



# Role of Non –Monetary Incentives on Teachers' Job Performance in Public Secondary Schools in Ilemela District, Mwanza, Tanzania

Isack Kassim & Daniel Onyango

Saint Augustine University of Tanzania

Email: [manumbaisack2@gmail.com](mailto:manumbaisack2@gmail.com)

**Abstract:** *This study specifically examined the types of non-monetary incentives provided to teachers and the role of non-financial incentives on teachers' performance in public secondary schools in Ilemela District. The study employed a mixed approach with convergent parallel research design, targeting teachers, heads of schools, school quality assurance and district education officers, a total population of 1056 people. The study employed probability and non-probability sampling techniques for teachers and officers respectively to get a sample size of 182 respondents. Questionnaire were used to collect data from teachers while interview guide was used in data collection from the heads of schools, the quality assurance officer and the district education officer. The tools were obtained through pilot study and the coefficient of reliability was 0.81 which allowed the researcher to use the tools. Qualitative data were analyzed using descriptive statistics with the help of Statistical Package for Social Science (SPSS) version 20 and presented in frequencies and percentages on tables while qualitative data were coded and analyzed thematically in narratives. The study revealed that there are many types of incentives but non-monetary incentives play a vital role in ensuring teachers' job performance. Also, the study revealed that the provision of meals, transport, staff houses, health services and availability of teaching and learning materials as incentives encourage teachers to perform effectively. The study recommends that there is a need to enhance non-monetary incentives for teachers' job satisfaction. Moreover, the government should equip heads of schools with administrative skills on how to improve teachers' job performance.*

**Keyword:** *Role, Non-monetary, incentives, enhance, job performance, teaching and learning*

## How to cite this work (APA):

Kassim, I. & Onyango, D. (2022). Role of Non –Monetary Incentives on Teachers' Job Performance in Public Secondary Schools in Ilemela District, Mwanza, Tanzania. *Journal of Research Innovation and Implications in Education*, 6(2), 255 – 264.

## 1. Introduction

With the current trend in global census, many employers have come to realize the fact that in order for their organization to be more competitive, their work ethic goes hand in hand with motivations that influence employees' performance. A motivated individual is committed to the assigned job that inherently contains duties that bring in rewards, and an inherent motivated person will be devoted to ensure that one receives or obtains well-earned rewards for the job done (Asiyai, 2016).

In Indonesia, Aliyyah et al. (2020) postulated that in any educational institution, teaching and non-teaching staff provide majority of the essential resources in different nations. This is because human capital productivity is affected by the effectiveness and quality of the teachers. It's common knowledge that without good teachers, we lack quality education system and without a quality system in place, no nation can provide quality life to its citizens (UNESCO, 2020).

Ystad (2018) in his study in the United Kingdom on promotion and satisfaction on quality of teachers indicates that recognition, organizational climate, security and resource are inseparable because they influence each other toward performance of the intended task among teachers. Saudia et al (2021) upheld that the emotional enterprise that leads a person towards a set objective is motivation. Motivation can be defined as a set of activities that drives a person towards a set goal. Teachers must be motivated to perform exceptionally in their teaching practices. There are several factors affecting their motivation including; the state of the school's infrastructure to achievement, status, salary, relations with other institutions, recognition/professional achievement, and school leadership. Others are advancement/further trainings, various policies, recruitment deployment, working conditions, and many more. These factors vary from one country to the other and describe the effectiveness of schools' performance.

Lucky and Chika (2018) state that the actual school efforts to build qualified environments that encourage teachers to take part in decisions that affect their work, achieve their responsibilities and self-sufficiency to perform their duties, receive their deserved recognition, share purpose, and be treated with dignity and respect by others, be provided with ample staff-development and work together as colleagues so as to aid their development. Although Teacher incentives have some resemblance, they are different depending on the country and the level of economic development.

Teachers who are provided with a variety of incentives tend to have higher motivation in their working areas which lead to higher performance of students compared to teachers who are not provided with incentives. Motivation is a desire or need that makes a person to act (Kelvin, 2016).

According to Ndelachi (2019) employee's set values and goals are in line with the organizations set vision and mission, it is essential for an organization to adopt high levels of motivation that can encourage higher productivity, improved financial gains and quality of work across all departments. This shows that motivated employees can perform work to a higher level and lead to a higher productivity in the organization.

According to Lilian (2016) non-monetary incentives are any benefits employees receive from their employer or an activity that exceeds the compensation package for the purpose of attracting the company by retaining and motivating employees. Non-monetary stimulus like an award or a vacation trip is appreciated more than just simply a cash bonus since this type of incentive creates a detachable bond. Intangible non-monetary incentives such as public recognition and praise have proved effective in employees' motivation. Tien (2018) asserts

that the success and powerful existence of an organization is determined through the satisfaction of its employees. Furthermore, awarding teachers with incentives seems to impact on teachers' retention. Teachers who are given non-monetary incentives are more satisfied and continued teaching in schools, while those who did not get remained not fulfilled and resigned the teaching career.

In the case of Tanzania, motivation for public employees is still a challenging issue. Most of the teachers, especially those who live in towns, decide to find other activities or join private schools (Saudi et al, 2021). It appears that the teachers' job satisfaction is significantly less among secondary school teachers and that in several ways this contributes to teachers' demotivation. The World Bank Survey in 2011 discovered that while most of primary school teachers claimed they had become teachers by choice, however, very few secondary school teachers had voluntarily done the same. The HakiElimu investigation reached an exact conclusion that 10% of teachers are living in poor condition and yet they are paid low increments, poor housing, inadequate security, poor health services, power supply and low salaries. These problems discourage many teachers to spend more time teaching students. Instead, they use their time to do other activities, while they are supposed to be in school to teach students and assist them. Developing effective school seems to be linked to the ability of the manager or other educational stakeholders to attract teachers. Many organizations including public secondary schools have continually been faced with challenges on how their employees could be engaged in their professions. World Bank reports that absence of incentives, several teachers in public schools are presently providing poor quality education than they are proficient (World Bank, 2021).

Moreover, Kelvin (2016) reported that the situation of low morale of teacher's performance in most public secondary schools is caused by lack of rewards. Public secondary school teachers in Ilemela district have been facing the problem of low motivation which results into poor performance of public secondary schools. Teachers are working in poor environments, not promoted and working for longtime without training. It is on this basis, the study intended to examine the types of non-monetary incentives provided to teachers and the role of non-financial incentives on teachers' performance in public secondary schools in Ilemela District.

## 2. Literature Review

Maslow's Hierarchy of Needs theory introduced by Abraham Maslow in 1943 who saw human needs in the form of royalty ascend from the lowest to the highest was employed to guide this study. Maslow's motivational theory is based on the fact that people are

motivated by unquenched demands, and that certain lower aspects need to be met before high demands can be met.

According to Maslow in order for motivation to be effective in the workplace, it is important for leadership to understand the pressing demands of each employee's motivation. In this way, Maslow's model demonstrates that the basic, low-level requirements needed such as physical, safety, love/acceptance, respect/esteem needs should be satisfied before the higher level of motivation that is self-actualization is met.

## **Types of Non-Monetary Incentives Provided to Teachers in Public Secondary Schools**

Non-monetary incentives have been identified to be the most essential factor than the monetary incentives to teachers' job satisfaction across the globe. There are several types of non-monetary incentives that are given to teachers as stimulus for job satisfaction.

Ystad (2018) in his study in the United Kingdom on promotion and satisfaction on quality of teachers indicates that recognition, organizational climate, security and resource are inseparable because they influence each other toward performance of the intended task among teachers.

Nadeem, et.al (2011) in a study conducted in Pakistan showed that the presence of good health services, good housing and working environment and good relationship among staff and the head of school are key factors for performance and job satisfaction among teachers in schools. The soaring levels of non-monetary incentives among teachers influence job performance. Gberville (2010) conducted a study on the factors motivating teachers at a work place in Nigeria. The observation found that the things that motivate teachers are good strategy to put in the organizations to maintain their experienced staff for performance. These approaches include fair remunerations, job security, profession development opportunities, working environment, management support, performance bonus and share options among others. King'oo (2016) examined factors that promote job satisfaction for teachers in Kenyan schools. The results of this study revealed that despite the low salaries paid to teachers in schools, such things as access to teaching and learning materials, a good school and housing environment, quality education policies, classroom size, rules and regulations of school encourage teachers to be more efficient and effective. On the other hand, a study done by Augustino (2012) confirmed that in Tanzania teachers' attrition rates are often high. The study found that more than 40 percent of teachers with degree level of education quit teaching profession and join the

attractive careers where they are expecting satisfaction. Also, Mark (2015) conducted a research on factors that affect job performance among teachers in Kibaha district. The study found that professional development for teachers is one of the key factors to job satisfaction.

Finally, appreciation and job security seem to be the key to respect for the hard work of the employee. If people are honored for what they have done effectively, it brings them more happiness than a salary increase (Chkravathy, 2014).

## **The Role of Non-Monetary Incentives to Teachers' Job Performance**

Igbal et al. (2016) conducted a study in India to establish the relationship between employee satisfaction, performance and the characteristics of the organization. His study consisted of a probing question which asked the valuable aspects for employee's motivation and organizational climate. The results of his study found that there is a strong and positive relationship between both monetary and non-monetary incentives and job satisfaction and performance among employees.

Developing effective schools seems to be linked to the ability of the manager or other educational stakeholders attract teachers. Aliyyah et al. (2020) conducted a study on the perception of teachers on the effects of motivation on the teacher job performance in Indonesian senior schools in Pekanbaru. The results of their study indicated that there is a positive connection between incentives and job performance of teachers. For instance, the larger the level of incentive, the job performance will increase but the absence of incentive to teachers in their working places always decreases the level of job performance among teachers. In Tanzania, teachers are not happy because of lack of incentives such as better health services, school culture as well as housing services which are not given to teachers and sometimes, they don't fear of being transferred to other areas due poor performance (Twaweza, 2018).

URT (2010) contends that most of the difficulties related with teaching profession are caused by lack of compensation and low provision of incentives. So, the issues concerning the incentives should be beyond the salaries given in order to maintain and encourage teachers in their profession. There is rise in the demand for services due to increased economy from private sectors which is further enlarged by the commissioning of privatization in many of the African Countries.

Efforts to offer high-quality schooling can be in vain if all modern- day and future coverage makers and policy makers forget about the delight of teachers' work. According to European Commission (2019) who studied trainers' delight and dissatisfaction in Cyprus

advised that, there is need for policymakers to apprehend the reality that quality of schooling is intently related to instructor's which means that delight with the work of teachers is a crucial factor.

Marewo et al. (2020) conducted a study to determine the impact of employee motivation and job satisfaction organization in Zimbabwe. The observation found that a number of turnovers in public secondary schools in Zimbabwe are caused by absence of motivation and lack of relationship between motivation factors and job satisfaction. The way people are paid, recognized and achieve salary advancement are critical factors in attracting, retaining, and motivating employees. Now days many organizations are facing the challenges on which strategies to be used for retaining and attracting employees for better performance of their organizations.

Orina et al. (2021) researched on work situation predicators of teachers' motivation in Kenya. It was found that the perceived fairness in the teacher promotion program contributes to job satisfaction among teachers on a small scale and the work environment or situation has a significant impact on teachers' performance. It also found that things such as the awards and training program affect the performance of teachers when they are in school compared to those schools that do not offer awards.

The study done by Young (2017) opins that motivation factors are intrinsic and these factors are linked to non-monetary incentives which have a positive relationship to job performance and satisfaction among employees. These factors contribute to the promotion of achievement among organizations by making workers feel cared and proud of what they accomplish.

Teacher dedication and efficiency depend only on motivation, discipline and job satisfaction (Saudi et al, 2021). This means that teacher motivation and job satisfaction are important for all organizations, including schools in any country. In addition, teacher gratification is important not only for teachers themselves as public servants, education administrators and leaders and employers but also for students of all types of schools. Teacher satisfaction has been shown to be a predictor of teacher retention, determining teacher commitment, and contributing to school success. This means that job satisfaction is a priority for high school teachers, their employers and students as a whole.

Lucky and Chika (2018) in their study revealed that the workplace contexts have a positive effect on employment determination and productivity. The study noted that if the environment at the work place is not conducive to the employed personnel, they will not be attracted to continue working in that place or organization. If they continue working in that poor environment, their performance will not be attainable

accordingly. For instance, if organizations like schools have managers who do not share responsibility and decision making, the employees may not like the work and its environment.

Evans and Yuan (2018) recommended that Tanzania like other international countries is presently working to improve the first-rate of its schooling to satisfy the future needs of society and the desires of globalization. The Tanzanian authorities have effectively implemented primary schooling via the basic education development Plan (latest PEDP) for 2002 to 2006 and is now imposing the 2005 to 2009 Secondary education development Plan (hereafter SEDP) aimed at growing the nice of education, get right of entry to number one schooling for its residents (URT, 2018). The two applications were geared toward imposing and accomplishing the Millennium improvement desires (hereafter MDGs) in training as said by using the Dakar Framework for motion, training for All (hereafter EFA) of 2015.

Furthermore, in Tanzania, Ndombo et al (2020) reveals that many teachers are caught doing other businesses at the same time they are still teaching in schools so that they get enough money for constructing their houses and buying other human wants such as cars, TVs and living good and meaningful lives. Javadian and Hosseini (2020) show that job performance of teachers not only come from the high pay of salaries but social relations so that teachers continue to work better to attain their goals for the success of the school. This means that there is a positive relationship between non-monetary incentives and job performance. Hence, this study examined the types and the role of non-monetary incentives on teachers' job performance in Public secondary schools in Ilemela District, Tanzania.

### 3. Methodology

The study used a mixed approach in order to acquire more information during the time of examining the types and role of non-monetary incentives on teachers' job performance in Ilemela District. The study employed mixed research method which assisted to understand well the study. This is in line with Creswell (2012) arguing that mixed research approach develops a complete considerate study variables. The design enabled the researchers to understand the research problem better due to the concurrent collection of data. Probability and non-probability sampling techniques were used to get participants from total targeted population of 1056 where a sample size which included 170 teachers, 10 heads of schools, 1 district quality assurance and 1 district education officer, a total of 182 participants. Questionnaire and interview schedules were employed in data collection. Both open and closed-ended questions were directed to teachers to gather

information from teachers. While semi-structured interview was used to extract in-depth data from heads of schools, the quality assurance and the district education officers. Content and face validity were checked through research experts to determine the arrangement and content of the instrument to the study purpose. The trustworthiness of qualitative instruments comprised credibility, transformability and conformability where participants were free to offer information. The coefficient of reliability was 0.81 which was strong enough to use the tools for data collection. Quantitative data were analyzed through descriptive statistics with support of Statistical Package for Social Science (SPSS) version 20 and presented in frequencies and percentages on tables while qualitative data coded were analyzed by themes using content method in narratives.

## 4. Results and Discussion

### Types of Non-Monetary Incentives

The researcher asked respondents to explain the types of non-monetary incentives offered to teachers in public secondary schools. Respondents by 75 percent pointed out caring, breakfast, lunch, congratulatory ceremony, vacation trips, appreciation, television for staffs and friendly environment for teaching as non-monetary incentives provided to teachers in public secondary schools in Ilemela district as presented in table 1.

**Table 1 Teachers' descriptions of types of non-monetary incentives n=170**

<b>Items</b>	<b>Frequency</b>	<b>Percentage</b>
Caring	29	17.1
Breakfast	27	15.9
Lunch	25	14.7
Congratulatory ceremony	24	14.1
Appreciation	21	12.4
Vacation trips	17	10
Television for staffs	14	8.2
Friendly environment for teaching	13	7.6
<b>Total</b>	<b>170</b>	<b>100.0</b>

**Source: Field Data, (2021)**

Table 1 demonstrates that 29(17.1 percent) of participants pointed out caring to be at the work place. The results imply that most of the teachers are cared by their leaders when performing their tasks. Thus, teachers in public secondary schools in Ilemela district were considered to be important in achieving school objectives which encouraged them to improve their performance. Nzowa (2020) found that teacher's non-monetary incentives, like recognition, greatly contribute to effectiveness of teachers. Thus, caring by school leaders to teachers makes them more interested in teaching.

Additionally, the results from table 1 reveal that, 27(15.9 percent) of the participants mentioned breakfast to be available at school. From the results, it implies that school leaders provide teachers with breakfast which helps teachers to work in an efficient and effective way. Creating attractive environment for teaching makes teachers highly encouraged in working and being at school in time and for a long time. During interview in one school interviewee E stated; "In school we try to offer teachers with tea to alleviate the inconvenience of looking for breakfast instead of teaching and this helped many teachers to work effectively as they know thathet

they work while breakfast is there"(Interviewed, September 2021).

Also, interviewee from school H said, "We give our teachers plain tea they buy snacks for themselves (Interviewed, October 2021).

The results indicate that school leaders provide non-monetary incentives to teachers to make them more attentive to their duties as asserted by Ystad (2018) that non-monetary incentives influence teachers to meet the predetermined school objectives.

On the other hand, participants mentioned lunch as non-monetary incentives provided in public secondary schools in Ilemela district by 25 (14.7 percent). The findings showed that heads of schools are aware that providing meals to teachers enhances their performance in advancing school performance. This was supported by interviewee H who commented, "In our school we decided to start providing food for teachers so that they can work properly and in fact since we started the program I see some changes in fulfilling their duties" (Interviewed, October 2021). "We also have lunch program for teachers, though teachers contribute some amount but in reality, most of our teachers appreciate this" said Interviewee E (Interviewed, September 2021).

The results ensure that non-monetary incentives are being provided in public secondary schools and they can contribute to work performance of teachers in public secondary schools.

Furthermore, participants pointed congratulatory ceremony to be among the incentives found in public secondary schools in Ilemela district by 24(14.1 percent). The results imply that heads of schools do congratulate teachers when they do better in their teaching. Congratulatory ceremony is very important since it brings teachers together to share their happiness and discuss challenges they face when they are teaching. The interview conducted with interviewee A opined that:

In our school we always conduct a congratulatory ceremony after form two and form four national examination results. The aim is to make teachers happy with their job and exchange ideas about students' performance and how we will be moving forward for the next academic year (Interviewed, September 2021).

Also, another interviewee C added: "We conduct a congratulatory ceremony at the beginning of academic year with the aim of welcoming teachers to teaching process also at the end of the year aiming to thank all

teachers for their hard work" (Interviewed, September 2021).

This means that heads of schools succeed in creating the environment which could attract majority of teachers to perform their duties. Also, the findings imply that through these ceremonies, teachers are able to share their experiences which may further help to improve their teaching. In addition, table 1 demonstrates that 21(12.4 percent) of participants mentioned appreciation among the non-monetary incentives. From the data, it is indicative that heads of schools do use appreciation to ensure teachers in public secondary schools improve the performance. The findings concur with the study conducted by Toropova et al. (2020) who found that appreciation is one of the main ways of recognizing the job done by the teacher to motivate them when they do better.

Consequently, vacation trips were identified by participants by 17(10 percent), who asserted that heads of schools do use vacation for teachers to relax, hence, be able to work effectively. This is supported by the interview conducted with interviewee B, who narrated:

Every year we have one trip to visit different places depending on the suggestions of teachers where they want to go in that year. We are doing this for the aim of keeping our teachers from getting bored with work and to a large extend my teachers enjoy it (Interviewed, September 2021).

The findings show that sometimes they couldn't perform their job better because they are bored. Thus, to make them perform better they use trips to get them back on track of performing their duties accordingly. Additionally, table 1 indicates that 14(8.2 percent) of participant's pointed out staff television as non-monetary incentives. The results show that in the selected public secondary schools in Ilemela district, heads of schools use television to ensure teachers perform their duties in advance. Television could boost teachers working morale and make them more attentive to their duties and hence increase their productivity.

Moreover, the results from table 1 show that 13(7.6 percent) mentioned friendly environment for teaching as used by heads of schools to improve teacher job performance in public secondary schools in Ilemela district. The findings correlate with the study by Toropova et al. (2020) who found that working environment positively influences the teaching performance. Creation of attractive environment for working could ensure teachers to continue working in the same place.

From the findings, teachers in Ilemela district are not fully involved in various decisions making in the

operation of schools. Teachers' involvement in decisions of school matters is vital as it makes them feel that they are valued in what they are doing. This could ensure them to work effectively for the betterment of the schools and their profession. Javadian and Hosseini (2020) concurs that the dignity of teachers is comprehended when they get involved in deciding the daily operations of the school. Data from interviewee A indicated:

In public secondary schools, we try to award teachers by giving a letter of appreciation, certification, vacation, providing breakfast, and congratulating to make teachers teach effectively. Also, those who show good performance are considered to be appointed in other activities like supervision and marking national examination where they get money. Furthermore, promotion is provided basing on teaching performance, we are doing to ensure teachers are more committed in teaching process and to some extend it assisted teachers to improve their working though not to all teachers (Interviewed, September 2021).

The findings indicate that although teachers are not satisfied with non-monetary incentives provided to them but educational administrators like heads of schools, Quality Assurance and District Secondary Education Officer have agreed with the relevance of these incentives to teachers and school that they determine performance in general. Therefore, educational leaders should be enhancing non-monetary incentives for the betterment of teaching profession and school performance.

## The Role of Non-monetary Incentives on Teachers' Job Performance

This objective intended to determine the views of teachers about role of non-financial compensation on job performance in public secondary schools in Ilemela district. To fulfil the requirement of the objective, the researchers employed Likert scale where teachers had to rate their opinion about non-monetary incentives using; 1-Strongly Disagree, 2-Disagree, 3-Moderate, 4-Agree and 5-Strongly Agree as summarized in table 2.

**Table 2 Teachers' Views on the Role of Non-monetary Incentives on Teachers' Job Performance(n=170)**

Statements	1		2		3		4		5	
	F	P	F	P	F	P	F	P	F	P
i. If I leave a teaching profession I am confident to secure other suitable posts	-	-	16	9.4	21	12.4	89	52.4	44	25.9
ii. Adequate provision of welfare facilities (meals, transportation, staff house) inspire me to stay longer in a school	-	-	-	-	17	10	92	54.1	61	35.9
iii. Presence of cafeteria services, annual paid leave, health services, and sufficient teaching and learning facilities inspire me to stay longer in this school	-	-	16	9.4	37	21.8	76	44.7	41	24.1

Source: Field Data, (2021)

Table 2 indicates that 89(52.4) percent of the participants agreed that if teachers would leave the teaching profession, they are confident to secure other suitable posts while 44(25.9) percent of participants strongly agreed, 21(12.9) were moderate and 16(9.4) disagreed with the statement. The results reveal that there is a connection between non-monetary incentives

and teachers to quit from teaching profession so as to seek for good pastures. Teachers are very important resources for ensuring the development of the schools. The study by Marewo et al. (2020) found in most of teachers' turnover cases in public secondary schools in Zimbabwe is associated with lack of non-monetary incentives to teachers leading to poor performance of

their duties. Similarly, the study conducted in Tanzania by Ndombo et al (2020) found that teachers are engaged in small business to improve their lives like building houses and buying other human basic needs which is dangerous to the teaching profession. Likewise, Javadian and Hosseini (2020) found that social relationship is very important for teachers to continue working and realize the organization goals.

Moreover, the results from table 2 demonstrated that 92(54.1percent) of the participants agreed that the giving of welfare like meals, transportation, staff houses inspire them to stay longer at school while 61(35.9 percent) of respondents strongly agreed and 17(10 percent) were moderate. The results suggest that non-monetary incentives have a relationship with job performance since teachers are positively attracted with non-monetary incentives as they help to improve their lives and make them more interested to work hard since they are highly appreciated for what they are doing. Non-monetary incentives are very important for the teachers because they make them more focused on teaching rather than looking for other things. For instance, when teachers are provided with transport, meals, and houses, they can be encouraged to work hard and fulfil their duties accordingly. Toropova et al. (2020) commended that most of the teachers are likely to work effectively and efficiently in the place where they are supported.

In relation to the current study, the results from table 2 indicate that teachers have positive response on the availability of cafeteria facilities, annual leave, health facilities and sufficient learning and teaching encourages teachers to remain in school longer as 76 percent (47.7 percent) of the respondents agreed while 41(24.1) percent strongly agreed, 37(21.8percent) of the participants were moderate and 16(9.4percent) disagreed. The results mean that there is a strong relationship between non-financial benefits and job performance. Also, according to the study conducted in India by Igbal et al. (2016) there is a strong and positive relationship between both monetary and non-monetary incentives and job satisfaction and performance among employees.

Teachers that are provided with non-monetary incentives like annual leave, health services become more responsive to their duties for the betterment of the school. In relation to the current study, Aliyyah et al. (2020) found that non-monetary incentives positively attract teachers to perform better while lack of incentives reduces teachers' performance. In the same line, teachers in public secondary schools are not effective as they lack incentives like housing, and better health services (Ndombo et al, 2020; Javadian and Hosseini, 2020). Also, Orina et al. (2021) revealed that perceived fairness in the teacher promotion system contributes to job satisfaction among teachers on a small

scale and the work environment or situation influences the performance of the teacher on a large scale. Also he found that the issues like reward system and training affect teachers' job performance when they are at school compared to those schools which are not providing rewards.

Performance of teachers' work in public high schools is very important to ensure quality secondary education. Thus, school leaders and the government should consider ensuring that teachers are offered with incentives which will make them more responsive to their work. Interviewee K said:

Teachers who are provided with non-monetary incentives are always effective in teaching, they love their profession and are ready to bring changes in school performance. Also, it is demonstrated that if non-monetary incentives would be effectively provided to public secondary school teachers it could enhance good academic performance in our district and create mutual relationship between teachers and school leaders (Interviewed, October 2021).

The results reveal that participants positively appreciated that if non-monetary incentives could be much considered by educational leaders, it could contribute to a greater extend in improving teachers' job performance in public secondary schools in Ilemela district leading to academic achievement. Therefore, educational leaders should know that working performance of teachers cannot be satisfied through salaries and other monetary incentives but creating cooperative environment, consideration, valuing, recognition, involvement, and promotion. Security supporting also contribute for teachers to execute their responsibilities to a greater extent in an advanced way as asserted by Comighud et al. (2020) that, rewards in schools are effective at improving behavior and hardworking and if not applied regularly, they may result into low performance of teachers and failure to meet the organizations' goals.

## **5. Conclusion and Recommendations**

### **5.1 Conclusion**

Basing on the findings, it is concluded that non-monetary initiatives provided are vital in school performance. They are always in the disposal of leaders and stakeholders in public secondary schools. Thus, school leaders should improve and be Innovative as they apply caring, provide breakfast, lunch, congratulatory ceremonies, vacation trips, appreciation, television for staffs, and involving teachers in decision making to



make teachers more accountable to their teaching responsibilities. All these could build the spirit of team-working, increase effectiveness and create a sense of love in teaching, improve attendance and cooperation with school management, increase working morale, and create a sense of school ownership. Also, it is concluded that the role of non-monetary incentives such as transport, house, job security and working environment among others are vital to teacher's job performance.

## 5.2 Recommendations

## References

- Aliyyah, R. R., Rachmadtullah, R., Samjudin, A., Syaodih, E., & Nurtanto, M. (2020). The perception of primary school teachers of online learning during the covid-19 pandemic period. A case study in Indonesia. *Journal of Ethnic and Cultural Science*, 7(2), 90-109
- Augustino, P. (2012). *Teachers' moonlighting and its impact on their Job performance in secondary*. Dar es Salaam. University of Dar es Salaam.
- Asiyai, R. (2016). Relational study of in-service training, teaching effectiveness and academic performance of students. *Journal of Teaching and Education*, 5(2), 205-216.
- Chakravarthy, J. (2014). *Job satisfaction on teachers job performance*. University of Texas. Arlington
- Comighud, S. M., Arevalo, M. J., & Writes, S. (2020). Motivation in relation to teacher's performance. *International Journal of Scientific and Research Publication*, 10(4), 641-653.
- Creswell, J. W. (2012). *Educational research: planning, conducting and evaluating quantitative and qualitative research*. Boston: Edwards Brothers.
- European Commission. (2019). Education and training mentor in Cyprus 2019.
- Gberevbie, D. E. (2010). Strategies for Employees Recruitment, Retention and Performance: Dimension of the Federal Civil Service of Nigeria. *African Journal of Business Management*. (4). 1447-1456.
- Javadian, S. R., & Hosseini, A. (2019). The relationship between social support and job performance of workers. *Social Behavior Research and Health*, 4(1), 480-486.
- Kelvin, L. (2016). *Role of motivation in teachers job performance in public and private secondary schools in Tabora municipality* [Master dissertation, Open University of Tanzania]
- Kingoo, N. (2016). School factors influencing job satisfaction among teachers in public secondary schools in Machakos town sub-county, Kenya. University of Nairobi.
- Lilian (2016). Linking teacher compensation to teacher career development. *Educational Evaluation and Policy Analysis*, 6(17), 219-237.
- Lucky, E. D., & Chika, N. I. (2018). Working environment and teacher's productivity in secondary schools in Port-Harcourt metropolis. *International Journal of Innovative Psychology and Social Development*, 6(4), 39-48.
- Marewo, N. T., Mutongi, C., Nyoni, T., & Nyoni, S. P. (2020). The impact of employee motivation on employee performance. *International Journal of Advance Research and Innovative Ideas in Education*, 6(6), 1487-1502
- Mark, S. (2015). *Factors that influence job performance among teachers, in Kibaha district*. Open University of Tanzania
- Maslow, A. H. (1943). A theory of human motivation: *Psychological review*; 13(50), 370 – 396.

- Nadeem, M., Rana, M., Lone, A., Maqbool, S., Naz, K., & Ali, A. (2011). Teachers competencies and factors affecting the performance of female teachers in Bahawalpor (Southern Punjab) Pakistan. *International Journal of Business and Social Science*, 2(19), 1-6.
- Ndelachi, D. (2019). "Demographic and psychological factors predicting organizational commitment among industrial workers," *Anthropologist*, 10(1) 31–38.
- Ndombo, N. M., Nyangarika, A., & Mwesiga, G. N. (2020). Factor leading to absenteeism of teachers in public secondary schools in Tandahimba district. *International Journal of Advance Research and Innovative Ideas in Education*, 6(4), 180-192.
- Nzowa, G. (2020). Assessment of teachers nonmonetary motivation factors on job satisfaction among public secondary schools in Arusha district, Tanzania. *East African Journal and Social Science*, 1(2), 1-10.
- Orina, J. O., Kiumi, J. K., & Githae, P. K. (2021). Work environment as a predicator of teacher motivation in Kenya. *International Journal of Education and Research*, 9(3), 131-144.
- Saudi, M. H., Baker, R., Saudi, N. S., & Mohamed, R. (2021). The relationship between motivation, training and job suitability with employee performance: A study of employee in the private sector. *Turkish Journal of Computer and Mathematics Education*, 12(11), 1156-1163.
- Tien, T. N. (2018). Determinants of job satisfaction among teachers in Vietnam. *Journal of Education and Social Policy*, 7(1), 65-76.
- Toropova, A., Myrberg, E., & Johansson, S. (2020). *Teachers job satisfaction: The importance of school working condition and teachers' characteristics*. <https://doi.org/10.1080/00131911.2019.170>
- Twaweza East Africa, (2018). *Teacher incentives in public schools: Do they improve learning in Tanzania?* <https://twaweza.org>
- UNESCO. (2020). *Global education meeting: Extraordinary session on education post covid-19*. UNESCO
- URT. (2010). Public service pays and incentive policy. Dar es Salaam.
- URT. (2018). *Education sector development plan 2016/17-2020/21*. Ministry of Education Science and Technology
- World Bank. (2021). Teachers pay for performance: What works, where and how. <https://www.worldbank.org>
- Young, J. (2017) Heroes of employee engagement.: *Number 3 Frederick Herzberg's two factors theory*. <https://pekon.com>
- Ystad, S. (2018). Promotion of the status and quality of teachers. <https://www.regjeringen.no>