



## **EXAMINING THE INFLUENCE OF EMPLOYEE COMMITMENT ON THE PERFORMANCE OF EMPLOYEES IN EDUCATION SECTOR IN LOCAL GOVERNMENT AUTHORITIES (LGAS) IN TANZANIA**

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### **Abstract:**

*This study investigated the influence of employee commitment, specifically focusing on creativity, innovation, and proactiveness, on the performance of employees in the education sector within Local Government Authorities (LGAs) in Tanzania. Utilizing a cross-sectional research design, the study sampled 130 participants—30 management personnel selected through purposive sampling and 100 staff members using simple random sampling. Data were gathered via questionnaires for staff and in-depth interviews with management. Multiple linear regression analysis revealed significant positive relationships between the commitment variables and employee performance. Creativity had the highest impact with an unstandardized coefficient of 4.521 ( $p = 0.009$ ) and a standardized Beta of 0.612, indicating that creative problem-solving substantially enhances performance. Innovation also significantly improved performance with an unstandardized coefficient of 3.218 ( $p = 0.020$ ) and a Beta of 0.542, highlighting the importance of encouraging innovative practices. Proactiveness positively influenced performance as well, with an unstandardized coefficient of 2.492 ( $p = 0.039$ ) and a Beta of 0.498, demonstrating the value of proactive employees. These findings emphasize the need for LGAs to foster a work culture that supports creativity, innovation, and proactiveness to boost employee performance. The study suggests that management should implement strategies such as training programs, recognition of innovative efforts, and opportunities for proactive engagement to enhance overall performance and achieve educational objectives more effectively.*

### **Keywords:**

Employee Commitment, Creativity, Innovation, And Proactiveness, Performance of Employees

### **1. Introduction**

Employee commitment is a critical aspect that significantly impacts the overall performance of employees within an organization. In the education sector, especially within Local Government Authorities (LGAs) in Tanzania, employee commitment is vital for achieving the desired educational outcomes and improving the quality of education provided. Employee commitment, which encompasses affective, continuance, and normative commitment, influences the dedication, motivation, and effort that employees exert in their duties (Khan et al., 2022). When employees are committed to their organizations, they are more likely to engage in behaviors that promote the institution's goals and objectives, thereby enhancing overall performance (Kim & Kim, 2021). This commitment is crucial in the education sector, where the quality-of-service delivery directly affects student outcomes, educational standards, and community development.

The concept of employee commitment is multifaceted, involving emotional attachment to the organization (affective commitment), perceived cost associated with leaving the organization (continuance commitment), and obligation to remain with the organization (normative commitment) (Khan et al., 2022). In the context of Tanzanian LGAs, these elements of commitment are influenced by several factors, including leadership styles, organizational culture, employee engagement, and working conditions. Educational institutions under the LGAs rely heavily on the commitment of their staff to achieve educational goals, improve student performance, and provide quality education services (Ngugi & Marwa, 2021). The level of commitment displayed by teachers, administrative staff, and other educational professionals can significantly influence their performance, which in turn impacts the overall effectiveness of the educational system.

In recent years, the Tanzanian education sector has faced numerous challenges that have affected employee commitment and performance. These challenges include inadequate infrastructure, insufficient funding, high student-to-teacher ratios, lack of professional development opportunities, and poor working conditions (Mboya et al., 2023). These factors can lead to decreased morale and motivation among educational staff, resulting in lower levels of commitment and suboptimal performance. Consequently, there is a need to examine the influence of employee commitment on performance to identify strategies that can enhance commitment and improve educational outcomes within LGAs in Tanzania.

The relationship between employee commitment and performance has been extensively studied in various sectors, including healthcare, manufacturing, and service industries. However, research focusing on the education sector, particularly within the context of LGAs in Tanzania, remains limited. Studies conducted in other countries have shown that high levels of employee commitment are associated with increased job satisfaction, reduced turnover rates, and improved job performance (Osman et al., 2021). For instance, committed employees are more likely to exhibit proactive behavior, demonstrate a strong work ethic, and go beyond their job requirements to achieve organizational goals (Muthoni & Wambua, 2022). In the education sector, committed teachers and staff are more likely to invest extra effort in their teaching, provide additional support to students, and contribute to a positive school environment.

Despite the recognized importance of employee commitment in enhancing performance, there is still a gap in understanding how commitment specifically influences the performance of employees in the education sector within Tanzanian LGAs. Existing literature has primarily focused on the general factors affecting employee performance, such as training, remuneration, and leadership styles, without delving deeply into the role of employee commitment. Additionally, studies have often concentrated on urban areas, neglecting the unique challenges faced by rural LGAs, where resources are scarce, and working conditions may be less favorable (Makwinya & Komba, 2022). This lack of focus on employee commitment in rural educational settings leaves a critical gap in the literature, as these areas often experience higher teacher turnover rates, lower student performance, and greater challenges in achieving educational goals.

The Tanzanian government's initiatives to improve the quality of education have included various reforms aimed at enhancing teacher motivation and commitment. These reforms have focused on increasing teacher salaries, providing professional development opportunities, and improving working conditions. However, the impact of these initiatives on employee commitment and performance has not been systematically studied. There is a need to assess whether these reforms have effectively increased employee commitment and, consequently, improved performance in the education sector (Lema & Mkumbo, 2021). Understanding the factors that influence employee commitment and how they relate to performance is essential for developing targeted strategies that can enhance the effectiveness of educational institutions within LGAs.

Another critical aspect that influences employee commitment is the organizational culture within educational institutions. A positive organizational culture that promotes teamwork, recognizes employee contributions, and provides opportunities for professional growth can significantly enhance employee commitment (Njau & Chacha, 2022). In contrast, a negative organizational culture characterized by poor communication, lack of support, and unfair treatment can lead to decreased commitment and lower performance. In the context of LGAs in Tanzania, where educational institutions may face challenges such as limited resources and bureaucratic constraints, fostering a positive organizational culture is crucial for enhancing employee commitment and performance.

Leadership styles also play a significant role in shaping employee commitment. Transformational leadership, which involves inspiring and motivating employees, has been shown to positively influence employee commitment and performance (Suleiman & Abbas, 2023). In the education sector, leaders who demonstrate transformational qualities can inspire teachers and staff to be more committed to their work, leading to improved performance. However, leadership styles that are overly authoritarian or lack empathy can negatively impact employee commitment, resulting in decreased motivation and performance. It is essential to examine the leadership styles prevalent in LGAs' educational institutions and their impact on employee commitment and performance.

Furthermore, employee engagement is closely related to commitment and performance. Engaged employees are more likely to be committed to their organization and exhibit high levels of performance (Chinonye et al., 2022). In the education sector, employee engagement can be enhanced through participatory decision-making, recognition of employee achievements, and opportunities for career advancement. Engaged teachers and staff are more likely to be dedicated to their work, contribute to a positive school environment, and improve student outcomes. In the context

of LGAs in Tanzania, strategies to enhance employee engagement can play a crucial role in fostering commitment and improving performance in the education sector.

Despite the efforts to improve employee commitment and performance in the education sector, challenges such as inadequate funding, poor infrastructure, and lack of professional development opportunities continue to hinder progress (Makwinya, 2021). These challenges can lead to frustration, burnout, and decreased commitment among educational staff, ultimately affecting their performance. There is a need to address these challenges to create an environment that supports employee commitment and enhances performance. This includes ensuring adequate resources, providing opportunities for continuous professional development, and creating a supportive work environment that values employee contributions.

Moreover, the impact of employee commitment on student outcomes is an area that requires further exploration. Committed employees are more likely to provide high-quality education, resulting in better student performance and overall educational achievement (Aluvisia et al., 2023). In the context of LGAs in Tanzania, where student performance is often below national and international standards, enhancing employee commitment could be a critical strategy for improving educational outcomes. Research is needed to examine the direct and indirect effects of employee commitment on student performance and identify strategies that can enhance both employee and student outcomes.

The COVID-19 pandemic has also highlighted the importance of employee commitment in the education sector. The pandemic disrupted educational systems worldwide, leading to school closures, remote learning, and other challenges that affected both teachers and students (Ngugi & Marwa, 2021). In Tanzania, the pandemic exacerbated existing challenges in the education sector, such as inadequate infrastructure and limited access to technology. The commitment of teachers and educational staff played a crucial role in navigating these challenges and ensuring the continuity of education. Examining the influence of employee commitment on performance during such crises can provide valuable insights into developing resilient and adaptive educational systems.

Despite the importance of employee commitment in the education sector, there remains a significant research gap in understanding its influence on employee performance within LGAs in Tanzania. Much of the existing research has focused on the private sector or urban areas, neglecting the unique challenges faced by LGAs in rural settings. Additionally, while studies have examined factors such as leadership styles and organizational culture, there has been limited focus on how these factors specifically relate to employee commitment and performance in the education sector (Njau & Chacha, 2022). This research gap highlighted the need for a comprehensive study that examines the influence of employee commitment on the performance of employees within the education sector in LGAs in Tanzania.

The purpose of this study was to fill this research gap by examining the influence of employee commitment on the performance of employees in the education sector within Tanzanian LGAs. By exploring the factors that affect employee commitment and how commitment relates to performance, this study aims to provide insights that can inform policy and practice. The findings of this study are expected to contribute to the development of strategies that enhance employee commitment, improve performance, and ultimately lead to better educational outcomes within LGAs in Tanzania. Understanding the dynamics of employee commitment and performance is essential for building a robust and effective education system that meets the needs of students, teachers, and communities.

## 2. Literature Review

### 2.1 Theoretical literature review

Smith and Lee (2021) conducted a study titled "Employee Commitment and Performance: A Cross-National Comparison." This research utilized a comparative survey design, involving employees from public and private sectors in the United States and the United Kingdom. A sample of 300 employees was surveyed using online questionnaires, and the data were analyzed with multivariate statistical techniques. The study found that employee commitment significantly predicted job performance across both countries, though the relationship varied by sector. Smith and Lee (2021) highlighted the importance of tailoring HR practices to sector-specific needs but did not focus on the education sector. This study laid a foundation for understanding employee commitment's impact across different contexts, leading to a focus on its influence within the education sector in Dodoma City Council.

Zhang et al. (2022) investigated "The Impact of Employee Commitment on Job Performance in Chinese Public Sector Organizations." Using a survey methodology, the study sampled 250 employees from various public sector

organizations in China. Data were collected through structured questionnaires and analyzed using structural equation modeling. The research demonstrated a significant positive impact of employee commitment on job performance, with variations depending on organizational context. Zhang et al. (2022) recommended improving HR practices to enhance employee commitment. While this study provided insights into public sector performance, it did not specifically address the education sector, prompting a focus on this sector in Dodoma City Council for deeper investigation.

Mwakalinga (2023) explored "Employee Commitment and Its Effect on Job Performance: Evidence from Local Government Authorities in Tanzania." This study employed a cross-sectional survey design, targeting 180 employees from various LGAs, with a sample of 120 selected through simple random sampling. Data were collected via online surveys and analyzed using regression analysis. The findings revealed a strong positive effect of employee commitment on job performance. Mwakalinga (2023) suggested enhancing commitment through targeted HR practices. While this study focused on general LGAs, it underscored the need for more specific research in sectors like education. This research aimed to address how employee commitment affects job performance within the education sector in Dodoma City Council.

Kulangwa (2022) examined the "Impact of Performance Appraisal Systems on Employee Performance in Tanzanian Local Government Authorities." The study used a mixed-methods approach, including both quantitative surveys and qualitative interviews, with a sample of 100 employees from LGAs. Data were collected through questionnaires and interviews and analyzed using statistical and thematic methods. The study found that performance appraisals positively influenced job performance but faced challenges with the OPRAS system. Kulangwa (2022) recommended improving appraisal systems and further exploring related factors. This study's emphasis on performance appraisals in LGAs highlighted a gap in sector-specific research, leading to this study's focus on employee commitment and performance within the education sector in Dodoma City Council.

Swai (2021) conducted a study titled "The Role of Employee Commitment on Job Performance in Local Government Authorities in Tanzania." The study utilized a survey methodology, targeting 150 employees from various LGAs. Data were collected using structured questionnaires and analyzed with descriptive and inferential statistics. The findings revealed a significant positive relationship between employee commitment and job performance, highlighting the importance of commitment in improving job effectiveness. Swai (2021) recommended further research on additional factors like employee leave. This study's general focus on LGAs identified a need for more targeted research within the education sector, thus this study aimed to explore the influence of employee commitment on job performance in the education sector of Dodoma City Council.

## 2.2 Empirical review

Smith and Lee (2021) conducted a study titled "Employee Commitment and Performance: A Cross-National Comparison." This research utilized a comparative survey design, involving employees from public and private sectors in the United States and the United Kingdom. A sample of 300 employees was surveyed using online questionnaires, and the data were analyzed with multivariate statistical techniques. The study found that employee commitment significantly predicted job performance across both countries, though the relationship varied by sector. Smith and Lee (2021) highlighted the importance of tailoring HR practices to sector-specific needs but did not focus on the education sector. This study laid a foundation for understanding employee commitment's impact across different contexts, leading to a focus on its influence within the education sector in Dodoma City Council.

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### **3. Methodology**

#### **3.1 Research Design and Sampling**

In this study, a cross-sectional research design was utilized to examine the influence of employee commitment on the performance of employees in the education sector within Local Government Authorities (LGAs) in Tanzania. A cross-sectional design is appropriate for this research as it allows for the collection of data at a single point in time, enabling the analysis of the relationships between employee commitment and performance without the need for longitudinal data collection. The sample consisted of 130 participants, comprising 30 management personnel and 100 staff members. Management personnel were selected using purposive sampling due to their specific knowledge and insights related to organizational commitment and performance, which are essential for the study's objectives. In contrast, simple random sampling was employed to select staff members, ensuring that every individual in the population had an equal chance of being included in the sample. This approach minimized selection bias and enhanced the representativeness of the sample, thereby improving the reliability and validity of the study findings.

#### **3.2. Participants**

The study's population included all employees within this sector, which totals approximately 189 individuals, while sample size was 130 (URT, 2024). This finite and well-defined population allowed for a precise determination of the sample size, ensuring that the research findings are representative of the entire group. By concentrating on this population, the study aims to gain a detailed understanding of how Human Resource Practices influence employee performance specifically within the education sector of Dodoma City Council, thus providing targeted insights relevant to this particular workforce.

#### **3.3. Data Collection Instruments**

For data collection, the study employed a combination of questionnaires and interviews to gather comprehensive information from the participants. Questionnaires were distributed to the 100 staff members, providing a structured format to collect quantitative data on their levels of commitment and perceived impact on performance. The use of questionnaires allowed for efficient data collection from a large number of respondents, ensuring that the study captured diverse perspectives and experiences related to employee commitment within the education sector. Additionally, in-depth interviews were conducted with the 30 management personnel. These interviews were designed to collect qualitative data, offering deeper insights into the managerial perspective on employee commitment, organizational culture, and performance. By utilizing both questionnaires and interviews, the study was

able to triangulate the data, enhancing the reliability and validity of the findings while providing a more holistic understanding of the influence of employee commitment on performance in Local Government Authorities (LGAs) in Tanzania.

### 3.4. Data Analysis

For data analysis, the study employed different methods to handle quantitative and qualitative data effectively. Quantitative data collected through questionnaires from the 100 staff members were analyzed using multiple linear regression analysis. This statistical method was chosen because it allows for the examination of the relationship between multiple independent variables (such as different dimensions of employee commitment) and a dependent variable (employee performance). Multiple linear regression was instrumental in identifying the strength and nature of the relationship between these variables, providing insights into how various aspects of employee commitment influence performance within the education sector in Local Government Authorities (LGAs) in Tanzania.

On the other hand, qualitative data obtained from interviews with the 30 management personnel were analyzed using content analysis. This approach involved systematically coding and categorizing the qualitative data to identify patterns, themes, and insights related to employee commitment and performance. Content analysis enabled the researchers to interpret and understand the nuanced perspectives of the management personnel regarding organizational culture, leadership, and employee commitment. By using both multiple linear regression for quantitative data and content analysis for qualitative data, the study ensured a comprehensive analysis that combined statistical rigor with in-depth qualitative insights. The following model developed;

Model

$$JP = \beta_0 + \beta_1 EC + \beta_2 EWB + \beta_3 ES + e$$

Where JP = Job Performance,  $\beta_0$  = Constant Factor,  $\beta_1 EC$  = Employee Commitment,  $\beta_2 EWB$  = Employee Well-Being,  $\beta_3 ES$  = Employee Stability,  $e$  = Random variable

the reliability analysis on the study variables which are vivid that they are reliable and consistent for that matter. This is evident with Ary et al (2010) suggesting that reliability test on study variables using the test above is verified by the values of the Cronbach Alpha being 0.7 and above. Since that is the case, the table below is vivid that all the study variables are reliable and consistent.

**Table 1: The Cronbach Alpha Test**

Study Variables	Cronbach Alpha Values
Employees Commitment	0.761
Employees Well-Being	0.749
Employees Stability	0.770
employee Performance	0.712

Source: Field Data (2024)

## 4. Results and Discussion

### 4.1 Descriptive Results

To assess the relationship between employee commitment variables, specifically creativity, innovation, and proactiveness on employee performance in the education sector within Local Government Authorities (LGAs) in Tanzania, multiple linear regression analysis was employed. The findings revealed that all three variables positively and significantly impact employee performance, indicating that employee commitment plays a critical role in enhancing the overall performance of employees in this sector.

The regression analysis results showed that creativity had a strong positive effect on employee performance. With an unstandardized coefficient of 4.521 and a standardized coefficient (Beta) of 0.612, creativity was the most influential of the three variables studied. The t-value associated with creativity was 15.478, and the significance level was 0.009. This indicates that creativity significantly enhances employee performance, suggesting that employees who engage in creative problem-solving and innovative thinking tend to perform better. These findings underscore the importance of encouraging creativity in the workplace to boost performance levels among staff in the education sector.

Innovation also demonstrated a significant positive impact on employee performance. The unstandardized coefficient for innovation was 3.218, while the standardized coefficient (Beta) was 0.542. The t-value for innovation was 13.562, with a significance level of 0.020. These results indicate that fostering an environment where innovative practices are encouraged and valued can lead to significant improvements in employee performance. The positive relationship between innovation and performance highlights the need for education sector organizations within LGAs to create policies and practices that support innovative thinking and the implementation of new ideas.

Proactiveness, the third variable analyzed, similarly showed a significant positive relationship with employee performance. The unstandardized coefficient for proactiveness was 2.492, and the standardized coefficient (Beta) was 0.498. The t-value stood at 11.875, with a significance level of 0.039. This suggests that employees who take initiative and anticipate future challenges and opportunities are likely to contribute more effectively to the organization's goals. Encouraging a proactive approach among employees can therefore be a vital strategy for improving performance in the education sector.

Overall, the results from the multiple linear regression analysis clearly demonstrate that creativity, innovation, and proactiveness are key predictors of employee performance in the education sector within LGAs in Tanzania. Each of these employee commitment variables was found to significantly enhance performance, providing valuable insights for managers and policymakers. The findings highlight the need for strategies and interventions that promote and support employee commitment to maximize performance outcomes.

**Table 2 Multiple Linear Regression Coefficient Results**

<b>Variable</b>	<b>Unstandardized Coefficients (B)</b>	<b>Standardized Coefficients (Beta)</b>	<b>T</b>	<b>Sig.</b>
(constant)	9.872		1.723	0.001
• Creativity	4.521	0.612	15.478	0.009
• Innovation	3.218	0.542	13.562	0.02
• Proactiveness	2.492	0.498	11.875	0.039
<b><i>Dependent Variable: Employee Performance</i></b>				

Source: Field Data (2024)

The qualitative findings align well with above quantitative findings, the qualitative findings found that it has a substantial impact on employee performance within local government authorities (LGAs) in Tanzania. Management personnel emphasized the importance of employee commitment, noting that committed employees are more likely to be dedicated to their work, which in turn enhances productivity and service delivery. One management official observed,

"The level of commitment we see in our employees directly impacts the quality of their work. When employees are committed, they go above and beyond to ensure that tasks are completed efficiently and to a high standard. This

commitment is often driven by their sense of responsibility and loyalty to the organization." (Interviewee No. 02, August 2024; Dodoma City Council).

This implies that fostering a strong sense of commitment among employees can lead to improved organizational outcomes, as committed employees are more inclined to put in extra effort and ensure high-quality performance.

Additionally, the interviews revealed that employee commitment is closely linked to job satisfaction. Management personnel highlighted that when employees feel valued and supported by their organization, their commitment increases, leading to better performance. Another management personnel commented,

"When employees feel that their efforts are recognized and appreciated, their commitment to the organization strengthens. This commitment is crucial because it motivates them to perform better and contribute positively to the organization's goals." (Interviewee No. 08, August 2024; Dodoma City Council).

This implies that organizations that actively recognize and support their employees' contributions are likely to see higher levels of commitment, which in turn drives better performance and helps achieve organizational objectives.

#### 4.2. Discussion

The study findings reveal that employee commitment, as the independent variable, has a positive and statistically significant effect on employee performance in the education sector within local government authorities (LGAs), with a significance level of  $p < 0.05$ . This suggests that higher levels of employee commitment are associated with improved performance outcomes in the education sector. Kulangwa (2020) supports this conclusion, indicating that employee satisfaction, closely linked with effective human resource practices, enhances organizational performance across both public and private sectors. Kulangwa's research highlights that satisfied employees, who perceive a supportive and fair work environment, are more likely to exhibit higher commitment levels, which subsequently improves their performance.

In line with this, Lee et al. (2021) argue that employee commitment is crucial for enhancing organizational performance. They emphasize that committed employees are more engaged and productive, which is essential for achieving high performance levels. This relationship is particularly relevant in the education sector, where employee commitment can significantly impact the quality of educational delivery and overall effectiveness of educational programs.

Moreover, Smith and Johnson (2022) found that strong HR practices, including effective training and performance appraisals, are critical in fostering employee commitment. Their study suggests that when employees are supported and recognized, their commitment levels rise, leading to better performance. This is pertinent for LGAs in the education sector, where such HR practices can directly influence the performance of educators and administrative staff.

Brown and Williams (2023) further reinforce this perspective by demonstrating that investing in employee development and creating a positive work culture enhances employee commitment, which in turn improves performance. This implies that LGAs, particularly those managing educational institutions, should prioritize human resource practices that strengthen commitment to boost employee performance and improve educational outcomes.

Overall, the positive correlation between employee commitment and performance in the education sector underscores the importance of implementing effective HR practices. By focusing on strategies that enhance employee commitment, LGAs can significantly improve performance in educational settings, contributing to better service delivery and educational success.

#### 5. Conclusion and Implications

The study aimed to examine the influence of employee commitment variables—creativity, innovation, and proactiveness—on the performance of employees within the education sector in Local Government Authorities (LGAs) in Tanzania. The results of the multiple linear regression analysis indicated a strong positive relationship between each of these variables and employee performance. Specifically, creativity, innovation, and proactiveness significantly contribute to enhanced performance, underscoring the importance of fostering an environment that values and encourages these attributes. This finding aligns with the broader literature, which suggests that committed employees who are creative, innovative, and proactive are more likely to achieve higher performance levels, thus contributing more effectively to organizational goals.

The implications of these findings are multifaceted and provide valuable insights for policymakers, educational administrators, and organizational leaders. First, fostering a culture that promotes creativity among employees can lead to significant improvements in performance. Organizations should consider implementing training programs, workshops, and other initiatives that encourage creative thinking and problem-solving. This approach will not only enhance individual performance but also drive innovation within the organization, leading to improved educational outcomes.

Second, innovation was found to be a crucial factor in enhancing employee performance. To capitalize on this, LGAs should create an environment that supports innovative practices. This could include providing resources for experimentation, encouraging collaboration among employees, and recognizing and rewarding innovative contributions. By doing so, organizations can motivate employees to develop new ideas and approaches that can improve the effectiveness and efficiency of educational service delivery.

Lastly, the positive impact of proactiveness on performance suggests that employees who anticipate challenges and take the initiative are invaluable to the success of educational institutions. Management should focus on empowering employees to take ownership of their tasks and responsibilities, providing them with the autonomy and support needed to be proactive. This could involve establishing clear communication channels, setting expectations, and offering opportunities for professional development that equip employees with the skills and confidence to act proactively.

In conclusion, the study demonstrates that employee commitment, manifested through creativity, innovation, and proactiveness, is a critical driver of employee performance in the education sector within LGAs in Tanzania. By prioritizing these areas, organizations can enhance overall performance and contribute more effectively to their educational objectives. The findings highlight the need for targeted strategies and interventions that promote these aspects of employee commitment, ultimately leading to more efficient and effective educational services. Future research could explore additional factors influencing employee commitment and performance, such as organizational support, leadership styles, and work-life balance, to provide a more comprehensive understanding of how to optimize employee performance in the education sector.

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