

Female Primary School Teachers' Participation in Informal Financial Groups and its Implications for Teaching Performance

Volume 6 Issue 3
(December 2024)
e-ISSN 2716-5191
doi: [10.30997/ijsr.v6i3.516](https://doi.org/10.30997/ijsr.v6i3.516)

Madina Hamisi Juma¹, Grace Mpuya¹, Josephine Churk¹

¹ Business Administration Department, College of Business Education, Tanzania

ARTICLE INFO

Article history:

Received: 07-29-2024

Revised version received: 08-27-2024

Accepted: 12-16-2024

Available online: 12-30-2024

Keywords:

informal financing groups; female teacher; teaching performance; work performance.

How to Cite:

Juma, M. H., Mpuya, G., & Churk, J. (2024). Female Primary School Teachers' Participation in Informal Financial Groups and its Implications for Teaching Performance. *Indonesian Journal of Social Research (IJSR)*, 6(3), 250-265.

<https://doi.org/10.30997/ijsr.v6i3.516>

Corresponding Author:

Madina Hamisi Juma

mhamisi@uef.fi

ABSTRACT

Teachers are reported to be constrained by financial problems like low salaries, which may negatively affect their teaching performance. Informal financial groups (IFGs) emerged as financial intermediaries, like teachers, to help individuals with financial issues. However, informal financial groups reported being connected to many challenges, including stress and conflicts, thus negatively affecting teaching performance. The proposed research aimed at understanding the implications of informal financial group participation on the teaching performance of female primary school teachers in Dodoma City, Tanzania. The study focused on a population of 63 female primary school teachers, with data collected from 34 respondents through surveys and interviews. Data analysis was employed and analyzed using SPSS and conventional content analysis. The study results were analyzed using descriptive and regression analysis for Quantitative data and content analysis for qualitative data. The findings revealed that female primary school teachers' participation in IFGs does not significantly implicate their teaching performance. Also, the findings show that IFGs are primarily used to secure social support during unexpected events and generate extra income to meet household needs not covered by teachers' low salaries. The study provided discourse on decent financial inclusion that positively impacts work performance, such as that of teachers. The findings inform policymakers to review teachers' remuneration to sufficiently support their livelihoods to enable them to focus on teaching activities.



Available online at <https://iojs.unida.ac.id/index.php/IJSR/>
Copyright (c) 2024 by Indonesian Journal of Social Research (IJSR)

1. Introduction

Informal financing groups (IFGs) such as the Rotation Saving and Credit Association (ROSCA) have emerged as important vehicles for addressing financial problems for many people in emerging economies (Biyela et al., 2019). In Tanzania, 10.6 million out of 27,864,302 (54% of the adult population aged 16 years and older) reported using informal financial services (FinScope, 2017). These financial schemes are extensively mushrooming in urban and rural areas to bridge the financial gap for people with low incomes and those left behind by formal financial sectors such as banks (Mhando, 2018). They are available everywhere and used by people of different economic statuses, including teachers (Juma et al., 2023). This suggests that their spread is attributed to the simple and flexible financial intermediaries that enable users to access quick financial services such as soft loans and savings.

Teachers are an important pillar in attaining national education goals and outcomes. They play a significant role in attaining social development and cultivating generations with spiritual, moral, ideological, emotional, and aspirational values (Al-Hothali, 2018). Teachers are responsible for ensuring quality and educational standards while transmitting national norms and values to students (Dassah & Yelletuo, 2022). However, studies reported that teachers suffer from financial constraints such as low salaries, a lack of incentives, and a lack of promotion that negatively affect their teaching performance (Ayechew Ayenalem et al., 2023). Teachers reported to have lower monthly salaries than those of other workers with comparable levels of education and experience (Evans et al., 2022). Such financial hardships force many teachers to seek alternative means of addressing their financial needs, including participating in IFGs. In Tanzania, female teachers are among the most active participants in these groups, driven by the need to supplement their income and meet household financial obligations (Ayechew Ayenalem et al., 2023). Scholars such as Juma and Stonier (2023) argued that low salaries forced teachers to engage in petty activities such as private tutoring to supplement their income, which results in delays in completing the syllabus and absenteeism so that students can pay the tuition. Like other people with financial constraints, IFGs can support female primary school teachers in sustaining their financial needs.

There is substantial evidence indicating that IFG positively impacts social and economic development. Lukwa et al. (2021) reported that IFGs help members fulfill financial needs and consequently improve household living conditions through loaning, saving, and social insurance; they also support poor fishermen with capital for fisheries (Manzilati & Prestianawati, 2021). It is also important to note that IFG plays a critical role in attaining the Sustainable Development Goals (SDGs), particularly Goal 8, which focuses on mitigating poverty by promoting inclusive and sustainable employment, economic growth, and decent work. This is because financial inclusion helps people invest in businesses, thus permitting one to climb out of vulnerability and the volatility of poverty (Klapper & Hess, 2016; Arnold, 2020).

Participation in IFGs is one of the alternative income-earning activities among women, including primary school teachers (Lukwa et al., 2022). While IFGs contribute to economic development, contrasting voices have reported problems associated with IFG participation (Mwangi & Kimani, 2015; Mori et al., 2016; Shau, 2022). Among the problems reported were conflicts and stress caused by burdensome debt. This is attributed to transferring loans from one group to another to clear loans. As a result, the loan keeps increasing due to having multiple loans (Mori et al., 2016), hence failing to repay and thus increasing stress. Another stress occurs when members have no participation boundary, as one may belong to multiple groups. This has been reported to cause financial stress (Mori et al., 2016) and may have multiplier effects on individuals' efficiency and work performance, like the teaching performance of female primary school teachers. Eventually, participation in IFGs may jeopardize the teaching performance of primary school teachers in many forms, including

stress, ruining teacher reputation, absenteeism, and conflict, which in turn may attract disciplinary procedures. Absenteeism for insistence can be attributed to engaging in private tutoring while searching for extra income for repayment (Juma & Stonier, 2023). Teaching performance in this research can be defined as teaching attendance, students' learning outcomes, and interpersonal relationships with students and staff. Understanding how IFG participation affects the teaching performance of female primary school teachers is paramount. However, studies on this particular topic have received little attention. Empirically, most of the available studies focus on the importance of IFGs in agriculture, health care, food security, and the fishing industry (Oranu et al., 2020; Lukwa et al., 2022; Manzilati & Prestianawati, 2022).

The study sought to investigate the implications of informal financial group participation on the teaching performance of female primary school teachers in Dodoma City, Tanzania. To our knowledge, this study is one of its kind and unique in the Tanzanian context. It focuses on female primary school teachers since women make the majority of IFGs worldwide, accounting for 80% (Rickard & Johnsson, 2018). This dominance arises from the many benefits of the IFGs, such as access to savings and low-interest loans, social capital created through mutual support, and trust confines within these groups (Karwitha & Mahiri, 2020; Anderson & Baland, 2000). Among these women, female teachers represent a significant subgroup in IFGs. Their participation is shaped by structured savings mechanisms and micro-loans tailored to their unique financial needs. IFGs offer female teachers a simple, reliable alternative to formal financial systems, addressing their financial requirements (Ayechew Ayenalem et al., 2023; Anggraeni, 2009). It specifically seeks to answer the following specific objectives:

1. What motivates female primary school teachers' participation in IFGs in Dodoma City, Tanzania?
2. How does the participation of female primary school teachers in IFGs affect teaching performance in Dodoma City, Tanzania?

The findings can contribute to the existing literature and inform efforts to support teachers' financial inclusion and professional development. It can also provide valuable insights into the relationship between female primary school teachers' participation in informal financial groups and their teaching performance. Furthermore, the study highlighted the need for policymakers to review teacher remuneration that can sufficiently support their livelihoods and enable them to focus on their teaching activities during working hours. To researchers, the findings of this study are used as a benchmark for further research

1.1. Theoretical framework

This study will apply the work-life balance theory. The concept of "work-life balance" emerged in the late 1970s and was coined by the British sociologist Robert Owen in the early 1980s as a response to societal changes and the increasing recognition of the need to address the challenges individuals face in managing their work and personal lives effectively. Work-life balance theory examines the relationship and interaction between work and personal life domains and emphasizes achieving a harmonious equilibrium. It recognizes that individuals have multiple roles and responsibilities, including their professional work and personal life outside of work, such as family, social relationships, and personal well-being. The theory posits that effectively managing and balancing their work and personal responsibilities enhances well-being, job satisfaction, and overall performance.

The work-life balance theory is helpful in this study as it helps to identify the potential trade-offs and strains. The theory highlights that an imbalance between work and personal life can lead to negative consequences such as increased stress, fatigue, and decreased job

satisfaction. Applying this theory to the research study is essential for examining whether female primary school teachers' participation in financial groups during working hours creates trade-offs or strains that may affect their teaching performance. It will also help in designing supportive financial interventions. The theory suggests that organizations and institutions should strive to create supportive environments that enable individuals to achieve work-life balance. Understanding the factors that contribute to work-life imbalances can help female primary school teachers maintain their teaching performance while participating in financial groups

1.2. Empirical Literature Review

Various factors may foster teachers' participation in IFG during working hours, and understanding these factors is crucial for comprehending the implications of their teaching performance in Dodoma City, Tanzania. A study by Matuku and Kaseke (2014) found that access to financial resources increased women's control over income, enhanced decision-making power, and thus improved their economic status, especially the poor women who are the heads of families. Likewise, Lukwa et al. (2021) revealed that IFGs help people with financial problems fulfill their needs by providing soft loans and savings. This is because it increases their knowledge about financial concepts, savings, and investment options, which empowers individuals and enhances their confidence to participate in financial groups. These findings imply that financial literacy and education motivate individuals, including female primary school teachers, to participate in informal financial groups. This implies that the potential for increased income and economic independence is a significant motivator for female primary school teachers to engage in informal financial groups. In developing countries like Tanzania, female primary school teachers face unique challenges affecting classroom performance. According to Tao (2019), who explored the experiences of female primary school teachers in Tanzania, they identified gender-related factors, including societal expectations and resource limitations, as influencing their teaching performance.

The study by Murshid (2018) examined the impact of women's participation in microfinance programs on their time allocation between work and household activities in Bangladesh. Their findings indicated that women involved in income-generating activities faced difficulties managing their work and household responsibilities, potentially impacting their work performance. It is also reported by Muwanguzi et al. (2021) and Al-Hothali (2018) that poor salaries and remuneration have forced teachers to commit some misconduct that can be connected to different factors like poor living conditions. Given the low salaries of primary school teachers, teachers reported engaging in petty activities such as private tutoring to supplement their income (Al-Hothali, 2018). Also, Ayechev Ayenalem et al. (2023) argue that such problems cause teachers to fight for survival, distracting them from teaching activities. These findings suggest that economic empowerment significantly motivates female primary school teachers to join informal financial groups. These findings highlight the importance of comprehensive interventions that address multiple aspects of women's lives to support their economic empowerment and work performance. Implementing supportive interventions and programs can help mitigate the potential negative effects of female primary school teachers' participation in financial groups on their teaching performance. Kinyanjui and Ocholla (2024) conducted a study in Kenya to examine the impact of a financial literacy program on women's economic empowerment. The program enhanced women's financial skills, improved their well-being, and reduced stress.

This literature review further explores existing studies that provide insights on relevant approaches and interventions that can support female primary school teachers in successfully engaging with financial groups while ensuring their work performance remains intact. A study by Indradewa and Prasetio (2023) emphasized the positive impact of flexible work options on work-life balance and job satisfaction. Implementing flexible work arrangements tailored to

the specific needs of female primary school teachers can facilitate their engagement in financial groups while ensuring adequate time and energy for teaching responsibilities. Another study by Klapper et al. (2016) demonstrated the positive impact of financial education on individuals' financial behavior and decision-making. Providing such training opportunities to female primary school teachers can enhance their ability to participate in financial groups effectively, ensuring their work performance remains unaffected.

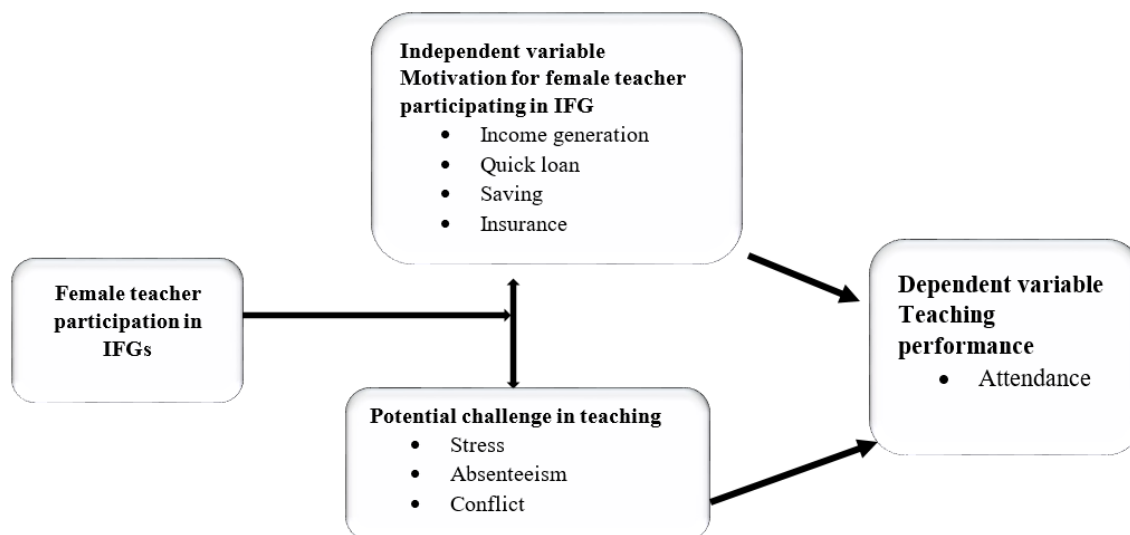


Figure 1 Researcher, Conceptualization of Theoretical and Empirical Literature Review (2023)

Based on the literature reviewed, the independent variables represent the participation of female primary school teachers in IFG. Several factors, including economic empowerment, financial literacy, access to credit, and income generation opportunities can influence them. The mediating variables represent the strategies and interventions that can support female primary school teachers' participation in financial groups, such as flexible work arrangements, effective time management and planning, supportive school policies and practices, and collaborative partnerships. The dependent variable is the teaching performance of female primary school teachers.

The conceptual framework suggests that the independent variables influence the mediating variables, which, in turn, impact the dependent variable. By considering the interplay between these factors, the research can examine how the motivation to participate in financial groups can be effectively managed and balanced with teaching performance.

2. Methods

This study was conducted in five public primary schools in Dodoma City: A, B, C, D, and E. These schools were purposely selected since they are located in the heart of the city, where there are high living expenses, fostering the possibility for primary school teachers to participate in informal financial groups for economic empowerment. Dodoma City was selected because it is a growing city with an increasing population, which attracts the establishment of more primary schools and a city lifestyle. The selection of this city is relevant for conducting a study on the implications of female primary school teachers' participation in informal financing groups on work performance, as it presents a context in which financial stress is prevalent among teachers, thus driving their participation in such groups.

This research employed a mixed methods design to comprehensively explore the implications of informal financing group participation on the teaching performance of female

primary school teachers in Dodoma City. Using mixed methods allows for the triangulation of qualitative and quantitative data, providing a detailed understanding of the subject matter. This design enhances the reliability and validity of the findings by drawing on the strengths of both methods: qualitative data provide rich, detailed insights into the experiences and perspectives of the participants, while quantitative data help generalize trends across the broader population of female primary school teachers in Dodoma City. Integrating these two approaches leads to a more precise understanding of how informal financial group participation affects teachers' teaching performance.

The study population comprised 63 female teachers from five public primary schools in Dodoma City. The 63 female primary school teachers were selected based on the total population of female teachers in five public primary schools in Dodoma City. These teachers were selected due to their active participation in informal financial groups, common in urban settings with high living expenses. These criteria ensure that the sample represents those whose experiences with IFGs could provide valuable insights into the study objectives. The sample size for the study was determined using the Yamane formula, which helps ensure the sample is statistically representative. According to Denscombe (2011), a sample for small research should not involve fewer than 30 respondents to ensure that statistical analysis is justified. Therefore, the sample size of 34 female primary school teachers is sufficient to represent the total population of 63 teachers in the study.

The schools were purposefully selected due to their central location in the city, where high living expenses are a prominent challenge for teachers. They also have a reasonable number of female primary school teachers participating in IFGs to accommodate themselves in city life. Likewise, simple random sampling was used to select female primary school teachers to participate in the survey. In contrast, purposive sampling was used to select key informants such as head teachers, ward education officers, city education officers, and quality assurance officers. The key informants were selected based on the criteria that government officials are entitled to supervise teachers' activities at their workstations and thus are knowledgeable about teachers' performance. Moreover, they were selected purposefully based on their professions and leadership experiences in handling teachers' work performance during working hours.

For data collection, the study employed qualitative and quantitative methods, allowing for triangulation of findings, which enhances the reliability and validity of the study (Malthus, 2017). The mixed-methods design was chosen because it provides a comprehensive understanding of the research problem from multiple perspectives and captures the multifaceted nature of the topic. Quantitative data (e.g., motivating factors and teaching performance outcomes) are complemented by qualitative insights (e.g., teacher experiences, challenges, and perceptions) that cannot be fully captured by numbers alone.

Quantitative data were collected through surveys, which were used to gather information on the motivating factors for female primary school teachers to participate in IFGs. This method was used to obtain generalizable data on the extent of participation in IFGs and how such participation might be associated with teaching performance. The survey questions were designed to address the core variables of interest, including payment frequency, loan amounts, and repayment periods, which were hypothesized to affect teaching performance. Qualitative data were collected through semi-structured interviews with key informants; the interviews aimed to capture detailed, context-rich information on how participation in IFGs affects teaching performance. Furthermore, it provided an opportunity to explore teachers' personal experiences and challenges related to their participation in IFGs, such as stress, absenteeism, or improved financial stability.

Qualitative data, including audio, video, and text from interviews, were analyzed using content analysis. First, the data were transcribed verbatim to ensure accuracy. Then, the transcriptions were coded to identify key themes, patterns, and categories relevant to the

research questions. This process involved organizing the data into manageable sections, highlighting important concepts, and grouping them into overarching themes that allowed for a deeper understanding of how female primary school teachers' participation in IFGs impacted their teaching performance. The generated themes were then analyzed to provide meaningful insights aligned with the study's objectives. Quantitative data were analyzed using descriptive statistics, calculating frequencies and percentages to summarize the data and identify trends. This was done using Statistical Package for the Social Sciences (SPSS) software. Multiple linear regression was employed to assess the effect of female primary school teachers' participation in IFGs on teaching performance. This regression model was designed to estimate the relationship between the independent variables (payment frequency, loan amount, and repayment period) and the dependent variable (teaching performance). The regression model was specified as follows:

$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \epsilon$. Where: Y is teaching performance β_0 is the intercept term β_1 , β_2 , and β_3 are the regression coefficients for payment frequency, loan amount, and repayment period, respectively. X1, X2, and X3 are variables representing the frequency of payment, loan size, and proportion of contribution, respectively, and ϵ is the error term.

3. Results and Discussion

3.1. Demographic Profile of Respondents

The findings in Table 1 below present demographic information of the female primary school teachers surveyed. The findings show that the majority (47.1%) of primary school teachers were between 38 and 47, and a few (17.6%) were 48 years and above.

Table 1 Demographic information of respondents

Age of respondent	Frequency	Percent
28-37	12	35.3
38-47	16	47.1
48+	6	17.6
Total	34	100
Educational qualifications	Frequency	Percent
Certificate of education	12	35.3
Diploma of education	15	44.1
Bachelor degree	7	20.6
Total	34	100

Source: Field Data 2023

The demographic information in Table 1 indicates that most of the teachers belong to an economically active group (United Republic of Tanzania [URT], 2022; International Labour Organisation [ILO], 2024). Their involvement in IFGs stems from their responsibilities in meeting family needs, thus motivating them to seek supplementary income opportunities. Regarding educational qualifications, the majority of female primary school teachers, 44.1%, hold diplomas in education, followed by 35.3% with certificates in education and 20.6% who possess bachelor's degrees, as indicated in Table 1. Notably, the prevalence of diplomas and certificates aligns with the educational levels to which they are qualified to teach. It is essential to note that in Tanzania, a teaching certificate is a prerequisite for primary school educators (United Republic of Tanzania [URT], 2014).

3.2. Teacher's Participation in IFGs

The study sought to understand female primary school teachers' engagement in IFGs and their membership across various groups. Findings indicated that most teachers actively

participated in IFGs within their school communities. Conversely, a smaller fraction did not participate, as shown in Figure 1.

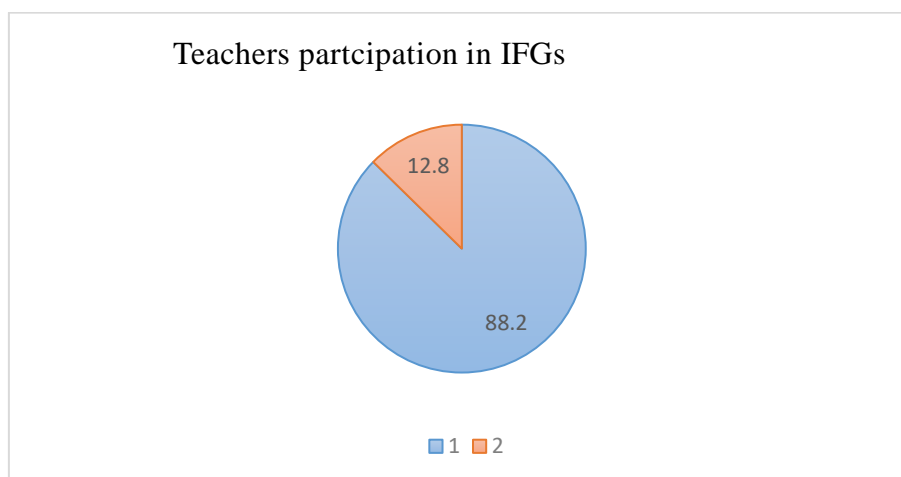


Figure 1 Female Primary School Teachers' Participation in IFGs

The findings in Figure 1 strongly suggest the ubiquitous nature of IFGs among teachers. This finding aligns with (Emmanuel et al., 2020), who argue that "Rwandan teachers intend to improve their economic welfare if their increment income is injected into savings. This can improve capital formation for low-income earners and as a result increase in investment that leads to the improvement in income". Similarly, Oranu et al. (2020) pointed out that IFGs exist within various social spheres, including co-workers, worshippers, and neighborhoods. Therefore, it is important to note that members feel comfortable associating with fellows who are more familiar than those who are strangers. Moreover, the prevalent is strengthened by flexibility in the contribution model, which members themselves determine. At the same time, membership in these groups is voluntary and accessible to individuals who adhere to the specified group criteria (Matuku & Kaseke, 2014).

Regarding female primary school teachers' membership across various groups, the result shows 16(47.1%) hold one membership, 12(41.2%) have two group memberships, and 4(11.4%) possess multiple memberships. Involving a multiple group may adversely impact a teacher's ability to focus on teaching due to financial tension due to pressures from multiple financial commitments across several IFGs. Such a burden might exceed their financial capacity, potentially affecting their effectiveness in managing financial obligations alongside their teaching responsibilities. This finding aligns with Mori et al. (2016) observation that one significant challenge posed by multiple memberships is the accumulation of unpaid debts due to borrowing money from one IFG to settle loans obtained from other IFGs.

3.3. Motives of Female Primary School Teachers in Joining IFGs

The study investigated the motives behind female primary school teachers joining IFGs. As indicated in Table 2, teachers were asked to rate their responses based on the motive statement.

Findings in Table 2 revealed that the predominant reason behind teachers' involvement in IFGs was low salary (38.2%) as the main reason. This finding implies that teachers' monthly salaries are inadequate to sustain essential consumption and thus act as a push factor to look for other alternative income, including joining IFGs. The finding concurs with Evans et al. (2022), who highlight that teachers' monthly salaries are notably lower than other professionals with similar education and experience. The inadequacies of salaries may lead to instances of misconduct among teachers and subsequently diverting their focus from teaching

responsibilities (Ayechew Ayenalem et al., 2023; Muwanguzi et al., 2021; Al-Hothali, 2018). Thus, reviewing teachers' remuneration is key to enhancing teaching performance among primary school teachers. Furthermore, 85.3% agreed that they joined IFGs to seek social support. This finding implies that social capital is significant for teachers, potentially serving as a network for emotional support, advice, and solidarity beyond financial benefits. The IFGs also act as social insurance for buffering shocking events such as sickness, death, and even ceremonies, including weddings. The prevalence of IFG assurance is due to limited awareness among Tanzanians (Juma et al., 2023).

Table 2 Reason for teacher joining IFGs

Perceived statements	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
Low interest rate	2	5.9	27	79.4	5	14.7	0	0	0	0
Quick loan	4	11.8	23	67.6	7	20.6	0	0	0	0
Low salary	13	38.2	18	52.9	1	2.9	1	2.9	1	2.9
Generating extra income	0	0	24	70.6	7	20.6	3	8.8	0	0
Lack of incentive.	1	2.9	5	14.7	6	17.6	10	26.4	12	29.4
Saving discipline	0	0	0	0	13	38.2	21	61.8	0	0
Social support	0	0	29	85.3	5	14.7	0	0	0	0
Cultural norms	0	0	12	35.3	22	64.7	0	0	0	0

Source: Field Data 2023

Moreover, as shown in Table 2 above, the findings indicate that 79.4% of teachers agreed that the low interest rate attracted their participation. This finding implies that teachers perceive IFGs as alternatives to formal financial institutions due to their lower rates. Most IFGs charge a minimal loan interest rate of 10 or less than 10%, which is affordable for most. This is consistent with (Mhando, 2018), who established that most people participate in IFGs due to barriers such as high interest rates, costs, irregular income patterns, and lack of financial literacy. It was further found that 24 (70.6%) have joined IFGs to generate extra income, as shown in table 2 above. The finding suggests teachers' salaries are not sufficient to suffice their daily consumption; as a result, they use IFGs as a means of generating extra income. This incurs with Mbonea et al. (2021) and Ayechew Ayenalem et al. (2023) observation who noted that teachers suffer from financial constraints due to low salaries, lack of incentives, and promotion. Moreover, Evans et al. (2022) noted that teachers have lower monthly salaries than other workers with comparable levels of education and experience. This caused teachers to fight for survival, distracting them from teaching activities hardly. Ayechew Ayenalem et al. (2023) argued that low salaries forced teachers to engage in petty activities such as private tutoring and joining IFGs to supplement their income. All these contribute to delays in completing syllabuses and class absenteeism.

3.4. The Frequency of Female Primary School Teachers' Contribution to IFGs

The study sought to understand the frequency of female primary school teachers' contributions to IFGs. Figure 1 illustrates that the majority of female teachers contribute to IFGs monthly. These monthly contributions typically coincide with when teachers receive their salaries, facilitating their ability to make them. This implies that teachers often participate in IFGs on a monthly basis as an indication of insufficient salaries that need backup from other financial sources.

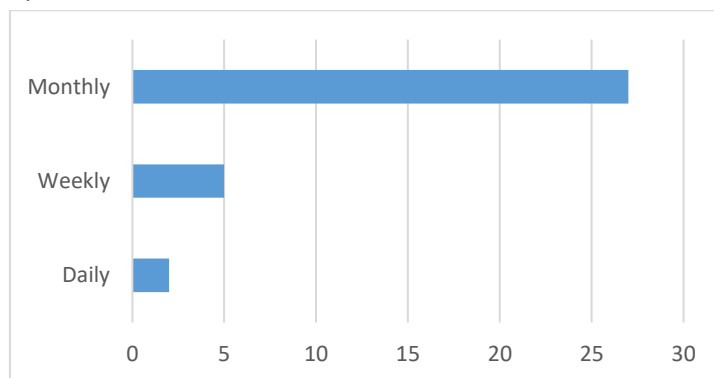


Figure 1 Frequency of Contribution to IFGs

3.4. The Frequency of Female Primary School Teachers' Contribution to IFGs

The findings in Figure 2 reveal notable patterns in the contributions made by female primary school teachers to IFGs. The majority 18 (52.9%) of teachers contribute 20,000-29,000 Tanzanian shillings (TZS), 6 (17.6%) teachers contribute 10,000-19,000 TZS, and 5 (14.7%) teachers contribute 5,000-9,000 TZS. This indicates that teachers contributed to IFGs monthly based on their financial goals.

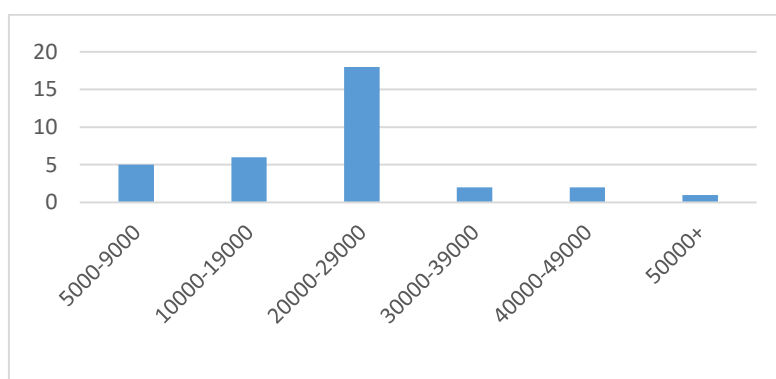


Figure 2 Amount of Money Contributed to IFGs by a Teacher

3.5. Female primary school teachers take the loan volume from IFGs, and its repayment duration

The research findings highlighted that many teachers accessed loans of varying amounts. Table 3 demonstrates that 13 (38.2%) teachers secured loans from 500,000 to 699,000 TZS, while 7 (20.6%) borrowed money from 100,000 to 299,000 TZS and 7 (20.6%) borrowed over 1,000,000 TZS. These loans align with the financial capacity of teachers to manage repayment. However, a challenge arises when teachers acquire multiple loans from various groups. This scenario can induce stress, making it challenging to manage repayments, potentially impacting their teaching commitments, as also observed by (Mori et al., 2016).

Table 3 Amount of loans taken by teachers

Amount (TZS)	Frequency	Percent
100,000-299,000	7	20.6
300,000-499,000	3	8.8
500,000-699,000	13	38.2
700,000-899,000	4	11.8
1,000,000	7	20.6
Total	34	100.0

Source Field Data 2023

On the other hand, the research findings revealed various repayment periods for loans obtained by teachers from IFGs. The majority of teachers, 27(77.4%), had a three-month repayment duration, 5(17.7%) teachers had more than three months' repayment duration, and 1(2.9%) had teachers repaid on a daily or weekly basis. These repayment timelines align with the nature of the IFGs that teachers engage with. However, it is important to note that our study did not ascertain the specific repayment amounts during each installment.

3.6. The Implication of Female Primary School Teachers' Participation in IFGs on Teaching Performance

The study sought to understand the implication of teachers' participation in IFGs on their teaching performance. Surprisingly, the findings revealed that the involvement of teachers in IFGs does not significantly affect the teaching performance of female primary school teachers. Table 4 depicts that most teachers, 21 (61.8%), disagreed with rushing through the completion of syllabuses searching for loan repayments, and 19(59.9%) teachers disagreed with the idea of rarely attending lessons due to their involvement in IFGs. On the other hand, 20(55.8%) teachers agreed to find a manageable balance of their school attendance with their participation in the IFGs.

Findings in Table 4 have shown that teachers' participation in IFGs has no negative effect on teaching performance. This implies that although teachers participate in IFGs, it empowers them economically and does not interfere with their teaching duties. The following interview extracts supported these findings. During the interview, teacher X primary school stated, "*Participation in IFGs is to complement our financial stability without compromising our dedication to teaching.*" In another interview with the head teacher, J stated, "*From my observation, teachers have been effectively managing their teaching duties despite their participation in IFGs. I haven't noticed any significant distractions affecting their teaching obligations due to their involvement in these groups*". Likewise, an interview with education officer K said, "*We haven't received any formal complaints or reports regarding lenders or any form of disruption caused by these IFGs to teachers*". All these findings suggest that IFGs serve as a means to strengthen the financial capability of teachers rather than restricting their professional endeavors. The finding concurs with (Lukwa et al., 2022), who highlighted the role of IFGs in meeting financial needs, subsequently enhancing household living standards through provisions such as loans, savings mechanisms, and acting as a form of social insurance. These IFGs are designed to support teachers in navigating financial challenges, thus empowering them to improve their financial resilience without imposing limitations on their work commitments, as Evans et al. (2022) observed.

Table 4 Implication of IFG Participation in Teaching Performance

Perceived statements	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
I spent much of my time searching for repayment which led to the delay in the completion of the syllabus	0	0	9	26.5	3	8.8	13	38.2	9	26.5
IFG participation leads to lesson absenteeism	0	0	3	8.8	10	29.4	15	44.1	6	17.6
Engaging in IFGs distracts teaching activities	0	0	6	17.6	2	5.9	15	44.1	11	32.4

I was humiliated in the presence of my student due rate repayment.	0	0	7	20.6	12	35.3	11	32.4	4	11.8
Participation in IFGs does not affect my teaching attendance	8	23.5	20	58.8	1	2.9	3	8.8	1	2.9
I rarely miss school because of my involvement in IFG	0	0	2	5.9	6	17.6	19	55.9	7	20.6
IFG participation leads to a rush in lesson completion before the allocated time	0	0	5	14.7	4	11.8	21	61.8	4	11.8
I find it easy to balance my attendance at school and participation in informal saving groups	13	38.2	19	55.9	2	5.9	0	0	0	0
My involvement in informal saving groups brought many misunderstandings with my supervisor	0	0	1	2.9	1	2.9	18	52.9	14	41.2
Since I joined IFGs, I have lost concentration on my teaching	0	0	1	2.9	1	2.9	12	35.3	20	58.8

Source Field Data, 2023

3.6.1. Correlation Matrix between Teacher's Participation in IFGs and Teaching Performance

The correlation matrix indicates the strength of the relationship between loan amount, frequency of payment, and proportion of the contribution to teaching performance. The findings indicate a negative correlation of loan amount of $-.857^*$, frequency of payment of $-.678^*$, and proportion of the contribution of $-.763^*$ on teaching performance as independent variables in this study, as shown in Table 5.

Table 5 Correlation matrix between dependent and independent variables

	Proportion of contribution	Frequency of payment	Loan size	Teaching performance
Proportion of contribution	1	.155	.051	$-.763^*$
Frequency of payment	.155	1	.150	$-.678^*$
Loan size	.051	.150	1	$-.857^*$
Teaching performance	$-.763^*$	$.678^*$	$-.857^*$	1

Source: Field Data, 2013

Based on the findings of correlation analysis in Table 5, a negative correlation between loan size and teaching performance indicates that frequency of payment, loan size, and proportion of contribution do not implicate teaching performance among female primary school teachers. This finding is supported by teacher A, who said "we find it easy to repay as we take loans based on our financial capacity, therefore this cannot affect our teaching." Despite this finding, it is important to note that as the loan volume increases, it may hinder teaching performance due to financial stress, as Mori et al. (2016) noted. Financial difficulties often lead to increased stress and reduced job satisfaction, hindering teachers' effectiveness in the classroom.

3.6.2. Regression Analysis on Teacher's Participation in IFGs and Teaching Performance

The overall model fit was assessed by R-squared value, which indicates the proportion of variance in teaching performance explained by the independent variables collectively. A higher R-squared value (0.77) suggested a good fit to the data. The regression coefficients and p-values are shown in Table 6.

Table 6 Regression analysis of teachers' participation in IFGs and teaching performance.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-3.542	1.071		-3.307	.323
Frequency of loan repayment	-1.131	.344	-.069	-3.288	.116
Loan size	-2.196	.149	-.251	-14.738	.079
Proportion of contribution	-1.235	.192	-.236	-6.432	.238

Dependent Variable: Teaching performance

Source Field Data, 2013

The negative correlation between teaching performance and loan repayment with a p-value greater than 0.05 suggests no significant association exists between teaching performance and frequency of loan repayment among primary school female teachers. In addition, A p-value greater than 0.05 indicates that there is no statistically significant relationship between teaching performance and loan size. Furthermore, teaching performance and the proportion of contribution among primary school female teachers with a p-value greater than 0.05 indicates that any changes in the proportion of loan contribution among female teachers in primary schools do not significantly affect their performance. In support of this finding, an interview with head teachers revealed that teachers continue to perform their teaching duties despite being members of IFGs. Headteacher B said, "*In my schools, all teachers attending classes and generally they have good performance; I don't think if IFGs interfere with their teaching program*". This finding means that IFGs do not affect the performance of female teachers. Further findings show that some mechanisms control performance and make teachers adhere to teaching professionalism. In an interview with an education officer two, who asserted "*we emphasis professionalism and ensure that teacher understand the importance of separating personal financial commitment from their professional role, so far, this approach seems to have worked effectively*".

4. Conclusion

This study investigated the motives behind female primary school teachers' participation in informal financial groups (IFGs), the frequency and volume of their contributions, and the impact of IFGs on their teaching performance. Based on the findings, the study concludes that the primary motive for female teachers' participation in IFGs was inadequate salary, with 38.2% of teachers citing low salaries as the key driving force. Social support (85.3%) and low interest rates (79.4%) were also significant factors influencing their decision to join these groups. These findings suggest that IFGs play a crucial role in addressing financial constraints and providing social capital to teachers. The majority of female teachers contributed to IFGs every month, with the amounts contributed aligning with their financial capacities. The most common contribution range was between 20,000 and 29,000 Tanzanian Shillings. These contributions reflect the teachers' reliance on IFGs to enhance economic resilience, underlining the importance of regular and manageable participation. Moreover, teachers

accessed loans of varying amounts, with most borrowing between 500,000 and 699,000 TZS. The repayment duration for these loans was predominantly three months, consistent with most IFGs' structure. While multiple loans may introduce financial stress, teachers reported managing repayments without affecting their teaching performance. Generally, the study revealed that participation in IFGs did not significantly affect the teaching performance of female teachers. Most teachers reported balancing their financial obligations with their teaching duties, supported by survey responses and interview data from headteachers and education officers. Despite the financial pressures associated with IFG participation, teachers could maintain their professional commitments effectively. Based on these findings, the study recommends future research to explore the role of financial literacy in teachers' ability to manage their participation in IFGs without affecting their professional responsibilities. In addition, researchers can conduct longitudinal studies to track the long-term effects of IFG participation on teachers' financial stability, mental health, and job satisfaction. This would offer a deeper understanding of how informal financial support impacts teachers' well-being and classroom performance.

References

- Al-Hothali, H. M. (2018). Ethics of the Teaching Profession among Secondary School Teachers from School Leaders' Perspective in Riyadh. *International Education Studies*, 11(9), 47. <https://doi.org/10.5539/ies.v11n9p47>
- Anderson, S., & Baland, J.-M. (2000). The economics of ROSCAs and Intra-Household resource allocation. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.244530>
- Anggraeni, L. (2009). Factors Influencing Participation and Credit Constraints of a Financial Self-Help Group in a Remote Rural Area: The Case of ROSCA and ASCRA in Kemang Village West Java. *Journal of Applied Sciences*, 9(11), 2067–2077. <https://doi.org/10.3923/jas.2009.2067.2077>
- Arnold, J. (2020). *Digitizing savings groups: Evidence from Tanzania. Understanding the impact of digital ledgers on women's savings groups*. <https://globalcommunities.org/resources/digitizing-savings-groupsevidence-from-tanzania-sept-2020/>
- Ayechew Ayenalem, K., Gone, M. A., Yohannes, M. E., & Lakew, K. A. (2023). Causes of teachers' professional misconduct in Ethiopian secondary schools: Implications for policy and practice. *Cogent Education*, 10(1), 2188754. <https://doi.org/10.1080/2331186X.2023.2188754>
- Biyela, N., Tsibolane, P., & Van Belle, J.-P. (2019). Domestication of ICTs in community savings and credit associations (Stokvels) in the Western Cape, South Africa. In K. Krauss, M. Turpin, & F. Naude (Eds.), *Locally Relevant ICT Research* (Vol. 933, pp. 35–47). Springer International Publishing. https://doi.org/10.1007/978-3-030-11235-6_3
- Dassah, D., & Yelletuo, P. (2022). Impact of national teachers' standards on quality and effective education delivery. *African Journal of Education and Practice*, 8(4), 47–62. <https://doi.org/10.47604/ajep.1575>
- Denscombe, M. (2011). *The good research guide for small-scale social science research projects* (Fourth). McGraw-Hill Education.

- Emmanuel, N., Gabriel, K., & Rusibana, C. (2020). *Saving and Credit Cooperatives Services and Socio-economic Empowerment of Teachers in Rwanda*. 3(4).
- Muwanguzi, S., Musisi, B., & Itaaga, N. (2021). The Pervasiveness of Multi-School Teaching (MST) among Public Secondary Schools in Wakiso District (Uganda): Pedagogical Dilemmas, Handling and Way Forward. *American Journal of Educational Research*, 9(8), 522–531. <https://doi.org/10.12691/education-9-8-9>
- Evans, D. K., Yuan, F., & Filmer, D. (2022). Teacher pay in Africa: Evidence from 15 countries. *World Development*, 155, 105893. <https://doi.org/10.1016/j.worlddev.2022.105893>
- FinScope. (2017). *Insight that drive innovation*. <https://www.fsdt.or.tz/wp-content/uploads/2017/09/FinScopeTanzania-2017-Insights-that-Drive-Innovation.pdf>
- Inradewa, R., & Prasetyo, A. A. (2023). The influence of flexible working arrangements and work-life balance on job satisfaction: A double-layered moderated mediation model. *Jurnal Ekonomi Dan Bisnis*, 26(2), 449–476. <https://doi.org/10.24914/jeb.v26i2.9551>
- International Labour Organisation [ILO]. (2024). *Labour Force Statistics*. <https://ilostat.ilo.org/>
- Juma, A. A., & Stonier, F. (2023). Teacher Absenteeism and Poor Learning Outcome in Tanzania: Rethinking an Incentive Scheme as a Strategic Solution to the Problem. *The African Review*, 1–26. <https://doi.org/10.1163/1821889x-bja10046>
- Juma, M. H., Jarkko, S., Mramba, N. R., Matti, T., & Kapinga, A. F. (2023). *Smartphone Use in Financial Management among Women's Informal Saving Groups in Dodoma, Tanzania* (2). 15(2), Article 2. <https://digitalcommons.kennesaw.edu/ajis/vol15/iss2/2>
- Karwitha, D., & Mahiri, J. (2020). *Women Participation on Rotating Savings and Credit Associations for Community Development in Muthara Division, Kenya*. 25(5), 40–50. <https://doi.org/10.9790/0837-2505024050>
- Kinyanjui, J. W., & Ocholla, D. (2025). Financial Literacy Amongst Women Entrepreneurs for Economic Empowerment in Kenya. In D. Ocholla, O. B. Onyancha, & A. O. Adesina (Eds.), *Information, Knowledge, and Technology for Teaching and Research in Africa* (pp. 53–83). Springer Nature Switzerland. https://doi.org/10.1007/978-3-031-65745-0_3
- Klapper, L., El-Zoghbi, M., & Hess, J. (2016). *Achieving the sustainable development goals, The role of financial inclusion*.
- Lukwa, A. T., Odunitan-Wayas, F., Lambert, E. V., Alaba, O. A., & on behalf of the “Savings for Health” IDRC Collaborators. (2022). Can informal savings groups promote food security and social, economic and health transformations, especially among women in Urban Sub-Saharan Africa: A Narrative Systematic Review. *Sustainability*, 14(6), 3153. <https://doi.org/10.3390/su14063153>
- Malthus, C. (2017). The good research guide: For small-scale social research projects. *Higher Education Research & Development*, 36(4), 872–874. <https://doi.org/10.1080/07294360.2017.1281284>
- Manzilati, A., & Prestianawati, S. A. (2022). Informal financing or debt traps: Are the UN sustainable development goals being met in emerging economies? *Review of International Business and Strategy*, 32(1), 132–145. <https://doi.org/10.1108/RIBS-01-2021-0011>

- Matuku, S., & Kaseke, E. (2014). The role of Stokvels in improving people's lives: the case in orange farm, Johannesburg, South Africa. *Social Work/Maatskaplike Werk*, 50(4). <https://doi.org/10.15270/50-4-388>
- Mbonea, T. J., Eric, A., Ounga, O., & Nyarusanda, C. (2021). Factors affecting secondary school teachers' job satisfaction in Lushoto District, Tanga Region in Tanzania. *Open Journal of Social Sciences*, 09(06), 474–490. <https://doi.org/10.4236/jss.2021.96032>
- Mhando, P. C. (2018). Managing in the informal economy: The informal financial sector in Tanzania. *Africa Journal of Management*, 4(3), 282–305. <https://doi.org/10.1080/23322373.2018.1516444>
- Mori, N., Nyantori, T., & Olomi, D. (2016). Effects of clients' literacy on default and delinquency of savings and credit cooperative societies in Tanzania. *Business Management Review*, 19(2), 1-12.
- Murshid, N. S. (2018). Microfinance participation and women's decision-making power in the household in Bangladesh. *Journal of Social Service Research*, 44(3), 308–318. <https://doi.org/10.1080/01488376.2018.1472170>
- Mwangi, J., & Kimani, E. (2015). Challenges experienced by men and women in informal finance groups in Gachagi informal settlement in Thika Sub-County, Kenya. *International Journal of Innovative Research & Development*, 4(2), 28–35.
- Oranu, C. O., Onah, O. G., & Nkhonjera, E. (2020). Informal saving group: A pathway to financial inclusion among rural women in Nigeria. *Asian Journal of Agricultural Extension, Economics & Sociology*, 22–30. <https://doi.org/10.9734/ajaees/2020/v38i1230484>
- Rickard, K., & Johnsson, A. (2018). *Women empowerment and saving group*. SEEP Network.
- Shau, I. (2022). The assessment of challenges facing the growth of informal lending groups in Tanzania; The case of VICOBA. *African Journal of Applied Research*, 8(1 (2022)), 1–14. <https://doi.org/10.26437/ajar.03.2022.1>
- Tao, S. (2019). Female teachers in Tanzania: An analysis of gender, poverty and constrained capabilities. *Gender and Education*, 31(7), 903–919. <https://doi.org/10.1080/09540253.2017.1336203>
- United Republic of Tanzania [URT]. (2022). Tanzania mainland demographic and socioeconomic profile. https://sensa.nbs.go.tz/publication/02.%20Mainland_Demographic_and_Socioeconomic_Profile.pdf