



Non-monetary Incentives: It's Role in Enhancing Job Performance among Secondary School Teachers in Kinondoni Municipality, Tanzania

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

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ABSTRACT

The purpose of this study was to assess the role of non-monetary incentives in enhancing job performance among secondary school teachers in Kinondoni Municipality, Tanzania. The specific objectives of the study were; to investigate the types of non-financial incentive incentives provided to teachers in secondary schools, and to explore ways to enhance the provision of non-financial incentive in promoting teacher job performance in secondary schools. Human Motivation theory provided a theoretical lens to this study. A mixed method approach and a case study design were employed whereas data collection instruments included interview, documentary review, and questionnaires. The sample for this study was 42 participants -including heads of schools, teachers and Ward Education Officers. Quantitative data were analysed using descriptive statistics while qualitative data was analysed thematically. A synthesis of the findings revealed that secondary school teachers in Kinondoni municipality complained about the availability of non-financial incentives. The discussion is focused on five main non-financial incentives, including professional growth, a positive work environment, respect and recognition, effective communication, and teacher involvement in decision-making. The analysis confirmed that the indicated incentives were not provided to effective sample teachers. Additionally, teachers in this study specified their requirements for non-financial incentives at their workstations. The study covered four main non-incentives: respect, fair treatment, good staff offices and homes, advancement, and teacher

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participation in decision-making. The study came to the conclusion that teachers' claims about non-financial incentives should be considered; they play a greater role in employee job effectiveness and performance. Thus employers and school administrators were required to see to it that staff housing was built, teachers received timely promotions, and they were included in decision-making.

Keywords: *Teachers; non-monetary; incentives; enhancing; job; performance; secondary school; Tanzania.*

1. INTRODUCTION

According to the literature on organisational behaviour and human resource management, non-financial incentives can effectively motivate workers. The purpose of incentives is to create a connection between desired behaviour and a result that makes an employee feel valued [1]. Non-monetary incentives significantly influence how employees feel about the culture of rewards at work [2]. Employees may see a firm favourably and compassionately when it pays attention to non-financial tools like the opportunity to increase holiday and family perks. Rewards have a crucial role in explaining certain job characteristics that have a big impact on the business, such as job satisfaction.

Therefore, incentives include all financial benefits provided by the firm, including salaries, promotions, verbal acknowledgement, and obligations [3,4]. The most popular and effective strategy utilised by the company to increase employee engagement is recognition. According to Chapman [5], recognition significantly affects employees' motivation and output. Utilizing recognition effectively helps organisations achieve better results. Employees view recognition as a component of their sense of worth and gratitude, and as a result, it boosts staff morale, which ultimately improves organisational effectiveness. Because of this, Berberian, [2] claims that when rewards and recognition are correctly implemented, a positive work environment is created that encourages individuals to perform at a high level.

Empirical evidence supports the impact of non-financial incentives on employees' job performance. Lewis [6] asserts that because praise and recognition are viewed as the most significant rewards, they are effective tools to influence employee behaviour within the firm. According to Aktar et al. [7], non-financial rewards, such as praise, educational opportunities, difficult work, and career development, have been found to be excellent tools for motivating employees and raising their

performance. This incentive is highly valued likely because it gives employees the chance to expand their skills, which could eventually translate into a larger financial return. Similar to this, Erbas and Arat [8] investigated the effects of monetary and non-monetary incentives for the food sector in central Anatolia, Turkey, and discovered that both monetary and non-monetary rewards are crucial components of job performance. However, compared to non-monetary benefits, monetary rewards are thought to be more significant in terms of pushing employees to improve their performance. Agwu [9] examined how the fair reward system affected workers' job performance among those who worked for an oil firm in Nigeria, and she came to the conclusion that the fair implementation of rewards had a substantial impact on worker job performance.

Provision of non-financial incentives to teachers as a way of motivation is a universal agenda. The International Labour Organization (ILO) and United Nations Educational, Scientific and Cultural Organization (UNESCO) place a strong emphasis on teachers' motivation to provide high-quality instruction. Teachers should be encouraged by proper pay, bonus payments, and comfortable working conditions with adequate classroom supplies [10-12]. Achieving the current global agenda of the Sustainable Development Goals by 2030 depends heavily on teachers (SDGs). In order to achieve the SDG 4's goal of "ensuring inclusive and excellent education for all and promoting lifelong learning," they are also crucial [13].

The status of teachers in developing and developed countries is that of medium income level. Angele (2009) reveals that in developing countries some primary teachers' income levels are close to, or even below the poverty line. In developed countries, teachers' salaries may be lower than those for similar professions. Jones (2000) asserts that management styles tend to be authoritarian with limited participation, delegation, and communication with respect to major school management functions.

The evidence on teacher workloads is particularly weak. Increasing hours of work, larger class sizes, more subjects and constantly changing curricula are cited as major demotivators in many countries. What is expected from teachers is not pitched at a realistic level in many countries given material rewards, workloads in relation to pay, also make teachers resistant to the introduction of new teaching methodologies and other innovations [14,15].

The education system places a high importance on teaching as a career in several developed nations. For instance, compared to other affluent nations, teachers in Japan enjoy much greater pay, perks, and incentives [16]. Contrary to developing nations, Pamela and Mwila, [17] posits that teachers in developed nations have a relatively low status, their pay is frequently modest, their bonus structures are frequently unpredictable, and their working conditions in isolated, rural locations are frequently subpar and unpleasant – something, either too, has impacted the improvisation of the teaching and learning resources. According to SIDA (2000), the salaries of teachers in developing nations are too inadequate to cover their families' basic necessities.

In Kenya for example, study by Indire (2004) indicated that factors such as teacher attrition and morale affect the quality of Kenyan education. The report suggested ways to improve salaries, conditions of service and the opportunities for advancement (higher studies) in order to retain good teachers for a longer time [18,19]. Mwangi and Mwai,(2002) documented that job satisfaction may lead to reduced employee turnover, increased competencies and efficiencies at work, increased employee motivation, enhanced work output or better performance, decreased complaints and grievances and there will be good human relations in the organization as friction among the workers themselves and between the workers and management will decrease tremendously.

Tanzania's education sector has expanded quickly since the country's economy was liberalised in the middle of the 1980s. The demand for qualified workers in several industries, including teachers' educational institutions, has increased significantly due to the economy's rapid rise [20,21]. The literature from the year 2000 and later, however, revealed that in the area of education, different schemes of service for teachers had not been taken into

account [22]. Additionally, teachers had not received the recognition they deserved in society for their indispensable role in shaping the nation's future citizens. This situation made most teachers feel neglected, disappointed, and underestimated compared to other sectors. Consequently, the system of teacher education faced difficulties in producing and retaining a sufficient number of teachers as a result of this circumstance [23]. It became extremely difficult to prepare enough teachers in a timely manner with the necessary combination of qualifications to meet the needs of schools in each subject, notably science (URT, 2010).

Monetary and non-monetary incentives played a vital role in attracting teachers or workers to perform well and work for a longer period as long as facilities are available and salaries are attractive. Indeed, remote and isolated rural areas can be seen as not attractive work places. However, if workers are motivated well most people will work in such rural areas without a problem. In fact, for any organization to retain worker for a longer time needs good incentives and a better working environment. In the education sector it is evident that most teachers prefer to teach in urban schools because of availability of good social services. Studies on the teaching profession in developing nations have found that working circumstances are more challenging and unappealing in rural locations than in urban ones (McEwan, 1999; Mulkeen, 2005). The latter circumstances include being cut off from many conveniences, dangers to one's safety, a lot of work, and difficult living circumstances. As a result, many educators would not enjoy working in rural areas. In Kinondoni most teachers believe that monetary motivation is the best compared to all other incentives in a work environment. It appears as if there little benefit to recognize a teacher's good performance by means of certificate in Kinondoni. In fact, the incentive that seems to make sense is one attached to money.

2. LITERATURE REVIEW

Various non-financial incentives have been utilised to commend workers for their hard work. As opined by MANTEP, (1995), these include training opportunities, flexible work hours, and a better working environment as part of these incentives. Opportunities for promotion are powerful motivators for participation in school organisations. When employees have possibilities for growth and progress, they are

happier and more dedicated to their jobs. Fair advancement and career prospects, in-service training chances, and additional studies in one's field of specialisation are all examples of promotion opportunities (MANTEP, 1995).

Job enrichment is another non-monetary incentive in which the job of a worker can be enriched. This can be done by increasing his responsibilities, giving him an important designation and increase the content of the work for the efficient employees. Herzberg (1954), sees that the solution of the motivation problem is the design of the job itself, especially through job enrichment. Another non-monetary incentive that might improve a worker's job is job enrichment. This can be accomplished by providing him more duties, elevating his status, and raising the workload for the productive staff. According to Herzberg (1954), the design of the job itself, particularly through job enrichment, is the answer to the motivation problem. This type of job design increases the job's challenge, interest, and significance. However, Chakravarthy (2014) also demonstrated that if a job is more responsible, it will satisfy individuals who are energetic, vivacious, and comfortable taking on difficult tasks. One type of non-financial incentive for the employees is the rise in responsibilities.

Professional development is more than schooling, according to James [24], who also asserts that you will notice your career-minded employees searching for new job titles or picking up new skills while still on your payroll once they identify a legitimate career path. The management must use this form of non-monetary inducement to draw in qualified candidates. Michalowicz (2011) emphasized that a promotion is not just a high position inside an organisation; there are other ways to give employees opportunities, such as sending them to training sessions tailored to the skill they want to master. Additionally, offering individuals more freedom in their existing roles drives them to change. An example of promotion would be to inform the staff that you won't be checking their work constantly. This study demonstrates that non-financial incentives motivate and help maintain teachers in the classroom.

In developed countries like Australia, Nelson (2004) argues that most employees appreciate recognized by their managers when they do good work. This should be sincere praise and given in timely manner. This will encourage the

behavior of employees to reach strategic goals. Torrington (2002) agrees with Nelson that teams and individuals need to be recognized and rewarded for their efforts. This will build a sense of identity and confidence with improved performance. Similarly in USA, Odden (2000) reported that teachers who are not motivated by financial rewards, can be encouraged with non-financial rewards. These include satisfaction from high student achievement, influence, recognition, learning new skills and personal growth. Aswathappa (2003) states that employees' benefits are received as an addition to direct pay although they are not directly related to performance; but as a condition of employment they can still attract and retain competent employees and improve on performance since they represent an increase in earning if they are not passed through the payroll for taxing.

In Pakistan Danish and Usman (2010) observed that a statistically significant and favorable association was found to influence rewards and motivation, indicating that modifying the rewards extended to employees would result in parallel modification in job satisfaction and motivation. On the other hand, regular and special salary increases, fringe benefits, incentives, bonuses, and other payments result in elevated employee morale and hence higher motivation. A study carried out by Achoka et al (2011) reveals that most popular motivational factors influencing public secondary school teachers in Kenya to join the teaching profession included promotional opportunities, remuneration, job security, interpersonal relationships, and good working conditions. On the other hand, factors such as education policies, poor pay and delayed promotion opportunities, contribute to job dissatisfaction.

According to Narsee (2012), non-financial awards may increase an organization's ability to compete for and keep the services of brilliant individuals. Non-monetary awards are also adaptable, individual, and simple to employ. For instance, developing a strong bond between employers and employees is one non-cash kind of acknowledgment that brings them together. A study carried out by Kawesa (2004: 104) in Kampala shown that the most commonly used types of rewards in private schools are public appreciation, promotion, packages/presents, and duty allowances and overtime pay. In addition, performance-based rewards affect the performance of teachers by motivating them and increasing their productivity and efficiency. The

study found out that fringe benefits of all types when paid in time could provide job satisfaction and subsequently good performance in schools (Tumuhairwe, 2014).

In Uganda, Aacha [25] states that, non-financial motivation assumes greater significance in the present tight economic scenario characterized by limited budgets for performance bonuses and incentives, since they meet the employees internal needs such as recognition, self-esteem and fulfillment, thereby influencing employee motivation. Teachers non-monetary motivating factors like free lunch given to teachers, health insurance, trainings and free accommodation enhance students' achievement and help teacher to work interdependently to come to efficiency and effectiveness as far as teaching and learning quality are concerned [26]. It is hardly possible in many cases to invest less and gain more; instead little investment in education results in low performance on the side of students as it has been the case for many countries particularly African and this situation spares nonetheless the case of Rwanda [27].

Consequently, there has been an intense search for low-cost or non-monetary benefits that still have sufficient incentive value to shape teachers' behavior. For example, effective incentives include employee recognition, quality of working conditions, leadership and social relationship, career development opportunities [5]. According [2], incentives are benefits that are promised to employees to motivate them to achieve their best and to improve their behavior, productivity, and output continuously.

Dinhan (2000), established that teachers in England are given family leaves, good payments, and child care. Teachers who feel satisfied, have less absenteeism, and show up on the work more often and there are no cases of turnover. In third world countries, it seems to experience the issue related teacher motivation which is taken lightly that is the reason to why; there have been many cases of teacher's turnovers in schools, cases of indiscipline, absenteeism and underperformance. The challenges realized from problems of inadequate teacher motivation are quite enormous in the third world countries [28].

In Tanzania a study by Komba and Nkumbi [29] revealed professional development as among non-financial incentives. In other less advantaged countries teacher Professional Development is defined as process of improving

both the teachers academic standing as well as acquire greater competence and efficiently discharging his/her professional obligation in and outside the classroom. This view seems to fit the Tanzanian context. Teachers professional development may take the form of planned and the schedule, short term training program and seminars that aimed at meeting various professional needs of the teaching force.

According to Lusekelo (2009), teachers in Tanzania's distant rural areas often struggle with communication and entertainment issues, especially when it comes to using cell phones. Teachers in rural locations were unable to use their phones because the network was unreliable. Instead, they had to trek several kilometres or climb a hill or a tree to get access to the network. Similarly, Mruma (2013) reported that motivational factors for teachers to join the teaching profession are job security, absence of job alternatives or prospects for employment. Though salary listed as another factor, it was the lowest in order of importance. The findings further revealed that the majority of the teachers are motivated by intrinsic factors while a few are motivated by extrinsic factors. These extrinsic motivators include salary, free accommodation, free meals, weekly allowance, or remuneration for extra teaching. Galabawa (1981), opines that the dignity of the worker is realised when autonomy, responsibility, and fulfilment are given weight in managerial decisions. These arguments demonstrate the value of involving employees in decision-making, particularly when such decisions have an impact on their jobs and overall organisational responsibilities. As a result, the workers will experience a sense of value within the company.

In light of this study, secondary schools must provide non-monetary incentives, particularly for teachers, in order to keep them in secondary schools. They should be eager to consider proposals and invite staff members' suggestion ideas. As argued by Ingersoll (1995), schools with greater faculty impact, such as staff participation in decision-making, had much lower rates of turnover than those with lesser staff involvement in decision-making. This suggests that if educators are not involved in decision-making, not exposed to non-monetary incentives they may leave their positions or contribute to organisational dysfunction, such as a lack of employer-employee connection, which may lower educators' motivation to work and cause them to berate management.

3. RESEARCH METHODOLOGY

The researcher employed mixed research approach, which combine both qualitative and quantitative methods. As opined by Cresswell, (2012), this approach provided the improvement that combines the strengths of one type of approach and neutralizing the weaknesses of the other approach. In qualitative approach, the researcher used interviews and observation to record kinds of non-financial motives and their influence in teacher's performance. In addition, the focus of quantitative approach was on closed-ended questions and the knowledge/perceptions on non-financial incentives. This study used a case study design to generate or gather in-depth opinions directly from the participants. The study sample was 42 participants -including heads of schools, teachers and Ward Education Officers. Research instruments included interview guide, documentary review, and questionnaires. Quantitative data were analysed using descriptive statistics while qualitative data was analysed thematically [30]. The study ensured validity of the instruments results through triangulation, content validation and member checking while reliability was ensured through dependability, credibility, transferability and

conformability. Confidentiality, anonymity, and participants' informed consent were used as means of ethical consideration.

4. RESULTS AND DISCUSSION

The results and discussion is presented according to the research objectives that guided this study.

4.1 Non-financial Incentives that Motivate Teachers

This research objective focused on determining the types of non-financial incentives practiced in secondary schools in Kinondoni municipality and the way they can motivate teachers. The response to this objective was based on several facts, first the opinions of teachers; second, the work performed by head of schools, third the observation of school environment and lastly the review of various documents. The teachers in five secondary schools were provided with six non-financial motivational practices and asked to rate them in relation to what is practiced in their schools and the findings are presented in Table 1 (a) and (b) respectively.

Table 1(a). Influence of non-financial incentives among Teachers

Variable	F	%
Carrier development	32	91%
Conducive working environment	29	83%
Recognition and Respect	26	74%
Effective Communication	23	66%
Participation of teachers in decision making	19	54%
Total	35	100%

Source: Field Data (2022)

Table 1(b). Rating of Teachers on Non-financial Incentives

Variable		SA	A	N	D	SD	Total
Carrier development	F	30	2	0	2	1	35
	%	86%	6%	0%	6%	3%	100%
Conducive working environment	F	21	8	0	4	2	35
	%	60%	23%	0%	11%	6%	100%
Recognition and Respect	F	20	6	0	8	1	35
	%	57%	17%	0%	23%	3%	100%
Effective Communication	F	18	5	0	9	3	35
	%	51%	14%	0%	26%	9%	100%
Participation of teachers in decision making	F	12	7	0	12	4	35
	%	34%	20%	0%	34%	11%	100%

Source: Field Data (2022)

4.2 Career and Professional Growth

The findings from Table 1 (a) revealed that 91 percent of the respondents pointed to career and professional growth as the major source of non-financial motivation. This was close-ended question followed by unstructured interview to few teachers depending on their response. From Table 1 (b) the findings indicated that, 86 percent of teachers agree with the statement that they get an opportunity career and professional development at school. 6 percent agree with the statement, 0 percent were neutral, 6 percent agree and 3 percent strongly agree with the statement. This implies that, the opportunity for carrier and professional development is not well practiced in the visited secondary schools in Kinondoni municipality. Additionally, the researcher asked teachers as to what extent this applied to their school. For getting deep information, the interview was conducted in Kiswahili and later translated into englishr. During interview, one respondent argues that:

It is true that academic development is something that helps increase the morale of working. But in our school, this question is as if it is completely absent in the school plan. For example, if a teacher wants to develop himself, the only thing he gets from the employer is only permission and nothing else. In fact, academic fees is a problem for most of them and many have financial constraints if it is to pay by themselves (Interview, 2022).

The same question was asked to head of school on arrangement of carrier and professional development among teachers. The head of school A had the following to say.

Because here at this school, there are very few teachers who go for lessons. For example, this year there is no teacher who asked for permission to go for studies. The biggest challenge is the cost of studies where the applicant must be self-reliant and the second is that those who continue after the first degree do not get any salary increase (Interview, 2022).

It can be established that, in visited schools carrier and professional development as non-financial motivation is not well implemented. Teachers have to arrange it for themselves without any support from the employer. This findings are similar to Kemilembe (2004) who

shows that, secondary school teachers suffered from poor administrative policies, limited opportunities for professional development, unfair promotion, and poor job incentives. In situation like this the performance of teachers in teaching and learning process cannot be improved.

4.3 Conducive Working Environment

From the provided list the teachers were asked to rate the conducive working environment in relation to on-financial incentives. The findings from Table 1 (a) revealed that, 83 percent of teachers rank conducive environment as a second non-financial incentive among teachers. The findings from Table 1 (b) reveled that, 60 percent of visited teachers strong agree with the statement that the working environment is conducive. 23 percent agree, 0 percent were natural, 11 percent disagree and 60 percent strongly disagree with the statement. For revealing the school environment, the researcher observe the school environment in all five secondary schools.

It was founded out that, the working environment for all visited schools was not conducive. For example in one school the quality of teachers' toilet was very small and dirty. In addition, the teachers' toilet was very dirt with no water supply. This is a point of worry and concern for a school with more than 50 teacher to have only a single toilet pit for male and female teachers.

After reviewing, a situation the researcher was interviewed the head of such school and he said that:

I know that the state of the teachers' toilet is not good, but the truth is that the money brought by the government is not enough to repair it. We still continue to request but the certainty of improving the infrastructure is not promosing (Interview, 2022).

In another two schools, it was observed that, there were no administration block with teachers' offices. Teachers used normal classrooms as offices but unfortunately, the number of teachers was large to the extent that some were using corridors as their offices. For more findings, the researcher interviewed two teachers and one among them had the following to say:

There are times when we compare ourselves with our fellow teachers who work in private

schools, their work environment greatly increases the spirit of work. For example, they have beautiful offices with essential items like desks, cabinets, glass windows and even fans. But look at this school of ours, these are just classrooms for students, but we use them as offices. In fact, we just come to work but we have absolutely no morals to work in such an environment (Interview, 2022).

Such quotation implies that, the teachers are not motivated by working environment as they complained of poor working condition. This calls for improving the working environment among visited secondary schools to motivate teachers as among of non-financial incentives. This findings concur with the Maslow theory of Motivation guiding this study. In theoretical review it was established that, employee's working environment should free them harm and other unsuitable factors. Therefore, having poor working conditions as observed in visited secondary schools in Kinondoni reduce the morally of teachers. If this situation persist the performance of teachers will be low –as compared to the established standards.

4.4 Recognition and Respect

The findings from Table 1 (a) indicated that 74 percent of the respondents mentioned recognition and respect as another non-financial teacher's motivator and it involves recognition from several education stakeholders such as head teachers, the Ministry and the community [31]. The teachers also asked to rate practice of recognition and respect at their schools and findings from Table 1 (b) indicated that, 57 percent of teachers agree with the statement that they are recognized and respected at school. 17 percent agree with the statement, 0 percent were neutral, 23 percent agree and 3 percent strongly agree with the statement. For more information, the researcher interviewed three teachers picked randomly from selected schools. One among the teachers argued that:

It is true that when a teacher shows effort to work, it is good that his/her contribution is recognized to increase effort. Here at school, we hoped that our efforts would be recognized more from the school administration, ward and even district level, but the situation is different. Often, if you make a mistake, you are given a warning,

but if you do well, you are not even praised (Interview, 2022).

The other teacher added that:

Here in our school, the teacher is rarely praised when he does well. And that's why even the efforts of self-sacrifice among us have decreased. For example I am a Biology teacher and I have many sessions per week. I try very hard to teach almost all sessions but if I am late to prepare the lesson I am given a warning instead of being praised for the great work of teaching (Interview, 2022).

Two teachers were quoted as saying that there is very little respect and recognition, which demoralises teachers' performance. The teachers contend that while they were chastised when they failed to accomplish their duties, their efforts were not acknowledged when they performed better. According to a theoretical analysis by Maslow, who highlights how vital it is for people to be respected by others, esteem and self-esteem are key factors in what motivates people in life. According to the findings, instructors will become more creative and perform better in their jobs when they are acknowledged as employees.

4.5 Effective Communication

Response from questionnaires Table 1 (a) shows that about 66 percent of the respondents point to effective communication as other non-financial determinants to teacher's motivation. Communication, which involves two parties, it may be top bottom, or bottom to top. A participatory communication system is the best motivator for teacher's effectiveness. When teachers were asked to rate effective communication at school their response from Table 1 (b) indicated that, 51 percent of visited teachers strong agree with the statement that there is effective communication in school. 14 percent agree, 0 percent were natural, 26 percent disagree and 9 percent strongly disagree with the statement.

During interview of district education officer argued that:

Good and strong communication between teachers and teachers or teachers and employer through the school principal is very important for the well-being of the school. And I, as a district education officer, do my

best to ensure that communication is improved to make teachers commit to work (Interview, 2022).

Addition to that, the study involve one among of teachers in interview concerning with effective communication and she responded that:

It is true that there is communication from the top of the education officer. Through the district education officer, the school principal and finally to the teacher. Communication from top to bottom is easy, but that from the teacher to the education officer is very disturbing, especially when the teacher has a problem such as emergency permissions. For example, an education officer who has a matter to come to the teacher's only orders by phone or by letter, but a teacher who has a matter to the education officer will write a letter and go around several offices with it until it reaches the education officer (Interview, 2022).

The teacher's quote implies that while communication is effective when it comes from the top, things are very different when it comes from the teacher to the district education office. A certain amount of bureaucracy annoys teachers and wastes time. Achoka (2011) emphasised promotion, favourable working conditions, and interpersonal relationships in comparison to earlier studies. When there is excellent communication in the educational sector, the teachers will settle and focus on their work without considering other professions with better payoffs.

4.6 Participation of Teachers in Decision Making

Table 1 (a) response reveals that approximately 54% of respondents believe that participation in decision-making is one non-financial incentive that aids in motivating teachers more effectively, particularly in areas that concern the classroom environment, such as involvement in the preparation of curriculum, syllabus, and even school planning that has an impact on teachers. In all visited secondary schools the teachers were asked to rate their participation in decision-making and the results displayed in Table 1 (b). The findings from Table 1 (b) indicated that, 34 percent of visited teachers strong agree with the statement that teachers are effectively involved in decision-making. 20 percent agree, 0 percent

were natural, 34 percent disagree and 11 percent strongly disagree with the statement.

In addition, several teachers interviewed to get more information on their participation in decision-making. One among the teachers stated that:

At the higher levels, in fact, I don't see if we are involved in decision-making. For example, for this year there is this issue of the semester schedule and the topics we should teach for each quarter. This matter has been arranged above but when it came to us it was as if it was not feasible with the laity if we were involved I believe it would be better. More than this it means it creates confusion (Interview, 2022).

The other teacher added that;

At school level there some issues where the head of school consider our participation. But the big challenge is on financial issues. On this area of fund most of teachers are excluded. Only few teachers including school bursar are aware of school financial. Even n school board there is no any information concerning financial matters (Interview, 2022).

The other teacher insisted that;

At the school level, it is true that we are involved in some things, but the thing where the involvement is very low is the issue of money. Here at the school, when it comes to financial matters, it is often a matter of very few people, including the principal, the accountant and their few people. These days, even on bulletin boards we don't post income and expenditure reports (Interview, 2022).

Teachers were quoted as saying that they are not at all involved in some decisions, such as those regarding the distribution of themes for each term and the annual timetable for schools. The teachers' involvement in decisions on school funding is also negligible in the secondary school visited. The teachers claim that they are unaware of what is happening with the school fund, including both revenue and expenditure. Teachers in secondary schools that have been visited should be aware of decisions, particularly financial ones. Teachers may believe that funds

are being mismanaged if school administrators are secretive about their financial resources.

The results support Ingersoll and John's research. The company should welcome taking proposals and inviting suggestion schemes from the workers, according to Ingersoll (1995). As they see how they fit into the larger scheme of the firm, this also helps to encourage employees by making them feel important. However, he discovered that schools with greater faculty influence, such as staff participation in decision-making, had significantly lower rates of turnover than those with diminished staff involvement in decision-making.

This suggests that if educators are not involved in decision-making, they may leave their positions or contribute to organisational dysfunction, such as a lack of employer-employee connection, which may lower educators' motivation to work and cause them to berate management (John, 2010).

4.7 Provision of Meals and Accommodation

The provision of meals and lodging as a non-financial reward at school was one of the topics on which the teachers were questioned for their perspectives. 98 percent of teachers concur that this is one non-financial incentive that might spur employees to put in extra effort. The study was expanded upon to determine how much food and lodging are provided for teachers while they are on the job. All 35 respondents (100%) in Table 1 (b) strongly disagree with the claim that they are supplied with meals and housing at school. From this point on, the researcher observed the surroundings of the schools she visited and discovered that there was no staff housing. Even the secondary school head of instruction travels more than 20 kilometres each way to work. The following is what one of the teachers had to say about the topic of school lunches.

The only thing we get here at school is only tea water and nothing else. There is absolutely no food, that is, the teachers are self-sufficient, starting with snacks, lunch and even drinking water. For example, if it happens that the teacher has no money, then you will win without having to eat the whole day (Interview, 2022).

Furthermore, WEO interviewed on the issue of meals and accommodation and she had the following to say:

On the issue of teachers' houses, we really don't have one in the whole ward. And the biggest challenge we have in our schools is that we don't have any vacant positions and that is why even the government fails to allocate funds for the construction of teachers' houses (Interview, 2022).

In the issue of meals, she added that:

The current challenge is that we do not have money from the government for food for teachers. Unless the principals are trying to provide tea but they cannot provide lunch (Interview, 2022).

From the quotation of WEO it can be established that in visited secondary schools meals and accommodation are not provided at all. Teachers are complaining as they spent a lot of money in transport fares and food. The teachers also asserted that the majority of public transport owners no longer accept the identity cards supplied by the government, which is why they had to pay for transportation. Maslow theory, which was applied in this study, is consistent with these findings. Maslow established that employees require basic human wants such as food, shelter, and clothing in the theory evaluation. Furthermore, according to Mruma (2013), the majority of teachers are driven by intrinsic factors, while a small minority are motivated by extrinsic ones. Salary, free housing, free meals, weekly allowance, and compensation for extra teaching are some examples of extrinsic motivators. If food is not provided at educational facilities like schools, teachers always go outside to find something to eat.

In conclusion, this objective found that the secondary school teachers in Kinondoni municipality who were visited complained about the availability of non-financial incentives. The discussion is focused on five main non-financial incentives, including professional growth, a positive work environment, respect and recognition, effective communication, and teacher involvement in decision-making. The analysis confirmed that the indicated incentives were not provided to effective visiting instructors. Further education was not an option for teachers, and once it is, the teacher will be responsible for paying for it, not the company.

Additionally, the working conditions in the visited schools were subpar. The survey saw secondary schools without staff housing, offices, or adequate restrooms. The secondary schools that were inspected did not have even a single staff home or staff office, as teachers used regular classes as offices. Compared to the quantity of personnel, the restrooms had few pits. In comparison to 1:25 for male teachers, the average ratio was 1:32, and 1:38 for female teachers. The survey also showed that the majority of the visited teachers were not included in the decision-making process. The study found that teachers participated in programme execution but did not participate in decision-making.

4.8 Ways to Enhance the Provision of Non-financial Incentives in Promoting Teacher Performance

In this objective, the study intended to find out the best ways of providing non-financial incentives among teachers. The open-ended questionnaire asked to teachers had demanded them to mention the non-monetary incentives, which can motivate them to perform their duties effectively. The findings on what teachers demanded as non-monetary incentives presented in Table 2.

4.9 The Availability of Good Staff Offices and Staff Houses

Table 2's findings showed that 94 percent of respondents listed decent offices and staff housing as a non-monetary inducement they require. The results support a prior study by John [32] who argued that teachers' mobility is reduced by the availability of school resources like furniture and buildings. In another way, instructors were motivated and did a good job at their jobs when they were given good services and a place to live.

This suggests that the visiting teachers are at ease working in an atmosphere with adequate school infrastructure. The results showed that teachers can readily leave the teaching profession and find another employment if they work in unfavourable school environments. Similar findings were found in Augustino's [33] study, which showed that poor working conditions cause subordinates to

look for new employment opportunities. The study went on to show that if employers do not give motivation, capable teachers could just put down their tools.

The survey found that none of the five secondary schools in the Kinondoni municipality that were visited had staff housing or functional staff offices. Every teacher pays more than \$2,000 a day for transportation from their houses to the schools. Additionally, they employ students as their workforce in classrooms furnished with tables and seats. In order to address the issue of resource limitations in the current system, it is necessary to improve the teaching and learning environment, as suggested by URT (2004) under the SEDP objectives. URT commented that quality education was achieved through the improvement of school libraries and an increase in teaching and learning materials.

4.10 Teachers Promotion

The findings in Table 2 indicated that, 100 percent of visited teachers outline teacher's motivation as best non-monetary incentive to motivate teachers. Through semi-structured interview, three teachers interviewed to air their views on how best teacher's promotion could be practiced. One among the teachers said that:

The best way is to make sure that every teacher is promoted in the time set by law. According to the existing system, a teacher should be promoted immediately after serving his previous position for a period of three years. But surprisingly, there are teachers who serve one position for up to five years, which is not correct (Interview, 2022).

Another teacher commented that:

Promotion is a very important thing in the service of a teacher. Except for the past five years, I think you saw that teachers stayed for a long time without being promoted. And not only that, but there are also teachers who were promoted and later returned to their old rank, which is very disappointing (Interview, 2022).

Table 2. Non-Financial incentives demanded by Teachers

Variable	F	%
Good staff offices and houses	33	94
Promotion	35	100
Respect and Fair Treatment	32	91
Teachers involvement in decision making	31	89
Teachers' recognition	30	86

Source: Field Data (2022)

The last teacher added that:

It is true that the issue of promotion is currently based on experience and education, although there are some aspects that should have been changed. For example, a teacher with a degree level education usually reaches a certain position and cannot rise again, that is, he has reached the limit. Now if you take into account the high cost of study, this teacher spends a very long time serving the same title, which is disappointing in the service (Interview, 2022).

From the quotations of all three teachers, it was revealed that, in visited secondary schools there is a need of improving the way teachers promoted specifically on factor of time. Teachers had to be promoted immediately and automatic once they qualify in order to motivate them. During an interview with the WEO, the question asked by the researcher on the criteria used in the provision of non-monetary incentives like promotion, the study revealed that promotion provided differently to teachers focusing based on various variables such as work experience and education level. During unstructured interview, she argued that:

Promotion provided to all teachers as their right, but it provided after every three years for those who meet the criteria of getting promotion. For example, we consider work experience, work performance and education level. May be the challenge is on views of teachers as some believe that there is a kind of favoritism among teachers.

The results support Michalowicz's (2011) contention that promotion is not limited to granting a worker a high position within an organisation; there are other means of promotion, such as providing employees with opportunities to attend training sessions tailored to the skills they are interested in learning and assigning workers to positions that give them a

greater sense of autonomy. The study had implications for schools because teachers' efforts are likely to decrease when they are not being promoted. There is a chance of advancement to another post as working years rise. But if this doesn't happen, the teachers begin to look for other solutions, leaving the kids in the classroom on their own.

4.11 Respect and Fair Treatment among Teachers

From Table 2 the findings revealed that 91 percent of teachers mentioned respect and fair treatment among teachers as one of the best non-monetary incentives which can motivate teachers. The researcher tried to find out how best this can be implemented and one among the visited teachers come up with the following opinions:

Respect and equality are very important in the teaching profession. For example, the school principal should not favor some teachers and leave others to chance. Here in our school, there are always opportunities such as going to manage national exams or correcting exams. Opportunities like these are important to ensure that every teacher gets a chance to participate because at the end of the day there is a reward and experience that a teacher can get (Interview, 2022).

In addition WEO added that:

The best way to ensure equality in the workplace is to involve all teachers in every opportunity. For example, there are opportunities to go to school, work training and even manage national exams. If the school principal hides these things, at the end of the day, some teachers will see that they are discriminated against and others are favored, which is not good in the workplace (Interview, 2022).

Furthermore, the head of school argue that:

In order for teachers to see that there is no bias in the work place, then the principal must try to avoid groups. Often as a school principal when you have groups then those who are not your group always feel that they are not treated fairly. And if an opportunity arises at school and you choose a teacher from among your group, even if he has all the criteria, it will still be seen that you have preferred him (Interview, 2022).

The study concluded from three quotations that the greatest strategy for motivating instructors is to first avoid situations where groups are formed at the workplace, such as a school. Second, as recommended by WEO, heads of schools had to be accessible to all opportunities offered in the classroom and let everyone who qualified to take use of them. Last but not least, there must be a space for everybody to get a shot at any opportunity, whether it be within or outside of the school, as long as they fit in. The results are consistent with Adams' [34] Equity Theory of Motivation, which contends that an employee's level of workplace equity affects motivation. The results suggest that some school heads assigned teachers to extra jobs.

4.12 Teachers Involvement in Decision Making

The findings from Table 2 revealed that, 89 percent of teachers outlined involvement in decision making as among of best non-financial incentive among teachers in secondary schools. For more information, one head of school and WEO interviewed and WEO had the following to say:

At the school level, many decisions are made and almost every decision directly affects the teacher. For example, decisions on the school schedule, the plan for teachers to go to classes, teacher training at work and even the use of school resources. Therefore, the best way to involve the teacher is to organize meetings that will allow teachers' opinions so that when decisions are made, they are based on the ideas of the implementers who are teachers (Interview, 2022).

In addition, head of school added that:

There is no way to avoid the teacher in decisions about the future of education. And

here at school I have experience about all the decisions in which the teacher was not involved, its implementation must be disturbing. The teacher is a very important stakeholder in education and that is why I, as the school principal, always try to make sure that my teachers are involved in the decisions (Interview, 2022).

The results of the research showed that it is impossible to eliminate teachers from decision-making. This is because the teacher is the primary implementer of any decision made at the school level. These results support those of Ingersoll (1995), who discovered that schools with greater staff input into decision-making experienced much lower rates of turnover than those with lesser staff input. Gabriel [1] further stated that by obtaining their input on important issues that could have a significant impact on a business, you can inspire your staff to work harder. Therefore, the nation's curriculum developers should establish a system for involving teachers in decision-making that will be carried out by the:

The data generally show that the employer, through the head of the school, had to value the presence of teachers in working stations in order to improve non-financial incentives. The employer will begin to consider providing meals, accommodations, respect, and recognition, incorporating instructors in decision-making, and timely promotion of teachers once their existence is recognised. All of the aforementioned techniques benefited teachers' performance.

4.13 Teachers Recognition

The findings from Table 2 revealed that, 86 percent of visited teachers in secondary schools identify the recognition as among of strategy which can enhance their morale of working. Through semi-structured interview one among the teachers had the following to say:

It is necessary to recognize the work done by teachers. With regard to this poor working conditions the teachers are tried on their best level to perform better, but when there is no any kind of recognition it demoralize the efforts of teachers. For example, the teachers can be recognized even by letters of appreciation from head of school or head of department (Interview, 2022).

The visited teacher's quotation indicated that teachers are upset because their work is not

acknowledged. The study found that teachers work in a setting where they require the greatest amount of support from their superiors as well as acknowledgement for their best efforts. The results support Nelson's (2004) claim that in industrialised nations like Australia, the majority of employees value being acknowledged by their bosses for a job well done. This should be offered promptly and with sincerity. Employee conduct will be encouraged in order to accomplish strategic goals as a result. Nelson and Torrington (2002) concur that teams and individuals should be commended and given incentives for their work. Improved self-esteem and confidence will result from this.

In summary, this objective observed that teachers in this study specified their requirements for non-financial incentives at their workstations. The study covered four main non-incentives: respect, fair treatment, good staff offices and homes, advancement, and teacher participation in decision-making. The research found that the majority of the instructors interviewed wanted access to nice staff homes and offices. The teachers gripe about the expense of getting to and from their workplaces. Additionally, the majority of the visited instructors assert their right to promotion. The study found that teachers in the Kinondoni municipality lacked timely motivation.

Respect and fair treatment were the other required non-financial reward. The assertion that there is partiality in the working stations of the teachers who were visited was observed by the study. Additionally, the majority of the teachers in Kinondoni municipality who were visited asked to be included in decision-making. When they are not participating in decision-making, the visited teachers do not feel comfortable. In conclusion, non-financial incentives that teachers must meet are crucial for effective instruction.

5. CONCLUSION AND RECOMMENDATIONS

The conclusion of the study is based on the overall findings of the study whereas the recommendations are given on the basis of the findings and conclusion reached by this study.

5.1 Conclusion

The necessity for education management to equitably handle teachers' motivation using non-financial incentives like recognition,

advancement, and equal treatment arises from the fact that humans are wanting beings. The investigation came to the conclusion that teachers' claims about non-financial incentives should be considered. Employers and school administrators were required to see to it that staff housing was built, teachers received timely promotions, and they were included in decision-making. The best method to motivate teachers is to enhance the incentives available to them. The improvement of the working environment in the visiting secondary schools is nearly giving up on by the teachers.

5.2 Recommendations

The Ministry should examine its policies and develop them in a way that would ensure greater implementation of non-financial incentives. The importance of non-monetary incentives to employee motivation should be taken into account. Financial incentives are regarded as the finest incentives, but money alone cannot buy motivation, thus both financial and non-financial incentives should be considered.

It is advised for teacher professional development to continue operating effectively, become more productive, and have a favourable impact on instructors' motivation. Since the majority of respondents indicated that there are few opportunities for career and professional growth, they must be provided with sufficient training opportunities to prepare them to improve their skills, intelligence techniques, knowledge, and competence by preparing and participating in the implementation of special training programmes, seminars, courses, workshops, and teachers' professional conferences.

Teachers ought to be thanked for their contributions to educational institutions. The majority of respondents said they don't get recognised for the work they do. The government is required to establish an employee recognition programme. This can be accomplished by giving individuals that perform well the letter of recognition. However, in terms of teacher recognition, community recognition also contributes to teachers' motivation, thus for children to perform better, the community must comprehend and value the work of instructors.

CONSENT

As per international standard or university standard, Participants' written consent has been collected and preserved by the author(s).

ETHICAL APPROVAL

As per international standard or university standard written ethical approval has been collected and preserved by the author(s).

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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