). Relationship Between Job Satisfaction and Organizational Performance. *Economic Research*, Vol.29, No.1, 118-130, 14. <https://doi.org/10.1080/133167X.2016.1163946>
- [2] Fryer, R. (2011). Teachers Incentives and Students Achievement. Evidence from New York City Public Schools. *Journal of Labour Economics* 31(2)
- [3] HakiElimu, (2011). *Are Our Teachers Qualified and Motivated to Teach?* A Research Report on Teachers’ Motivation and Commitment to Teach and Their Implications on Quality Education. HakiElimu.
- [4] Iwu, C., Ezeuduji, I., Iwu, I., Ikebuaku, K. and Tengeh, R. (2018a). Achieving Quality Education by Understanding Teacher Job Satisfaction Determinants. *Social Sciences*, 7(2), 25. <https://doi.org/10.3390/socsci7020025>
- [5] Khalil, A.H. (2017). Effects of Job Characteristics on Employee Satisfaction in the Public Radio Stations in Syria. *International Journal of Academic Research in Business and Social Sciences*, 7(9), Pages 294-304. <https://doi.org/10.6007/IJARBS/v7-i9/3325>
- [6] Khan, S. & Abdullah, N. N. (2019). The impact of staff training and development on teachers’ productivity. *Economics, Management and Sustainability*, 4(1), 37–45. <https://doi.org/10.14254/jems.2019.4-1.4>
- [7] Maninga, M. S (2017). The Effects of Teachers Morale in Improving Academic Performance of Secondary Schools in Bukoba Municipality. *Unpublished dissertation Open University of Tanzania*
- [8] Mathew, E. S. (2017). The Effects of Teachers Motivation to Students Academic Performance in Tanzania Community Secondary Schools. *Unpublished dissertation Open University of Tanzania*
- [9] Ouma, N. O. & and Munyua, J. K. (2018). Relationship between Teachers Working Conditions and Students Performance in Public Day Secondary Schools in Nyando Sub-county Kenya. *British Journal of Education*, Vol 6. No.5 pp 52-58

- [10] Paola, M., Scoppa Nistico, R. (2016). Monetary Incentives and Students Achievement in a Depressed Labour Market. Results from Randomized Experiment. *Journal of Human Capital* Vol 6. No. 1 ppg 56-85
- [11] Papos, K. K. & Kumar, Y.M. (2019). Impact of Training and Development Practices on Job Satisfaction: A Study on Faculty Members of Technical Education Institutes. <https://doi.org/10.1177/0258042X19851649>.
- [12] Rahman, M. S. (2016). The Advantages and Disadvantages of Using Qualitative and Quantitative Approaches and Methods in Language "Testing and Assessment" Research: A Literature Review. *Journal of Education and Learning*, 6(1), 102. <https://doi.org/10.5539/jel.v6n1p102>
- [13] Shonje, G. N. (2016). The Influence of Working Conditions on Teachers' Job Teachers Job satisfaction. *Unpublished dissertation Open University of Tanzania*
- [14] Spencer, M.B & Cassid L. N. E (2015). Monetary Incentives in Support of Academic Achievement. Results of Randomized Field Trial Involving Higher Achieving. Low Resource, Ethnically Ethically Diverse Urban Adolence. *Evaluation Review* 29(3) pp 199-222
- [15] Ye, Y. (2019). The Effects of Working Conditions on Teachers Effectiveness. Value Added Scores and Students Perception of Teaching.
- [16] Zarzoso, N. H. &.and Grande G.S (2018). Financial Incentives and Academic Performance. An Experiment Study. *Journal of Economics and Economic Education Research* Vol.19 issue 4.

