



Influence of Incentives on Teachers' Performance in Public Secondary Schools in Longido District, Tanzania

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Abstract: *The study assessed the Influence of Incentives on Teachers' Performance in Public Secondary Schools in Longido District. The study addressed two objectives, namely to; identify the incentives given to teachers in public secondary schools and determine how incentives given influence teachers' job performance in public secondary school in Longido District. Expectancy Theory of Motivation guided the study. Descriptive survey design and mixed methods approach were adopted. Data were collected using questionnaires and interview guide. The sample size consisted of 91 respondents (81 teachers, 9 school heads and one DSEO). The instruments were validated through research expert judgment. Reliability ($r = 0.864$) obtained using Cronbach Alpha Method was determined using test-retest technique in a pilot study. Credibility of qualitative data was ascertained by involving multiple analysts. Dependability was established through detailed reporting of the research process. Quantitative data was analyzed using descriptive statistics in the SPSS version 22 and results were presented in charts and tables. Qualitative data was analyzed thematically alongside research questions. The study revealed that job promotion, housing facilities, traveling allowances, improved working environment, vacation/study leave and maternity leave are incentives offered in secondary schools. Moreover, performance targets, needs of teachers and good school management influence the provision of incentives to teachers. Incentives promote hard work among teachers; improve teachers' morale and performance. The study recommends that school heads and stakeholders in education should initiate income generating activities in schools and community support to school management in order to create a reliable source for teachers' motivation.*

Keywords: *Incentives, Performance, Teachers, Public and Longido District*

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1. Introduction

Incentives are considered as one of the most important factors that encourage workers to put forth great efforts and work more efficiently. It is because incentives and reward system direct workers capabilities into more efficiency in their work in an attempt to achieve the

institution's goals (Gana and Bababe, 2011). In addition, the absence of the suitable incentives may negatively affect the hardworking employee's performance; it may also weaken their productivity at work, which decreases the chances of attaining the promising goals of the institution (Palmer, 2012). Such incentives are a significant factor in encouraging employees and increasing their enthusiasm at work, which results in

improving the general performance and increasing the productivity. Incentives, also, help in attaining job satisfaction, which increases the interaction between the employee and the organization.

In the views of Barongo (2013), incentives to workers play an important role in ensuring that they perform their duties effectively and efficiently. Teachers are among the public servants who need incentives in their teaching job. The government of Tanzania pays the public servants' salaries according to their levels of education in various scales. For the teachers, their scale is termed as Tanzania Government Teachers' Scale (TGTS), which varies according to education and the number of years. However, there are other incentives which teachers need such as house allowances, teaching allowances and transport allowance. In order to make sure that teachers perform well their duties, job satisfaction is very important. Likewise, ensuring each employee's workplace goals and values are aligned with the government's intentions, it is important that there should be a high level of motivation that is expected to bring about productivity, improved work quality and financial gain across all government departments. According to Salanova and Kirmanen (2010) increasing motivation, commitment and engagement levels are key organizational aspects these days. The development of compensation policies has an important role in motivating workforce to deliver high levels of performance, discretionary effort and contribution.

In some schools, teachers are asked to use weekends and after school hours of profession development but there is no incentives for them. This will lead to discouragement of other people from joining this field due to dissatisfaction (Barongo, 2013). Due to absence of incentives, many teachers have been forced to supplement their meager income by offering private lesson or running their own business so that they can meet the family needs.

The Government of Tanzania continues with efforts to motivate its workforce because of the importance of incentives to the workers. The government has introduced Tanzania Public Service Pay and Incentive Policy with the purpose to compensate employees for the works they do, to motivate them to perform well, to retain them, and thereby avoid the need for expensive recruitment and training for replacement. The public service, like any other organization needs to compensate, motivate and retain its employees for the better performance of its organizations (Tanzania Public Service Pay and Incentive Policy, 2014).

Recent Government efforts to reform its pay and incentive system in Tanzania can be well explained in the context of macro-economic reforms that were started in the 1980s through to the 1990s. In 1994, the Government adopted Pay Reform as an integral component of Public Service Reform Program (PSRP). This was because many of the problems associated with poor performance of the public service were related to lack of an appropriate

compensation structure and weaknesses in the incentive regime. It ought to be said at the outset that Pay and Incentives problems in the Tanzania public service go beyond salaries (Tanzania Public Service Incentive Policy, 2014).

A successful organization is the one which can efficiently exploit its employees' skills and qualifications. Therefore, scholars have to work hard as to come up with a comprehensive description of how to enhance the professionalism of the employees and how the administration chooses active individuals, and also how to connect the institutions' goals to the personal objectives of the individuals, which will improve their performance. It is plausible to say that successful organizations set an active incentive system capable of affecting the employees' performance in a way that pushes them into working harder and maintaining the goals of the institution. In addition, it is noticeable that motivating employees may help them to overcome a lot of their obstacles at work (Palmer, 2012). On the other hand, the administrator should try to create confidence and an environment of tranquility, security and respect in an honest and actual manner. One must know that appreciating people's work and praising their achievements do not affect one's own success, so one must do this directly to those who deserve it or just in front of a group of people by praising their accomplishment (Locke and Braver, 2008). Through the need for incentives to Tanzania government workers, it brought about a need to investigate how incentives influence Teachers' Performance in Public Secondary Schools in especially in Longido District.

1.1 Research Questions

The study answered the following research questions.

- i. To Identify the Incentives given to teachers in Public Secondary school in Longido District.
- ii. To determine how Incentives given influence teachers' performance in Public secondary school in Longido District.

2. Literature Review

The study was also guided by Walberg's (2002) Theory of Educational Productivity.

2.1 Theory of Educational Productivity

The study was guided by Walberg's (2002) theory of educational productivity. This theory posits that psychological characteristics of individual students and their immediate psychological environments (presence of motivated teachers and resources/facilities) influence educational outcomes, that is, cognitive, behavioral, and attitudinal. Walberg (2002) identified nine key variables

that influence educational outcomes as: students' ability/prior achievement, motivation, age/developmental level, quantity of instruction, quality of instruction, classroom climate, parental involvement, home environment, peer group, and exposure to mass media outside of school.

The theory shows that psychosocial characteristics of classroom learning environments that include incentives given to both students and teachers demonstrate incremental validity in predicting students' achievement. These psychosocial characteristics such as self-concept, attitudes, behaviors, intrinsic motivation, and overall student engagement in learning are useful in curriculum evaluation studies and can provide teachers with useful information to arrange more optimally functioning classrooms. Walberg's (2002) theory insists that in order to increase educational productivity and efficiency, educational process goals as well as achievement goals must be considered.

Application of the Theory to the Current Study

Thus, the relevance of this theory is that educational productivity in terms of teacher's job performance is influenced by presence of motivated teachers and teaching/learning resources. Therefore, incentives to teachers influence educational outcomes, that is, cognitive and behavioural outcomes. Productivity in education is interpreted to include teacher's perception of the social environment, creativity, self-concept, participation in extra-curricular activities and interest in other subject matter. The theory guided the study to advocate for motivation of teachers through incentives in order to create social/friendly environment to teachers for improved job performance.

2.2 Incentives Offered to Teachers in Public Secondary Schools

Too (2017) reported that according to UK Department of Health, Education and Welfare, when employees are treated fairly and with respect, the quality of working life and performance is enhanced. Hall (2012) added that happy workers behave positively and are productive. As Scott (2013) suggest, job satisfaction is an indicator of good treatment which include incentives, appraisal and promotion. This will reflect how well the organization is functioning.

In developed countries, pay incentives have been found to be generally ineffective in increasing teacher motivation. Teacher motivation is based on intrinsic factors and that true job satisfaction is based on higher order needs (Sylvia and Hutchinson, 2014). Offering additional extrinsic motivation has even been found to improve the intrinsic motivation of teachers (Deci et al., 2019). Spear et al., (2010) highlights the wide range of factors that influence

teachers' job satisfaction and motivation in the United Kingdom. The main factor found to contribute to job satisfaction of teachers was working with children whereas job dissatisfaction was primarily attributed to work overload, poor pay, and perceptions of how teachers are viewed by society.

Azasu (2013) affirm that incentives by definition may not be guaranteed but mostly conditional on performance. The use of performance incentives such as in-service training opportunities and job promotion according to the author dates back to early 20th century in Sweden and conventional wisdom on the subject show that there is a positive association between incentives and company performance(Davidson, 2015);.

Adelabu (2015), on Teacher Motivation and Incentives in Nigeria found that poor teacher motivation results to poor teacher morale and low level of commitment to work. Moleni and Ndalama (2014) in the study on Teacher Absenteeism and Attrition in Malawi noted that absenteeism and attrition were largely influenced by teacher motivational factors with low salaries and poor working conditions coming out strongly as underlying causes of absenteeism and attrition. The study summarizes that poor teacher motivation result to an increase teacher absenteeism, high teacher turnover and professional misconduct which have affected performance and threaten to affect the achievement of quality education in Malawi. Furthermore, Businge (2014) conducted a study on development of staff. The author identified the impact of non-material incentives on the Rwanda Revenue Authority with the introduction of incentives like performance appraisal, agency autonomy, corporate values and reputation on effective human resource management and found that through this, the agency was able to increase the impact of Rwanda Revenue Agency in the nation's GDP from 9% to 13%.

Ude and Coker (2012) cited Tanzania where a public service incentive scheme tagged "Selected Salary Enhancement Scheme" (SSAEC) was instituted to motivate the civil servants. The scheme achieved its aim by adequately motivating the employees and also resulted in maximum impact on productivity. From the foregoing, salary enhancement results in maximum productivity.

Using evidence mainly from Sub-Saharan Africa, Davies (2013) explores the ramifications of "teacher defiance" in situations of poverty and in societies with strong traditions of patronage and male dominance. Perceptions and reports of teacher behavior are relevant to this study as possible effects of the level of motivation. While much of the VSO evidence, and that of Davies, is qualitative and subjective, study of teacher stress by Gorrell and Dharmadasa (2019) provides controlled, empirical findings about certain factors that may be important "de-motivators" for teachers in Tanzania. It shows that overcrowded classrooms, absent students and lack of teachers' texts can be very stressful

factors, especially for the less experienced teachers. They are related closely to another source of stress: the pressure to produce examination passes.

Bennell and Makyunuzi (2015) researched on "Is There a Teacher Motivation Crisis in Tanzania?" indicate that, teacher absenteeism, turnover, misconduct are the result of poor motivated teacher. The study explains that demoralized teachers are likely to find another occupation, be absent or late at work, and not do what is expected of them in their class in order to meet the learning needs of their students. MOEC (2013 and 2014); Davidson (2015); Sumra (2014) and HakiElimu (2015) show that in Tanzania, strong evidence exists that the vast majority of teachers are unhappy with their salaries, housing arrangements, benefits, workload, and status within their communities. These poor living and working conditions have, over time, seriously eroded many teachers' motivation to carry out their teaching and nonteaching roles in an acceptable manner. The study investigated poor living and working conditions their effects on teachers' motivation leaving the gap to be filled on the influence of incentives on teachers' performance.

2.3 Effects of Incentives on Teachers' Performance in Public Secondary School

Sharma (2014) in a study conducted in New Delhi observed that any fringe benefit attached either to official or extra work, has majorly the effect of causing individual sacrifice towards work. Therefore, incentives being put in place should meet the varied needs of the staff. The study observed that if the programmes are well conducted, it would help in addressing negative attitude and misconception that members of staff may have towards incentives. Delvecchio and Wagner (2017) observed the effects of different incentives on sales people and concluded that younger sales people react more dramatically and positively with higher intrinsic motivation when paid on plans with higher incentive proportion. A study conducted by Ojokuku (2011) in Nigeria also identified the effects of financial incentives on information and communication technology professionals. Profit sharing plans, premium pay and cash bonus are the types of financial benefits enjoyed by these professionals which enhanced their motivation to work.

Improving education quality in low-income countries is a top priority for the global human development agenda United Nations (2015), with governments and donors spending over a hundred billion dollars annually on education (World Bank, 2017). Yet developing country education systems have found it difficult to convert increases in spending and enrollment into improvements in student learning (World Bank, 2018). One reason could be that education systems face several additional constraints beyond limited school resources (Glewwe et al., 2016). Thus, simply augmenting school resources may

have limited impact on learning outcomes if other binding constraints are not alleviated at the same time.

According to Nadeem et al., (2011) social and economic conditions of teachers have an effect on their performance that is, low salary, lack of facilities, status of teachers in society, teachers mental health and morale, stress of work, relation with staff and head teachers, working environment are all those factors that have an strong impact on females teachers performance. The level of motivation of teachers reduced, when there is a poor social and economic condition in the place where the school is located. It was concluded that there is a significant relationship between these factors of motivation and the efficiency of female teachers. Alam, and Farid, (2011) found that mostly teachers experienced that they were paid less salary according to their knowledge, skills and capabilities for doing their job. Thus, respect should be given to teachers, provide them training to exceed their performance level and salaries should be designed according to their capabilities, experience and skills regarding job, it is important to establish and provide necessary social services near working areas especially for those schools located in rural areas.

Teachers' motivation is one of the important factors in realizing educational objectives in achieving high academic performance. Low teacher motivation has led to low student performance in academics (Barretts, 2015). Thus the learning environment and teachers' motivation upon knowledge development relatively need attention in our schools. Human resource as a factor of production is affected by adequacy and quality as reflected by the level of training and level of motivation (Matokeet et al., 2015). Therefore, it is necessary to consider working environment especially teachers' houses so as to make teachers happy.

Consequently, Juma, (2017) reports that employee involvement in decision making serves to create a sense of belonging among the workers as well as a congenial environment in which both the management and the workers voluntarily contribute to healthy industrial relations. In contrast, in low power distance culture, everyone is perceived to have the potential to contribute to the decision-making process. In fact, Noah (2018) argues that everyone is assumed to have equal rights. As such, employees consider it their right to participate in decisions that concern them. The employee's performance directly influences the organizational effectiveness. Man and woman should be motivated equally. Eliminate the inequality and give equal importance to both. The employee's performance increased when they are involved in decision making of the organization (Muhammad, 2012).

3. Methodology

The study employed descriptive survey design and mixed methods approach whereby the study collected quantitative and qualitative data in order to provide a comprehensive analysis of the study problem (Creswell and Creswell, 2018). Data were collected using questionnaires and structured interview guide. The sample size consisted of 91 respondents (81 teachers, 9 school heads and one District Secondary Education Officer). In this study, the head of Schools were purposively selected while teachers were selected using both stratified and simple random sampling techniques. The respondents were stratified based on gender Validity was established through research expert judgment whereas reliability was determined using test-retest technique and reliability index, $r = 0.864$, was obtained using Cronbach Alpha Method. Credibility of qualitative data was ascertained by involving multiple analysts, whereas dependability was established through detailed reporting of the research process (Zamboni,2020). Quantitative data was analyzed using descriptive statistics in the SPSS version 22 and

results were presented in charts, tables of frequencies and percentages. Qualitative data was analyzed thematically alongside research questions.

4. Results and Discussion

The findings were discussed with regard to research objectives.

4.1 Findings on the Incentives Given to Teachers in Public Secondary School in Longido District

The current study identified the incentives given to teachers in Public Secondary schools in Longido District. A total number of 81 teachers responded to the option that best described their views. Figure 1 presents the summary of the respondents' responses and the results of quantitative findings through questionnaires on the incentives given to teachers in Public Secondary schools in Longido District.

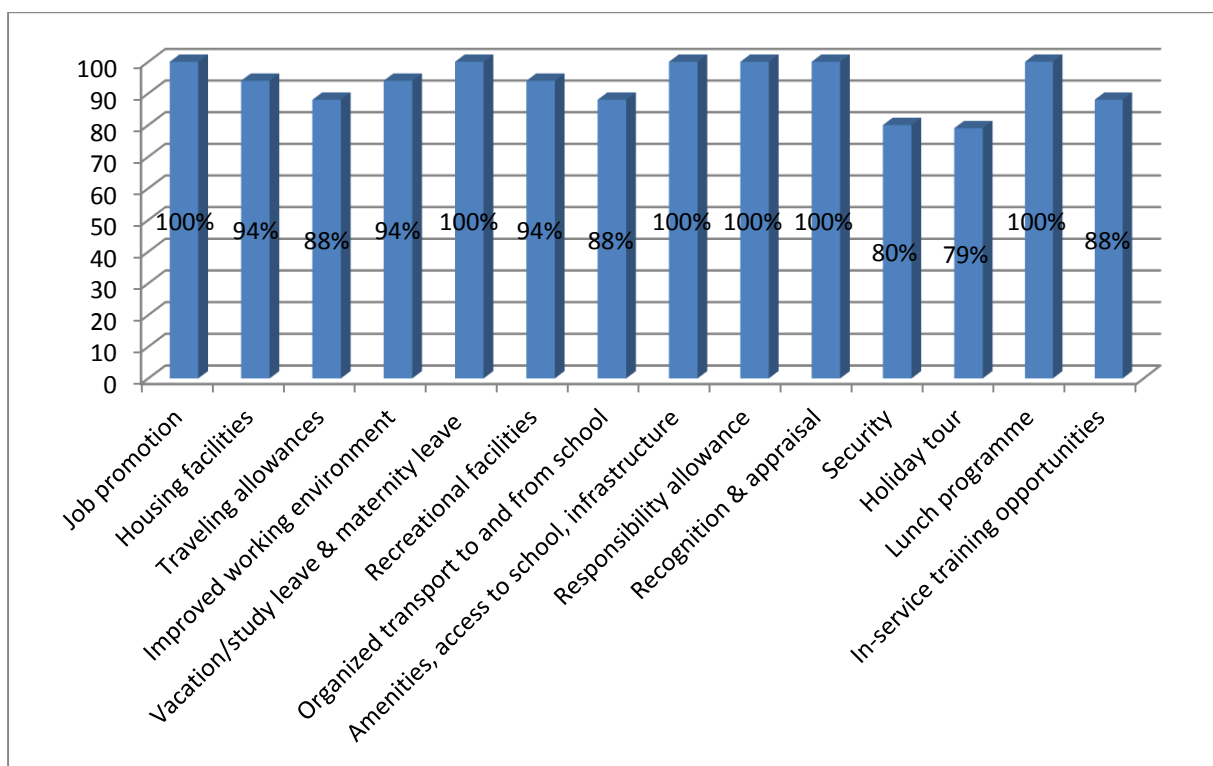


Figure 1: Incentives Given to Teachers in Public Secondary Schools in Longido District

Source: Field data (2022)

It is revealed from figure 1 that there was a disparity in the various incentives given to teachers in Public Secondary schools in Longido District. However, a number of incentives received approval across all the public Secondary schools that the researcher visited in

Longido District. For instance, all (100%) respondents indicated that provision of job promotion to the teaching staff was a common practice in all schools. The respondents in the schools visited by the researcher submitted that their schools, through the management

observe job promotion practice particularly for teachers who merit promotion due to their qualification and hard work. The school heads either promote them internally or propose their names for consideration during promotion exercise and also give release letter to those promoted outside the school. According to HakiElimu (2015), this practice influences teacher's performance in school because they believe that their efforts will bear fruits in terms of job group promotion or transfer laced with promotion. The finding is supported by Social Action Theory by Bowey as cited in Campbell (2003), which indicates that if a worker is not satisfied with the work situation, it will affect the services the worker renders to the institution. The theory postulates that naturally, workers are not interested in any activity for its own sake, but rather for what the activity will bring them such as job promotion.

In addition, while responding to open ended questions, some respondents mentioned that internal promotion of teachers as a result of exemplary performance should be a common practice in the teaching profession. They expressed concern that if the promotions are based on merit then the employer should be informed to confirm them. According to Mutie (2013), in his research on satisfaction of secondary school administrators and teachers in Kitui, Kenya, revealed that qualified teachers leave teaching because they are dissatisfied with poor pay and compensation, poor methods of promotion, inadequate opportunities for career advancement, poor public image and unsatisfactory conditions.

On the provision of Housing facilities, 94% of the respondents reported that their schools provide accommodation to teachers. However, 6% of the respondents indicated no provision of shelter in their institutions. In the open-ended questions, teachers voiced their opinion in support for housing facilities in all learning institutions in order to address accessibility challenges to schools in Longido District. Although some observed that the issue of housing was a challenge in their station, others explained that some newly recruited teachers who are young are normally housed together in the school compound or in the neighborhood. In fact some parents who have constructed houses next to school have been kind enough to either accommodate teachers at reduced rent or help them to locate land for construction of personal houses. Through this, they were able to fulfill the Maslow hierarchical of needs – shelter, identified in the theory of motivation (Campbell, 2013). The research also revealed that housing facilities do not exist in most (80%) of the institution under study. Moreover, not all the workers could access staff houses at the same time. This largely depended on one's position and length of stay in the institution particularly for senior staff while the young members of staff would share accommodation.

This offers the necessary explanation as to why the respondents in this study gave the practices the least

percentage of being practiced in their schools. Similarly, the fact that the study population was public schools in largely rural area with humble but limited resources may also account for this distributional percentage. In the views of Sumra (2014), institutions that practice holiday tours, the leadership argues that the schools charge parent's motivation fee. The funds collected are therefore used to motivate learners, teachers and all the education stakeholders in the school. Moreover, the provision of traveling allowances was given approval at the rate of 88% while 12% of the respondents held contrary opinion. The respondents indicated that provision of travelling allowance to the teaching staff was a common practice in all schools. Majority (88%) of the respondents submitted that their schools through the management observe this practice particularly when teachers are discharging their duties outside the school.

In regard to improved working environment, 94% of the respondents agreed the school management with support from the government and parents have contributed immensely to improved working surroundings. For example, through stimulus package for infrastructural improvement in schools, the government has allocated money to schools for building new classes, fencing and construction of toilets. Admittedly, through this initiative, the working environment in most schools has improved tremendously, a fact that has made some parents to also contribute their quota willingly to help in improving their community schools (Azasu (2013). The provision of annual leave, vacation/study leave, paternity and maternity leave was supported by all (100%) of the respondents. For instance, the respondents observed that maternity leave enables mothers to take care of their young ones while study leave enables them to further their knowledge to be in tandem with the ever-changing paradigm shift in education.

The study found that all (100%) respondents agreed that responsibility allowance is necessary in their working station hence should be practiced as often as possible. Similarly, the respondents who approved security were 80%, Holiday tour 79% and lunch programme 100%. The respondents put forth their views that lunch programme was organized in their stations. The respondents submitted that this programme is necessary for a number of reasons. For one, it enables teachers to attend promptly to their afternoon lessons; secondly, it enables learners to have increased contact hours with their teachers during and after lunch breaks. All teachers agreed with this observation, however, they pointed out that in most schools, the organization of the programme rest with the teachers and not the school management as it is otherwise expected.

According to the findings, recognition and appraisal was supported by all (100%) of the respondents. In the management of human resource, if the input/output ratios

are recognized by the managers by positive appraisal where necessary, and the same for those with whom we compare ourselves, then we view our treatment as fair. However, if the recognition and appraisal are not roughly equal, we believe that we have not been treated fairly and sense of inequity develops. One of the potential consequences of feelings of inequity is reduced motivation. For the case of teachers, reduced motivation results into poor work performance. However, if recognition and appraisal meets the expectations of teachers, then there will be increased work performance. This finding is in agreement with that of Onuma (2016) in Ebonyi State in Nigeria. The study revealed that teachers' performance appraisal by letter writing or verbally is a necessary ingredient in effective human resource management. The practice would eventually prepare the staff for promotion hence more responsibility. The finding in this study points out that most school managers are aware of this fact.

Basically, the study revealed that in-service training is for capacity building besides familiarizing the teaching staff with the latest emerging issue in education and paradigm shift in teaching methods. It is crystal clear that some teachers would organize for individual in-service training with an aim of putting themselves at an advantage position in terms of job group mobility or administrative duties. These findings are supported in the study by Mulenga and Kabombwe (2019), on Curriculum reform in education as a worldwide-practiced phenomenon that there could be other factors affecting the academic performance of students besides teacher's training.

According to the report, in-service of trained teachers enhances their performance of duty due to exposure to new skills and development. Similarly, the practice leads to discovery of new ideas, raises one's confidence in work, brings and adds new development in their field of specialization besides making the staff to become abreast with technological advancement. These views are similar to the findings by Saka & Salman (2014), in the study of staff promotion mentioned that in-service training is any systematic process used by an institution or employer to develop employees' knowledge, skills, behaviour or attitude in order to contribute to the achievement of the institutional goals. An effective training needs analysis is particularly necessary in today's changing work place since staffs are mostly exposed to new work challenges and flexible working conditions hence the need to update their skills on a regular basis, added Affullo (2015).

4.5 Findings on How Incentives Given Influence Teachers' Performance in Public Secondary School in Longido District

The study also determined how Incentives given influence teachers' performance in Public secondary school in Longido District. Figure 2 presents the summary of the respondents' responses and the results of quantitative findings through questionnaires on how teachers' performance in Public secondary school in Longido District is influenced by the Incentives given.

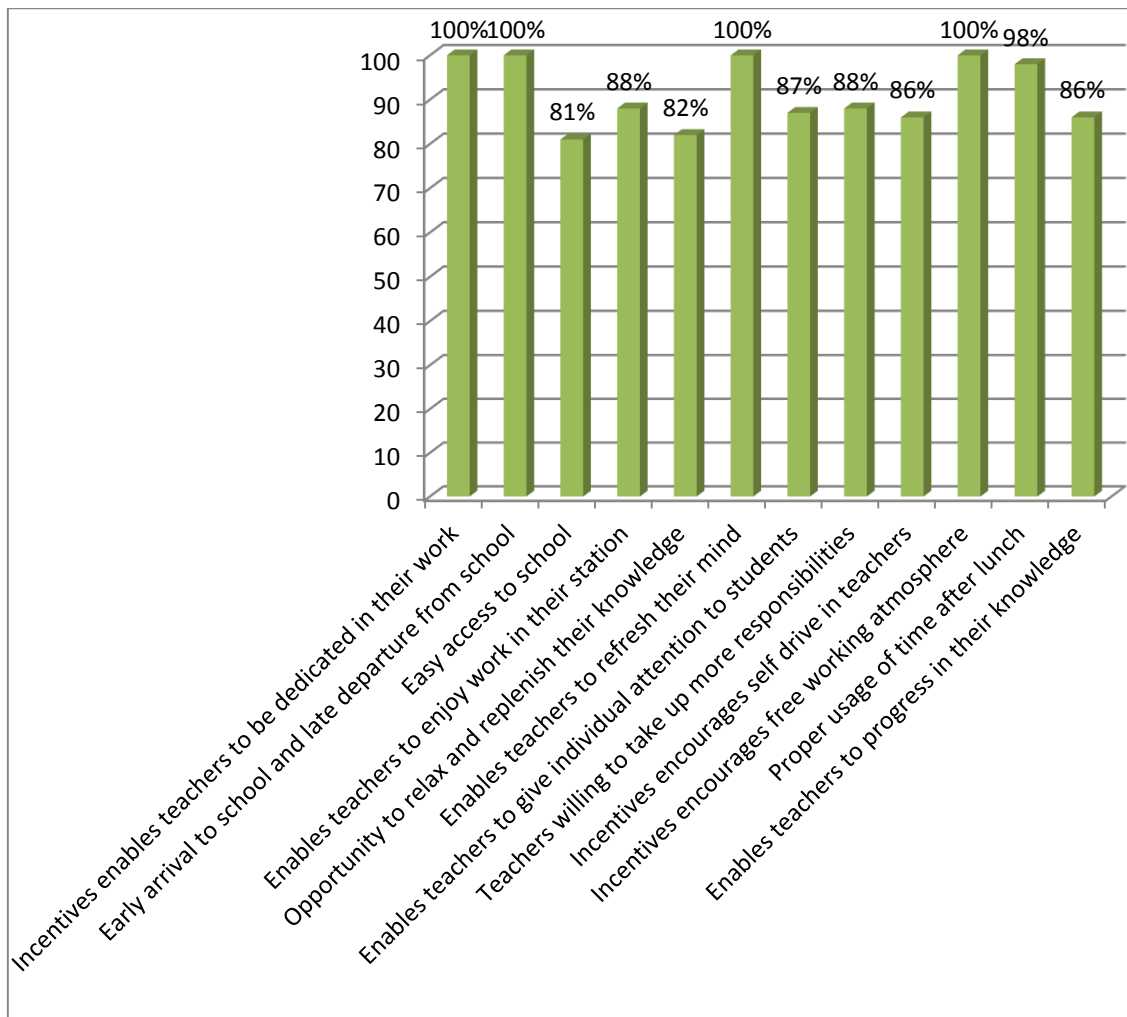


Figure 2: How Incentives Given Influence Teachers' Performance in Public Secondary School

Source: Field data (2022)

The results in figure 2 show that all (100%) respondents acknowledged that the various incentives given enables teachers to be dedicated in their work as seen in early arrival in school and late departure from school. The study established that whenever teachers are given incentives, it arouses their interest in work. The teachers exhibit a certain level of self dedication as they remain energized to pursue the objectives and goals of the institution with profound zeal. The findings concur with Platasa, Reklitish and Zimeras (2015) who conducted a study on job satisfaction and its dimensions on job performance in small and medium enterprise in Ibadan and Southwestern Nigeria where the researcher used a total of 105 respondents as sample size. The study found that significantly, job satisfaction and job performance, especially when employees feel that their work will be supervised and evaluated for the purpose of reward, more attention would be paid during performing activities. Correspondingly, the quality of supervisor-subordinate relationship significantly and positively affects the

employees' satisfaction and job performance based on the reward offered to those who are dedicated in their work.

When incentives such as means of transport or travelling allowance are provided, teachers will find it easy to access school. This item was supported by 81% of the respondents. In this regard, Allui and Sahni (2016) in an empirical study conducted on Strategic Human Resource Management in Higher Education Institutions in Saudi Arabia pointed out that means of transport to a working place is a motivating factor. However, in places where accessing working station is difficult, it becomes a deterrent to effective job performance.

Similarly, 88% of the respondents singled out that incentive enable teachers to enjoy work in their station while 82% of teachers (respondents) observed that incentives give teachers the opportunity to relax and replenish their knowledge. Given opportunity, teachers would join further training to either replenish or increase their knowledge. From the findings, ordinarily, workers

are not interested in any activity for its own sake, but rather for what the activity will bring them. Social Action Theory by Bowey asserts that people would be more apt to listen and co-operate with those who promised some kind of immediate reward than those who promised some better times in the future (Campbell, 2013). If all the available permutations of incentives are given to teachers, it is evident that teachers will give their best at place of work. This finding concurs with the studies carried out in USA on welfare practices which establish that in-service of trained teachers is based on the assumption that a well-trained labour force is remarkably labor productive. The study by Lafasto (2008) indicated that in-service training gives employees an opportunity to recharge therefore, averting the problem of burn-out among the employees. The study reveals that teacher training only does not adequately prepare teachers for managerial responsibilities; therefore, in-service training is a necessity. In addition, remarkable results cannot be achieved by a single training of a teacher or a school principal. Remember a good leader is born and nurtured. Therefore, both inborn and nurtured skills and knowledge are necessary for a good leader (Mullins, 2020).

Besides, the study found that incentives such as holiday tours enable teachers to refresh their mind while lunch programme enables teachers to give individual attention to students due enough and adequate time for afternoon lessons. Furthermore, the respondents reported that if teachers are motivated, they will take up more responsibilities therefore, incentives encourages self-drive in teachers, proper usage of time after lunch and enables teachers to progress in their knowledge. This findings are supported by Olembo (2010), on Management of Education in Tanzania asserted that the performance and productivity of workers towards achieving the common objectives and goals of an institution will increase thanks to popular welfare practices put in place. The study revealed that soft loan given to the teaching staff is aimed at showing management appreciation to the teachers for the work done throughout the year. To put it in the right context, Mulwa (2010), it is comforting to workers that if they work hard to improve performance at the end of the year, something would be given to them without placing request.

Findings from qualitative data indicate that there are a number of Incentives given to Teachers in Schools (ITS). In this regard, one respondent observed that:

The incentives given to teachers are job promotion, housing facilities, traveling allowances, maternity leave, study leave, paternity leave, lunch programme and in-service training opportunities (Personal Interview, May 27, 2022).

The comment by school head indicates that various incentives are given to teachers in secondary schools in Longido District. Similarly, on the same theme (ITS),

another school head also identified professional development through seminars, recognitions, rewards and in-service training as some incentives given to teachers in secondary schools. A circular from the ministry of education addressed to school heads informing them to identify teachers from their stations to attend a compulsory workshop and in-service training clearly explain the need for this practice. In support of the findings, a study conducted in the real estate sector by Azasu (2013) identified the various incentives and benefits used in Sweden to include variable pay, asset loan, paid paternity and maternity leave, lunch allowance and travel insurance. The author also noted that training is not popularly used but the firms are willing to give allowance for self-initiated training an incentive that was discovered to be more motivating to the employees.

On the theme Need Assessment for Provision of Incentives to Teachers (NAPIT), a participant had this to put forth;

The provision of incentives to teachers such as job promotion is given after three years, maternity leave after two years and others according to need assessment (Personal Interview, May 27th, 2022).

This observation was made by District Secondary Education Officer (DSEO). Another respondent pointed out that incentives are allocated based on the analysis of the effect it is likely to achieve on the performance of teachers. Scheid (2020) concluded that if the school management overcomes bureaucracy in provision of incentives to teachers and the teachers in turn give their best, then this is just the beginning of a blueprint for successful management.

Moreover, on the theme Contribution of Incentives to Teachers' Performance (CITP), the findings from qualitative data indicate that;

Incentives promote hard work among teachers; improve teachers' morale and performance (Personal Interview, May 28, 2022).

The observations made by the respondents is similar to the quantitative findings in figure 2 where all (100%) respondents acknowledged that the various incentives given enables teachers to be dedicated in their work as seen in early arrival in school and late departure from school. In addition, the respondents reported that if teachers are motivated, they will take up more responsibilities therefore, incentives encourages self drive in teachers, proper usage of time and enables teachers to progress in their knowledge.

In this regard, Allui and Sahni (2016) in an empirical study conducted on Strategic Human Resource Management in Higher Education Institutions in Saudi Arabia pointed out that means of transport to a working

place is a motivating factor. However, in places where accessing working station is difficult, it becomes a deterrent to effective job performance.

5. Conclusion and Recommendation

5.1 Conclusion

For all intents and purposes, in order to make an institution stronger, more effective, productive and better able to cope with the challenging environment in which it doubtlessly exist, provision of incentives to teachers in public secondary schools is necessary. The study concludes that when employees are treated fairly and with respect, the quality of working life and performance is enhanced. Job satisfaction is an indicator of good treatment which includes incentives, appraisal and promotion. This will reflect how well the organization is functioning. Happy workers motivated through incentives such as health insurance, pension, responsibility allowance, travelling allowance and improved working environment behave positively and are productive.

5.2 Recommendations

Based on the research findings, the following recommendations are given forth;

- i. The school Heads and stakeholders of public secondary schools should initiate income generating activities in schools and community support to school management in order to create a reliable source for teachers' motivation.
- ii. Teachers should be placed on meaningful salary scale and given opportunities to further receive training in their various disciplines for better performance to be achieved.

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