

**USE OF NON- FINANCIAL INCENTIVES AS A STRATEGY TO IMPROVE
TEACHERS PERFORMANCES IN TANZANIA: A CASE OF ILALA
MUNICIPALITY COMMUNITY SECONDARY SCHOOLS**

AVELINE WILLIAM

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR MASTER OF EDUCATION IN ADMINISTRATION,
PLANNING AND POLICY STUDIES OF THE OPEN UNIVERSITY OF
TANZANIA**

2015

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled **“Use of Non Financial Motivation as a Strategy to Improve Teacher Performance in Community Secondary Schools in Tanzania: A case of Ilala municipality”** in partial fulfillment of the requirements for Master of Education of Administration, Planning and Policy Studies (MEDAPPS)

.....

Dr. Sydney G. V. Mkuchu

(Supervisor)

.....

Date

COPYRIGHT

No part of this dissertation may be reproduced, stored in any retrieval system or submitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise without prior written permission of the author or The Open University of Tanzania in that behalf.

DECLARATION

I, Aveline William do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

.....

Aveline William

.....

Date

DEDICATION

This dissertation is dedicated to my beloved mother Annastazia Rashid Mswaki for providing me much support and for her desire to see me achieve the best in my education.

ACKNOWLEDGEMENT

Without the knowledge and inspirations accorded to me by the Almighty God, this dissertation would not be written. I owe special gratitude to my supervisor Dr. Sydney Mkuchu for providing me with guidance, advice, constructive criticisms throughout the course of writing this dissertation and for accepting to supervise this study.

I would like to thank the heads of school and teachers of community schools from Kinyerezi secondary school, Mnazi mmoja secondary school, Majani ya chai secondary school, Msimbazi secondary school, Mchikichini secondary school, Binti Mussa secondary school, Mvuti secondary school and Mchanganyiko secondary school in Ilala municipality for providing me required information for this study.

A special appreciation is also extended to my husband Plasius Ngaya for invaluable financial support and social sacrifices made to allow me accomplish this work. His willingness to read and give constructive comments on the contents and presentation of the draft chapters as they unfolded into the final dissertation has been worthwhile. My heartfelt thanks are also extended to my course mates (MED. APPS of 2012) from Kinondoni regional centre for providing me wonderful cooperation and moral support.

Finally, appreciation is extended to my loving children Franklyn, Madelyn and Roselyn for their love, support and tolerance while I was engrossed in my studies.

ABSTRACT

Generally, the study intended to assess the use of non- financial motivation as a strategy to improve teacher performance. The study was carried out in Ilala municipality in Dar es Salaam region. The objectives of the study were: to examine the availability of non-financial motivation; to examine the perceptions of teachers on the effectiveness of non-financial motivation; to examine the contribution of non financial motivation on performance of teachers; and to suggest ways of improving the provision of non-financial motivation to teachers in community secondary school. A case study employed a descriptive mixed research design, using a sample of 80 teachers, which included eight heads of schools and 72 teachers from eight selected community secondary schools in Ilala municipality who were selected using two sampling techniques namely purposive and simple random sampling. Data collection instruments used were questionnaire, interview and documentary analysis. Qualitative and quantitative techniques were used for data analysis; and data were presented in tables and pie charts by simple descriptive statistics in frequencies; whereas percentages were used to present the findings. This study recommends that there is direct relationship between provision of non-financial motivation and performance of teachers. The study recommends that local government as the teacher employer should ensure, create and provide good accommodation, in service training, and promotion of teachers in appropriate time; develop a fair reward system, and communication style; and give recognition and respect in order to improve teachers' performance.

TABLE OF CONTENTS

CERTIFICATION.....	ii
COPYRIGHT.....	iii
DECLARATION	iv
DEDICATION	v
ACKNOWLEDGEMENT	vi
ABSTRACT	vii
TABLE OF CONTENTS	viii
LIST OF TABLES.....	xiii
LIST OF FIGURES.....	xiv
LIST OF APPENDICES.....	xv
LIST OF ABBREVIATION	xvi
CHAPTER ONE	1
PROBLEM AND ITS CONTEXT	1
1.1 Introduction	1
1.2 Background of the Problem.....	1
1.3 Statement of the Problem.....	5
1.4 Purpose of the Study.....	6
1.5 Objectives of the Study.....	6
1.5.1 General objective	6
1.5.2 Specific objectives	6
1.6 Research Questions.....	7
1.7 Significance of the Study.....	7
1.8 Conceptual Framework.....	8

1.9 Scope of the Study	9
1.10 Limitation of the Study	10
1.11 Definition of Key Terms.....	10
1.11.1 Motivation	10
1.11.2 Non financial motivation	11
1.11.3 Community secondary schools	11
1.11.4 Teacher performance	11
1.12 Organization of the Study	12
CHAPTER TWO	13
LITERATURE REVIEW	13
2.1 Introduction.....	13
2.2 Historical Overview of Motivation in the Education Sector	13
2.3 Motivation as the Key to Performance Improvement.....	17
2.4 Theories of Motivation	18
2.4.1 Abraham Maslow’s “Need Hierarchy Theory”	18
2.4.2 Frederick Herzberg’s motivation-hygiene theory	22
2.5 Empirical Studies on Employee Motivation and Performance.....	23
2.6 Application of Non Financial Incentives as a Tool for Motivation	25
2.7 Research Gap	28
CHAPTER THREE.....	29
RESEARCH METHODOLOGY	29
3.1 Introduction	29
3.2 Research Design	29
3.3 Study Area	30

3.4 Target Population	31
3.5 Sample Size	31
3.6 Sampling Techniques	32
3.7 Data Sources	34
3.7.1 Primary data.....	34
3.7.2 Secondary data.....	34
3.8 Data Collection Instruments	34
3.8.1 Questionnaire.....	35
3.8.2 Interview	35
3.8.3 Documentary Review	37
3.9 Validation of Data Collection Instruments	37
3.10 Data Analysis Procedure.....	38
3.11 Research Ethical Consideration.....	38
CHAPTER FOUR	39
PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS.....	39
4.1 Introduction.....	39
4.2 Presentation of General Findings and Discussions.....	39
4.2.1 Distribution of teachers by their level of education.....	40
4.2.2 Distribution of the respondents by age	41
4.2.3 Distribution of teachers by length of working in community secondary schools	42
4.3 Non Financial Motivation Availability at Community Secondary Schools and an Understanding of the Term to Teachers	43
4.3.1 Understanding of the term non financial motivation.....	43
4.3.2 Examples of non financial motivation	45
4.3.3 Non- financial incentives as essential motivator	45

4.3.4 Utilization of non financial motivation at community secondary schools	46
4.4 Teachers' Perceptions on Motivating Potential of Non-Financial Motivators	47
4.4.1 Perceptions with regard to promotion opportunity	48
4.4.2 Training and Development	50
4.4.3 Recognition as non-financial motivation factor.....	52
4.4.4 Internal communication as non- financial motivating factor.....	54
4.4.5 Leadership styles and its influence on provision of non financial motivation	55
4.4.5.1 Relationship of teachers according to leadership style.....	56
4.4.5.2 Respect to teachers as a leadership style	58
4.4.5.3 Consideration of teachers opinion in decision making as a leadership style.....	59
4.4.6 Provision of social services as non financial motivator.....	60
4.4.7 Improved working environment and tools as non financial motivator	61
4.4.8 Equal or fair treatment of staff as non financial motivation.....	63
4.4.9 Teachers' perceptions of respondents on non financial variables as motivation tools and the relationship between variables and teachers daily performance	65
4.4.10 Provision of non financial motivation	66
4.5 Contribution of Non Financial Motivation to the Teachers Performance	66
4.6 Ways to Improve Provision of the Non Financial Motivation at Community Secondary schools in Ilala Municipality.....	69
CHAPTER FIVE	71
SUMMARY, CONCLUSION AND RECOMMENDATIONS	71
5.1 Introduction.....	71
5.2 Summary	71
5.2.1 Non financial motivation availability in community secondary schools.....	71
5.2.2 Perceptions of teachers on the effectiveness of non financial motivation.....	72

5.2.3 The contribution of non- financial motivation to teacher performance.....	73
5.2.4 Improvement of Non financial motivation	73
5.3 Conclusion	73
5.4 Recommendations.....	74
5.4.1 Recommendations for action	74
5.4.2 Recommendations for further studies	75
REFERENCES	76
APPENDICES.....	83

LIST OF TABLES

Table 3. 1: Categories of respondents and sample size of the study	32
Table 4. 1: Number of questionnaires distributed in each school.....	40
Table 4. 2: Distribution of the teachers by their qualifications	41
Table 4. 3: The distribution of teacher respondents by age.....	41
Table 4. 4: Teaching experience of teacher respondents in the sampled schools.....	43
Table 4. 5: The extent to which different kinds of non financial motivations are employed at community secondary schools	47
Table 4. 6: Promotion as non- financial motivating mechanism	49
Table 4. 7: Training and professional development of teachers of community secondary schools	51
Table 4. 8: Provision of recognition as non financial motivation.....	52
Table 4.9: Internal communication among community secondary school teachers	54
Table 4.10: Teachers motivated by working relationship with their superiors	57
Table 4.11: Respect for teachers and cultivation of a sense of pride at schools as a leadership style	58
Table 4.12: Perception of teachers on the rate of provision of social services.....	61
Table 4.13: Perception of teachers on fairness of treatment from heads of school	64

LIST OF FIGURES

Figure 1. 1: A conceptual frame work from open system model	9
Figure 2. 1: Maslow's hierarchy of needs model.....	21
Figure 4. 1: Responses on non financial motivations as an essential tool for motivation ...	46
Figure 4. 2: The extent of utilization of non- financial motivation	47
Figure 4. 3: Promotion as non-monetary motivating mechanism.....	50
Figure 4. 4: The findings of appreciation of a well done job.....	53
Figure 4.5: Responses of internal communication at community secondary school teachers	55
Figure 4. 6: Teachers motivation with their working relationship with their superiors	57
Figure 4. 7: Respect on teachers as leadership style resulting in development of a sense of pride in school.....	59
Figure 4. 8: The involvement of teachers in decision making at their unit of work.....	60
Figure 4.9: The perceptions on working environment as reasonable for teacher to perform	63
Figure 4.10: The perceptions of teachers on equal treatment from the heads of school	64
Figure 4.11: Findings of non- financial incentives as motivators.....	65
Figure 4. 12: The relationship between non- financial variables and the daily performance of teachers	68

LIST OF APPENDICES

APPENDIX 1: Questionnaire for Teachers from Community Secondary Schools 83

APPENDIX 2: Interview Guide for Heads of Schools from Community Secondary of
Ilala Municipality..... 86

APPENDIX 3: Documentary Review Checklist from Teachers Registries Office of their
Schools..... 87

APPENDIX 4: Research Clearance Letter 88

APPENDIX 5: Research Permit from RAS..... 89

APPENDIX 6: Letter from Director of Municipality..... 90

APPENDIX 7: Research Permit from DAS 91

APPENDIX 8: Letter of Data Collection to Schools..... 92

LIST OF ABBREVIATION

DEOs	District education officers
ETP	Education and Training policy
MOEC	Ministry of education
MRALA	Ministry of Regional Administration and Local Authority
OUT	Open University of Tanzania
PEDP	Primary education development plan

CHAPTER ONE

PROBLEM AND ITS CONTEXT

1.1 Introduction

This introduction serves to discuss background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study; conceptual framework, scope of the study, limitation of the study, definition of the key terms and organization of the study. These aspects give indication on how the study is developed.

1.2 Background of the Problem

A great amount of wealth worldwide occurs in a form of human capital and therefore; managing human resources plays a crucial role in the process of increasing organizational effectiveness. It is also true that the most important function of human resource managers entails motivating their employees. The importance of motivating people at work is noticeable at all levels of organization. Managers need to be aware of factors that motivate their subordinates so as to make them perform well. Motivation includes both financial and non financial incentives. However, at times financial incentives are failing to achieve the desired results (to retain and motivate employees) because of an inflationary environment in a country (Hauston, 2000 and Baron, 1983).

According to Alam and Farid (2011), the organizational world has experienced financial crisis and as a result, many large and small organizations have had to cut costs through reduction of employees' salaries, bonuses and other financial related activities not directly involved in production. Thus, a question that has arisen is, are there other options of

motivating employees, like secondary school teachers, that would be equally effective on performance and more cost efficient?.

In line with this, this study has focused on the use of non-financial incentives as a motivational tool and their effectiveness in motivating teachers in community secondary schools, particularly in Ilala municipality. Non-financial or non-cash incentives do not involve direct payment of cash and they can be tangible or intangible. Some examples of this kind of incentives are; encouraging the employees by providing them autonomy in their job and participation in decision making, assigning challenging duties, improving working conditions, recognizing good work through small gifts, letters of appreciation, tickets to restaurant, providing some services for the employees, organizing social activities in the work place, etc (Kovach, 1999).

There are many contemporary research studies which support the effectiveness of non-monetary incentives as a motivating tool in the private sector organizations (Houston, 2000 and Baron 1983). Nonetheless there is no any recognised study which has investigated the use of non-monetary incentives in public organizations in Ilala municipality particularly in community secondary schools. Therefore, this study seeks to fill in this gap by shedding light on this issue and exploring the motivating potential of non-monetary incentives in the public sector of Tanzania and predominantly in community secondary schools.

Over the years, teacher performance in higher institutions and secondary schools in general, has been affected by the neglect of work, less individual initiative and low morale to teach that has been attributed to the inferiority complex attached to poor performance of teaching faculty (Bennel, 2004). In an attempt by past researchers to recognize different

factors that might affect the performance of secondary school teachers, the area of motivation was found to be one of the significant factors (Kadzamira, 2006). This has also been shown in the study of teacher motivation in sub-Saharan Africa and South Asia which shows that, over one-third of all the teachers of the surveyed primary schools in five of the six extended case study countries indicated that teachers at their schools were poorly or very poorly motivated (Bennel, 2004).

In Tanzania, the case of this study, experience has shown that issues related to teacher motivation are always missing in government documents and this indicates the administration's lack of concern to them. The Tanzania Education and Training Policy (ETP) (MOEC 1995) has a separate section entitled the "Service and Working Conditions of Teachers," which discusses the importance of teachers' job satisfaction, irregular salary payments for teachers, lack of proper housing for teachers, the low status accorded to teachers, inadequate teaching facilities, and the need to enhance the professional and individual welfare of teachers. On the contrary, the MOEC 1995, ETP in the PEDP (MOEC 2001), a more influential government document, there is almost no reference to these issues on the welfare of teachers.

In the history of the study of motivation, there is a long listing of researches done by Kovach, (1980, 1995) Lindner (1998) and Sonaware (2008), which asked employees to rank the importance of motivating factors. In their studies they compared answers from employees coming from different cultures, age groups, levels of organization and even from different points of time in history. The results showed the importance of motivating factors and that they might vary among particular groups of people. There are several motivating factors that are very often ranked as more significant aspects. Interesting work, full appreciation and recognition of the good work done, feeling of being well informed,

leadership style, good communication and involvement in decision making; and good wages are some of those factors that have scored high rates in various researches (Lindner, 1998 and Kinnear and Sutherland, 2000).

Motivation has been described as a very crucial factor to the long-term growth of any educational system around the world. It probably ranks alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable determinants of educational success and performance. According to Mbua (2003), attempts to improve performance in schools will never succeed if motivation of teachers is ignored. If employees in an organization are motivated, they will render services to the employer and customers very efficiently and effectively. This implies that motivated and satisfied secondary school teachers are most likely to influence student motivation to learn positively while the opposite of that may have negative impacts on student performance. According to the findings of Mbua (2003), educational leaders and administrators/managers have been argued to pay special attention to the phenomena of motivation.

Teachers like any other human beings are motivated in different ways and surely their level of performance like anyone else rests on three factors - ability level, resources and motivation (Alam and Farid, 2011). Despite the fact that teachers are players in the subsistence of the education system in Tanzania, experience has shown that existing motivation tools, for example financial and non-financial tools are not provided effectively to them. Conditions such as realistic wages, good working environment, good living conditions, job enrichment, attractive scheme of service - timely promotion and due rewards, self actualization and the like, all constitute motivation and which the teacher needs to improve his/her performance (Alam and Farid, 2011).

There is no doubt that a school with motivated and well trained teachers provides good results and retains their teachers for a long time. An example, given most often about schools with outstanding performance is that of seminaries and private schools where teaching and learning environment is more favorable compared to public secondary schools (Adelabu, 2003). Teachers' motivation and retention depends critically on effective management, particularly at school level. If the system and structure set up to manage and support teachers are dysfunctional, teachers are likely to lose their sense of professional responsibility and commitment. Teachers' management is most crucial at the school level, where the importance of teachers work and their competence in performing is crucially influenced by the quality of both internal and external supervision (Mbua, 2003). It is upon this background that the present study aimed to investigate the effects of non-financial aspects of motivation which can be used by community secondary schools to enhance performance of teachers in Ilala municipality.

1.3 Statement of the Problem

The primary objective of motivation is to influence an employee to perform duties according to the organizational goals. Motivation is basically provided by organizations in order to achieve sustained high level of performance, efficiency and productivity (Kaiza, 2003). Among the things which raise teachers' commitment and effectiveness in performing their duties is to be motivated (Shann, 2001). This implies that teacher motivation is an important phenomenon for all schools in the country. Experience suggests that lack of motivation to teachers in Africa including Tanzania usually leads to teacher absenteeism, lateness and lack of commitment to their work and the like incidents (Bennel, 2004).

The Tanzania public sector is facing a number of human resource problems including employee performance. The Ministry of Regional Administration and Local Authority

(MRALA) particularly community secondary schools in Ilala municipality are not excluded from this fact. Though the Government has been successful in devising good retention strategies, some who have been retained are secondary schools teachers (Davidson, 2005). However, limited studies have been done on financial based motivation and their effects on teacher' performances in different areas, the findings have shown that the problem still exists. Based on this circumstance, the researcher was interested in investigating on the use of non-financial motivation approach in Ilala municipality as a strategy to enhance the performance of community secondary school teachers.

1.4 Purpose of the Study

The purpose of the study was to investigate the effectiveness of non-financial incentives on improving teacher performance in community secondary schools in Ilala municipality. In this study non-financial motivation strategies that were examined included recognition, appreciation of work well done, provision of social services like housing facilities, internal communication, promotion, equal treatment, training opportunities, leadership style, working environment and respect in order to develop a sense of pride. Additionally, the study has revealed some understanding on how to improve teacher performances.

1.5 Objectives of the Study

The study has general and specific objectives.

1.5.1 General objective

The general objective of the study was to investigate how the use of non-financial motivation may contribute to improving performance of community secondary schools teachers in Ilala Municipality.

1.5.2 Specific objectives

The specific objectives of this study were:

- i. To investigate the availability of non-financial incentives for teachers in Ilala municipality community secondary schools,
- ii. To investigate of teachers' perceptions on the effectiveness of non-financial motivation in teacher performance,
- iii. To determine the contribution of non-financial motivation on community secondary schools teachers performance,
- iv. To determine strategies for improving non-financial motivation among community secondary school teachers in Ilala municipality and Tanzania in general

1.6 Research Questions

The study has answered the following research questions;

- i. What kinds of non-financial incentives are available in community secondary schools?
- ii. How do teachers perceive the effectiveness of non-financial motivation in community secondary schools?
- iii. How does non-financial motivation contribute to teacher performance?
- iv. How can non-financial motivation be improved for community secondary schools teachers?

1.7 Significance of the Study

Observation shows that, poor performance is one of the fundamental challenges facing a number of public organizations including community secondary schools in Ilala municipality. Thus, the findings of this research have come out with suggestions for enhancing work performance of teachers and thereby creating moral commitment. Furthermore, it has established a base for the government such as policy makers, MOEVT

and MRALA to make follow up on how the non-financial motivation can be implemented and enhance teachers' performances in community secondary schools.

1.8 Conceptual Framework

Concept is an abstract or a general idea inferred or derived from specific instances. A conceptual framework symbolizes several interrelated ideas. Unlike theory, a concept does not need to be discussed so as to be understood (Kombo and Tromp, 2006). In this study, the Open system model, as proposed by Katz and Khan (1978) has been adapted. The framework consists of inputs, determining factors/process and output. Inputs include recognition, appreciation of work well done, provision of social services and housing facilities, leadership style, internal communication, promotion, training and development which are independent variables. There is also a process which has been named the determining factors, this entails high efficiency, optimum utilization of human resources, low absenteeism, low attrition and effective implementation of intended curriculum as scheduled. Lastly, the framework includes output which is excellent performance and it is a dependant variable.

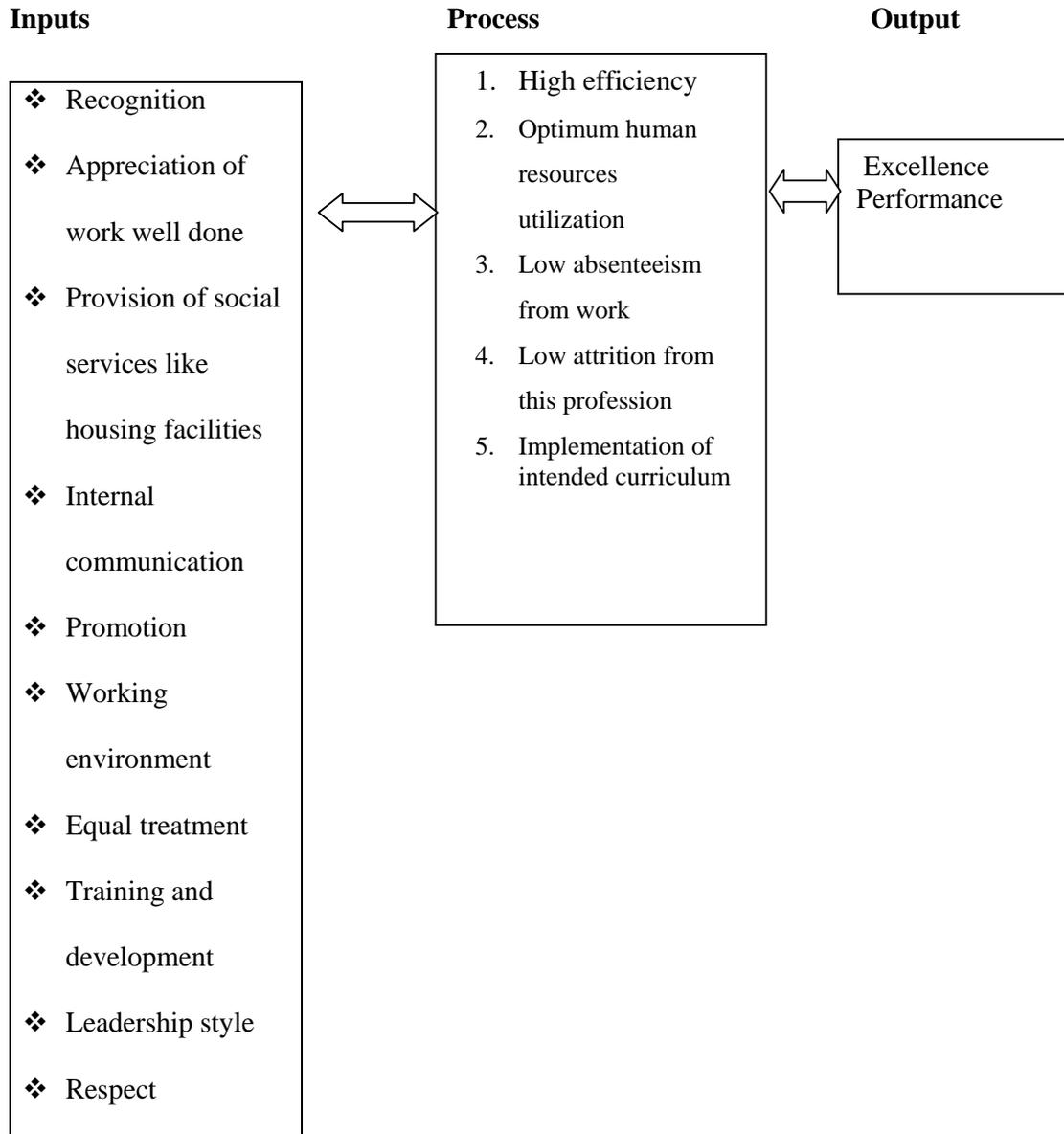


Figure 1. 1: A conceptual frame work from open system model

Source: Adapted from Open System Model of Katz and Khan (1978)

1.9 Scope of the Study

The problem being researched no doubt is of a national character. However, the scope of this study was limited to non-financial motivation activities in Ilala municipality, considered as a case study, the effect of various aspects of non-financial motivation on community secondary school teachers' performance. Furthermore, it can be stated again

that, the performance of the teacher depends on his/her level of abilities, resources available and level of motivation. Nevertheless to some extent, even enhancing the abilities of the teacher can be itself a motivator. Hence, much attention of the researcher was on non financial motivation while other factors that shared in low performance of teachers in the education sector were not part of this study.

1.10 Limitation of the Study

The researcher encountered the following limitations in the course of collecting information for this study: The researcher was faced with financial constraints taking cognizance of the extent of the scope of the study and period of investigation. The inadequate time frame for the research activities was another factor. Financial support from family and friends was used to facilitate the study. On the other hand time off from work was used effectively to balance the study and family affairs.

There was unwillingness of management of some schools to release information which would have helped to enrich the study and also to establish strong validity and reliability. Therefore, researcher had to explain to the education officials and the school management for her to obtain the required data.

1.11 Definition of Key Terms

This section provides the working definitions of key concepts as used in this study. Such concepts include: motivation, non-financial motivation, community secondary schools, and teachers performance.

1.11.1 Motivation

In this study, the term motivation is used to refer to the processes and factors that influence teachers towards achieving a certain goal. In other words, motivation refers to

internal and external factors that drive teachers to continually behave in a particular way, so as improve their work performances (Bennell and Akyeampong 2007).

1.11.2 Non financial motivation

This simply refers to non monetary rewards/benefits or some acts of senior managers and co-staff when done or given to employees can arouse the morale of work (Robbins, 2005). These non-monetary or non-cash incentives do not involve direct payment of cash and they can be tangible or intangible. Thus, for the sake of this study non financial motivation is sometimes referred to as non monetary motivation which includes recognition, appreciation of work well done, provision of social services like housing, promotion, appropriate internal communication, equal treatment, respect, leadership style, working environment and training opportunities.

1.11.3 Community secondary schools

Community secondary schools are those owned and maintained by the local community in cooperation with the local government authorities. These secondary schools are built, financed and owned by both the government and the community. In these schools, the government hires and pays the teachers while the community participates in building and maintaining the required infrastructures such as teachers' houses, classrooms, science laboratories and toilets.

1.11.4 Teacher performance

It refers to the act of performing; of doing something successfully; using knowledge as distinguished from merely possessing it; It comprises an event in which one group of people (the performer or performers) behave in a particular way for another group of people. It reflects how well an employee fulfils the requirements of the job (HakiElimu, 2005).

Therefore, in this study teacher performance means, teachers do something or event which might act as catalyst of enhancing morale on performing their duties. For example to implement the intended curriculum like completing the syllabus in a reasonable time, coming to work as per time table, reduction of absenteeism, low attrition from this profession and high efficiency.

1.12 Organization of the Study

The study is organized into five chapters. Chapter one consists of the research problem and its context, which covers the background to the problem, statement of the problem, purpose of the study, research objectives and questions, significance of the study, conceptual framework, scope of the study, limitation of the study, definitions of key terms and organization of the study. Chapter two consists of review of related literature, where it explores the historical overview of motivation in education, motivation as a key to performance improvement, theories of motivation, empirical studies on employee motivation and performance, application of non financial motivation as a tool to motivation and review summary and research gap. Chapter three covers research methodology. Chapter four presents the findings, makes an analysis and discusses the findings. Chapter five gives the summary of the study; makes a conclusion and the recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of literature related to the non-financial motivation as a factor for improving teacher performance. It explores the historical overview of motivation in education, motivation as a key to performance improvement, theories of motivation, empirical studies on employee motivation and performance, application of non financial motivation as a tool to motivation and research gap.

2.2 Historical Overview of Motivation in the Education Sector

Motivation is simply derived from the word ‘motive’ which is a reason for doing something. The study of motivation is concerned, basically, with why people behave in a certain way. The basic underlying question is ‘why do people do what they do?’ According to Robbins (2005: 170), “motivation can be described as the direction and persistence of action; it is concerned with why people choose a particular course of action in preference to others, and why they continue with a chosen action, often over a long period, and in the face of difficulties and problems”.

Motivation in the education sector becomes a critical factor in many developing countries. At one level, teacher motivation is related to a long list of variables, including whether or not an enabling environment exists and whether or not teachers are equipped to carry out their roles. However, at the basic level, teacher motivation is linked to how teachers feel on how they are being treated and the way they perceive their own working and living conditions.

It is evident that motivation strategies are sometimes used by government and education leaders to encourage teachers to behave differently, presumably in ways that promote the ends desired by those giving the motivation. Woods and Weasmer (2002) and Latham (1998), assert that; motivation might be designed to attract current teachers to remain in the teaching profession, to accept assignments in remote schools, or to use new teaching methods in their classroom.

The idea of using motivation to shape teacher behavior is not new. Virtually educators understand the basic idea. Nonetheless, while some motivation systems work well, many fail (Woods and Weasmer, 2002). When a motivation system fails, the resources used for that system are gone and the intended goals are still not achieved. This leaves the education system worse off than if no special motivation had been used. While some motivations, such as increased salary, are easy to understand and implement, many others are not. One risk; then; is a tendency of policy-makers to favor motivation systems that are easy to design and implement over motivation systems that are likely to yield more substantial and longer term outputs, but which are more expensive or complicated (Latham, 1998).

In Tanzania, strong evidence exists showing that the vast majority of teachers are unhappy with their salaries, housing arrangements, benefits, workload, teaching environment, and status within their communities. This has been clarified by MOEC (2003, 2004a) Davidson (2005); Sumra 2004b and HakiElimu 2005). The poor living standard and working conditions have, over time, seriously eroded many teachers' motivation to carry out their teaching and non-teaching roles in an acceptable manner. The situation in Tanzania is believed to be similar to that in many other developing countries, including Zambia, Papua New Guinea, and Malawi where "it was abundantly clear that teacher motivation is at best fragile and at worst severely deteriorating" (VSO 2002, 18).

Focusing on teacher motivation, however, cannot be allowed to detract from the importance of ensuring that the quality of teacher education and the overall education system are improved. Discussing on motivation for teachers, Perry, Chapman, and Shyder (1995) have pointed out in their research on the quality of education in Botswana, singular solutions, such as providing more attractive work life conditions, may be necessary, but are insufficient means of achieving changes in pedagogical practices. By the same token, quantitative improvements in student access to education cannot be allowed to take precedence over these qualitative improvements.

Locke (1976) argues that teacher motivation is likely to be enhanced if work specific, challenging, formed through teacher's participation and reinforced by feedback. This argument raises important issues for the educational system of Tanzania in which teachers are often left to guess at what their professional goals should be, or have goals imposed on them without consideration of their views. Even where goals have been specified, feedback to teachers may be limited.

Fraiser and Larry (1992) showed that many good teachers leave teaching because they lack motivation. A motivated teacher is the one who not only feels satisfied with his or her job, but also is empowered to strive for excellent and growth in instructional practice. Research findings on teacher motivation in sub Saharan Africa and Asia by Bennell and Akyeampong (2007) have shown that teachers in many countries are being asked to change radically in teaching practice at a time when the majority of them are increasingly de-motivated. The study shows that the major problem of poor motivation includes teacher deployments, teacher turnover that occupational attrition by teachers leaving the profession to other jobs and teacher absenteeism. Also turnover rate were very significant, particularly in rural areas due to limited employment and further study opportunities, poor

working and living conditions, lack of recognition and low quality of schooling available for teachers own children where teachers and the education system are poorly managed, this creates negative impact on teachers morale and motivation.

Education in Tanzania is at a critical moment: a potential crisis in the teaching profession threatens the ability of the Ministry of Education and Vocational Training to reach its target to develop and improve education (Sumra, 2004). The teaching force specifically in public secondary schools is discouraged and fractured. Teacher, especially in public secondary schools are frequently paid little and late, their education and training needs are neglected, and they are spread out in bureaucracies that hold neither their effective performance nor their career progression in their job (Bennell and Akyeampong (2007) and Bennell and Mukyanuzi (2005)).

Like other developing countries Tanzania also experiences employee motivation challenges in public and private organizations. To the great extent, employees in the public organization, particularly the education sector are unsatisfied and therefore not motivated with their jobs and hence exhibit low performance (Kadzamira, 2006). A study conducted by Ishengoma (2007) on Internal and External Brain Drain at the University of Dar es Salaam is an indicative of the fact that the motivational needs of the academic staff are mostly unfulfilled and hence low performance is a result. Among the needs include non financial needs which are respect, recognition, job security, status, self fulfilment, responsibility and independence.

Several observations suggest that public employees in Tanzania, including those in the education sector, generally are not satisfied with their payment levels. Together with budget limitations, monetary motivations continue to be inadequate in motivating public

employees in Tanzania. It seems that given the limitations of a weak national economy, it is questionable whether the education sector in Tanzania will be able to develop its monetary motivation system to effective levels. Moreover, even if it is able to develop, financial motivation is less likely to promote effectiveness of education employees including teachers, unless they are tied to performance. On the other hand, establishing a performance based motivation system is not an easy task for the education sector. It necessitates precise goals, objectives and an effective performance evaluation system with well established evaluation criteria. Based on the findings of Bennel (2004), the performance standard in the education sector of African countries, Tanzania in particular is not developed enough to enable precise personnel evaluation. This is a serious problem for ensuring fairness in awarding monetary motivation. In that situation, performance differences cannot be measured with accuracy and an equitable formula cannot be developed that ties rewards to performance (Bennel, 2004).

Besides the complexity of implementation and financial burden of establishing an effective financial motivation system in public sector particularly education sector, there is no guarantee that financial motivation alone will be enough to motivate public employees (Kovach, 1999).

2.3 Motivation as the Key to Performance Improvement

There is an old saying that you can take a horse to water body but you cannot force it to drink, it will drink only if it is thirsty. The same applies to people as they will do what they want to do or otherwise motivated to do. Motivation is essential for any organization to succeed and survive. Thus, motivation is a skill which can and must be learnt for the better performance of an organization. In contrast, Robbins and Judge (2008:24) assert that “some researchers used to believe that the relationship between job satisfaction and

job performance was nonexistent, but a review of 300 studies suggested that the correlation is pretty strong.” Although the intention of this study is not to provide answers to whether happy/satisfied teachers are more effective and productive than unhappy ones, nonetheless, it is motivated by this belief. As an experienced secondary school teacher, I believe that job performance can be said to be the result of ability of the workers and also motivation.

Babyegeya (2002,) argues that teachers continue to work after normal hours in the education system of Tanzania. Besides, teachers have to attend to other emergences in the school, and that such extra time is not considered for incentive or other motivation. There is a tendency of the head of school to encourage teachers to stay in school to make correction of assignments and prepare for the coming lesson. In other situations teachers are asked to use weekends and after school hours for profession development but there is no motivation for them. This leads to discouragement of other people from joining this field due to dissatisfaction of motivation.

2.4 Theories of Motivation

There are a number of motivational theories; however, for the purpose of this study only two theories have been discussed.

2.4.1 Abraham Maslow’s “Need Hierarchy Theory”

According to Mbua (2003); content theory focuses on factors within the person that starts, energizes, directs, maintains and stops a behavior. Abraham Maslow propounded the theory of motivation and job satisfaction over sixty years ago. In his theory, Maslow claims that human beings have desires, wants and needs, and those human needs are arranged in a hierarchy of needs beginning with the most basic to the highest; and

concluded that when one set of needs is satisfied, this kind of need ceases to be a motivator. According to Maslow (1987), as per his theory these needs are physiological, security or safety, social, esteem and self actualization. Many motivation theories refer to the effectiveness of non-monetary incentives in the motivation of teachers as employees; among these theories include Maslow's Hierarchy of Needs theory. Esteem and self-actualization needs are emphasized as the higher level needs that can be satisfied with non-monetary incentives. Promotion and growth in the schools and full appreciation of work done can illustrate this to be to self-esteem need.

(i) Physiological needs

These are important needs for sustaining the human life. Food, water, warmth, shelter, sleep, medicine and education are the basic physiological needs which fall in the primary list of need satisfaction. Maslow was of an opinion that until these needs were satisfied to a degree to maintain life, no other motivating factors can work. School organizations can satisfy its teachers by satisfying various needs. Physiological needs may be satisfied by the teachers' paycheck, but it is important to remember that pay may satisfy other needs such as safety needs and esteem need as well as can attract teachers to stay longer in the organization (Ngumbudzi, 2009).

(ii) Security or Safety needs

These are the needs to be free of physical danger and of the fear of losing a job, property, food or shelter. It also includes protection against any emotional harm. The security needs may be satisfied by the teachers providing generous benefits that include house and health insurance, retirement plans as well as offering a measure of job security will help satisfy needs.

(iii) Social needs

Since people are social beings, they need to belong and be accepted by others. People try to satisfy their need for affection, acceptance and friendship. Social needs may be satisfied by having friendly environment and providing a workplace conducive to collaboration and communication with others. Staff picnic and other social events like get-together may also be helpful if the majority of teachers are motivated primarily by social needs.

(iv) Esteem needs

According to Maslow, once people begin to satisfy their need to belong, they tend to want to be held in esteem both by themselves and by others. This kind of need produces such satisfaction as power, prestige, status and self-confidence. It includes both internal esteem factors like self-respect, autonomy and achievements and external esteem factors such as status, recognition and attention. Providing promotions opportunities at work, recognizing a person's accomplishment verbally or through more formal reward system and job title are ways of satisfying esteem needs.

(v) Need for self-actualization

Maslow regards this as the highest need in his hierarchy. It is the drive to become what one is capable of becoming; it includes growth, achieving one's potential and self-fulfillment. It is to maximize one's potential and to accomplish something. Self actualization needs may be satisfied by the provision of development and growth opportunities on or off the job as well as by work that is interesting and challenging. Therefore by making efforts to satisfy the different needs of each teacher, schools organizations may ensure highly motivated teachers (Ngumbudzi, 2009).

The described Maslow's hierarchy of need is depicted in Figure 2.1

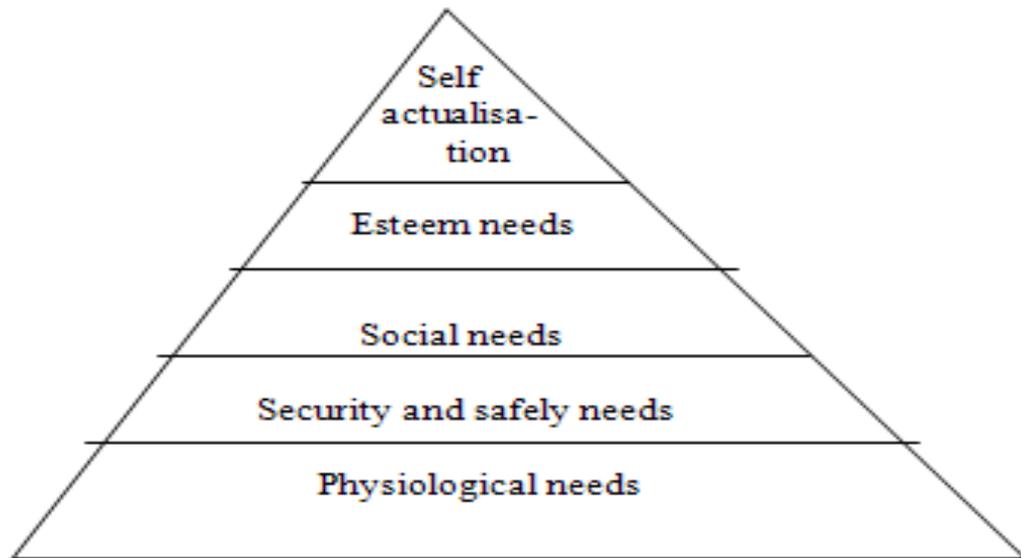


Figure 2. 1: Maslow's hierarchy of needs model

Source: Maslow (1987)

As each of these needs is substantially satisfied, the next need becomes dominant. From the standpoint of motivation, the theory would say that although no need is ever fully gratified, a substantially satisfied need no longer motivates. So if you want to motivate someone, you need to understand what level of the hierarchy that person is on and focus on satisfying those needs or needs above that level (Locke and Latham, 2002).

Maslow's need theory has received wide recognition, particularly among practicing managers. This can be attributed to the theory's intuitive logic and ease of understanding. However, research does not validate this theory. Maslow provided no empirical evidence and other several studies that sought to validate the theory found no support for it (Locke and Latham, 2002).

The second theory used in this study is the Two-factor theory or Hygiene theory which is discussed in the next section.

2.4.2 Frederick Herzberg's motivation-hygiene theory

Frederick has tried to modify Maslow's need Hierarchy theory. His theory is also known as two-factor theory or Hygiene theory. He stated that there are certain satisfiers and dissatisfiers for employees at work. Intrinsic factors are related to job satisfaction, while extrinsic factors are associated with dissatisfaction. He devised his theory on the question: "What do people want from their jobs?" He asked people to describe in detail, such situations when they felt exceptionally good or exceptionally bad. From the responses that he received, he concluded that the opposite of satisfaction is not dissatisfaction. Removing dissatisfying characteristics from a job does not necessarily make the job satisfying. He states that presence of certain factors in the organization is natural and the presence of the same does not lead to motivation. However, their non presence leads to de-motivation. In similar manner there are certain factors, the absence of which causes no dissatisfaction, but their presence has motivational impact.

Examples of Hygiene factors are; security, status, relationship with subordinates, personal life, salary, work conditions, relationship with supervisor and company policy and administration.

Examples of Motivational factors are: Growth, prospectus, job advancement, responsibility, challenges, recognition and achievements.

The subject of motivation has been present in the literature from the early beginning of 20th Century. Although, many theories have been developed and a plenty of research has been conducted, factors that motivates people to perform well at work are still a controversial topic.

Basing on motivational theories briefly discussed above, it is agreed that motivation is a wide concept which embrace a number of elements some of them being financial and some non financial. This study has covered only non financial elements of motivation and their impact on employees' performance in an organization.

2.5 Empirical Studies on Employee Motivation and Performance

Available literature on employee motivation is clear evident that a lot of surveys regarding employees and what motivates them have been undertaken. Thus, employee motivation surveys have been conducted in many different job situations, among different categories of employees using different research methods and applications (Robbins, 2005). In respect of this, a number of studies on non financial motivation have been conducted by various scholars; some studies include that of;

Mercer (2004); who has pointed out that a smart employer, will always want to focus on factors that keep employees motivated in their jobs. He therefore recommended the following as important factors for employers to keep employees motivated. Some of the non-financial incentives include; treating employees with respect and improving work life balance. Mercer (2004) furthermore has recommended improvement of employer-employees relationship. In this regard, the employees feel respected and therefore cultivate a sense of pride in the organization and increase performance.

Another study was conducted by Penna (2003) in the United Kingdom regarding the employee's loyalty. The findings of this study have revealed that a number of non financial factors were considered to enable organizations motivate employees. These factors included; internal promotion, better training and development, recognition of employees' contribution, more information on employee's performance, regular review of progress and, career switch opportunities.

Alternatively, on motivation and performance, a study by Milne (2001) in Canada concluded that motivating people for their work may lead to greater task interest and performance. It was also noted that motivation increases performance and interest when these are made dependent on quality or performance or given for meeting clear standards of performance; secondly, made dependent on challenging activities; and thirdly, given for mastering each component of complex skills, and delivered for high effort and activity. Furthermore, it was argued by Milne (2001) that in a work place, careful arrangement of motivation can enhance employees' interest and performance and this is likely to occur when motivation is closely tied to the attainment of performance standards and personal accomplishment of the challenging tasks.

Furthermore, according to a research done by Anangisye (2011); on developing quality of the teacher profession in Tanzania, requests for professional development have been poorly handled. For instance, release letters for teachers to attend in service training and continuous professional development programme are granted at the time when candidates were already time-constrained. This act has led to some teachers to be forced to leave teaching for further studies.

Also, a research carried out by Kovach (1999); on industrial employees required them to rank ten "motivational rewards" factors based on personal preferences where the value 1 represented most preferred and 10 being the least preferred. Non financial motivation dominated the preference with a great number of ranks. The results were as follows (i) full appreciation of work done (ii) feeling of being recognised (iii) sympathetic help with personal problems (iv) job security (v) good wages and salaries (vi) interesting work (vii) promotion and growth (viii) employees loyalty (ix) good working conditions (x) tactful discipline.

Experience shows that teacher motivation is not only a problem in Tanzania particularly in Ilala municipality but also in other African countries. This has been manifested from a study conducted in Malawi by Kadzamira (2006) whose findings show that; teacher pay levels are low and have declined in real terms since the 1980s. As such, their pay is not adequate to meet minimum basic needs for food, housing, clothing, education and transport. Teachers, particularly those posted in remote rural schools; face very challenging working and living conditions characterized by chronic teacher shortages with large classes, heavy workloads, inadequate teaching and learning materials, and harsh living conditions. Even though there is an oversupply of teachers in urban schools, there are other factors, which make working in urban schools challenging and demoralizing to teachers. These include the acute shortage of affordable housing within reasonable commuting distance from most schools (which escalates transports costs), and overcrowded schools with very large classes. In addition, poor conditions of service seriously depress teachers' morale (Kadzamira, 2006).

2.6 Application of Non Financial Incentives as a Tool for Motivation

Motivation can be described as intrinsic and extrinsic. Some factors are more motivating than others. Researchers put much effort to find out which of them are the best motivators. The most common factors that are taken into consideration come from two categories: monetary and non-monetary incentives. As Armstrong (2007) wrote, money is a motivator because it satisfies a lot of needs. It is a factor which is indispensable for life and which is needed to satisfy basic needs of survival and security. Higher needs such as self-esteem can also be satisfied by it. Money let people buy things that show their status and create a visible sign of appreciation. However, some credible studies equally neglect that. Rynes, Gerhart and Minette (2004) in their study on the importance of pay in employee motivation found that money is not a motivator for every person and not in every circumstance.

On other side on non financial motivation, research has showed that wrong supervisory style may lead to undesired behaviours of employees such as absenteeism (Tharenou, 1993). The way managers behave is not the only important factor but also the way he/she communicates with employees seems to play an important role. Miles, Steven and Waley (1996) proved that communication between superiors and subordinates is a strong predictor of employees' performance. Furthermore, the language used by leaders can influence their subordinates' motivation to work. The Motivational Language Theory developed by Sullivan (1988) has been tested and results showed a significant relation between the language used by the leader and employees' performance (Mayfield, Mayfield and Kopf, 1998). The theory indicates that performance of employees can increase if leaders clarify task, goals and rewards to employees. In addition to that, managers should share their affection with employees for example, by compliments for a well done job. Finally, they should explain the organization's culture to employees. There is no evidence in the literature that leader's language abilities are innate. That gives the possibility to provide training for leaders that could help them to influence employees' behaviour by motivational language (Mayfield, Mayfield, and Kopf, 1998).

Another non financial tool often used to motivate employees is recognition. Indeed, it can be a powerful reinforcement that affects peoples' performance. An employee not only wants to know how well he/she performed but also desires the feeling that his/her effort is appreciated. Recognition is a reward for employee's performance that is defined as acknowledgement, approval and genuine appreciation (Luthans and Stajkovic, 2003: 1). There are several ways in which recognition can be expressed, it can be a verbal or written praise, formal or informal, administrated in public or privately. Research shows that recognition indeed has a positive influence on employees' motivation. A motivational function of recognition can be explained by the Reinforcement Theory and the Social

Cognitive theory (Luthans and Stajkovic, 2003). These theories suggest relating recognition to the real achievements and rewarding them immediately after accomplishment (Armstrong and Murlis, 2004).

School leadership and management style are also important tools, which can either motivate or lower teacher morale and commitment. Bamisaye (1998) found that teachers feel highly motivated when they are consulted about decisions regarding their work. Unfortunately, too high many of school managers (principals and head teachers) are dominant and autocratic in their dealings with teachers (Ayeni 2005).

Another non financial tool also used to raise teachers motivation is the work environment. For example in Nigeria, teachers working environment has been described as the most impoverished of all sectors of the labour force, facilities in most schools are dilapidated and inadequate (Adelabu, 2003). Kazeem (1999) has recommended that greater attention should be given to improving work-related conditions of teachers to improve the quality of education. In particular, there should be improvements in the supply of teaching and learning materials and general classroom environment to improve student learning.

According to VSO (2003), teachers' motivation in Rwanda was found to be strongly low and was mainly affected by financial difficulties, lack of support and tools for improving professionals' performances, unsupportive management and perception of being valued by the society. Buckley et al (2004) found the quality of school facilities as an important predictor of teachers' retention and attrition; it also affects teachers' morale and their ability to teach.

Basing on the fact that education is the cornerstone of development of any country, education and government decision makers have exhibited intense interest in identifying

specific actions and/or benefits they might use as motivation to encourage valued teacher behaviors. Vegas and Umansky (2005) in their study on Improving Teaching and Learning through Effective Incentives, done in Latin America, suggest nine types of actions that can operate as motivation in attracting and retaining teachers, or in encouraging more effective teaching. These nine types of action include intrinsic motivation, recognition and prestige, salary differentials, job stability, pension and benefits, professional growth, adequate infrastructure and teaching materials, subject master, and responding to stakeholders.

On summarizing the above, it can be confidently argued that there are a number of non financial tools which can amplify the morale of employees. These may include but not limited to leadership styles and language used by leaders and the way they act and treat subordinates which can significantly increase subordinates' performance. Recognition, this is considered by great part of employees to be a powerful motivator and has positive impact on their performance. However, it is not only that, which has been mentioned, that has impact on employee's performance; there is also a number of non financial motivators.

2.7 Research Gap

Basing on the above reviewed literature studies, it is evident that extensive studies /researches relating to non financial motivation aspect have already been done. However, there is no documented evidence or published document which indicates that this study has already been done particularly at the community secondary school teachers of Ilala municipality. Thus, the findings of this study have bridged the gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is a way that simply and systematically solves the research problem. Saunders et al, (2003) explain methodology to be concerned with the way in which a discipline selects its field of study, the way it organizes and interprets the phenomena in that field, identifies problems, attempts to solve them and the criteria by which it decides when a problem has been solved. In order to extract the conclusions from a research, it is necessary to use a proper and scientific approach with respect to the subject, thereby with minimum cost and maximum accuracy results can be achieved. This chapter covers research variables which include research design, study area, target population, sample size, sampling procedures, source of data, methods of data collections, validation of data collection tools, data analysis plan and research ethical considerations.

3.2 Research Design

A research design is the blue print for any fact finding study (Kothari, 2004). It involves doing due diligence to all the basic issues being addressed by the research. As a matter of choice, the researcher in dealing with this research used a mixed research design which includes both quantitative and qualitative descriptive approaches. The study has used mixed research design because it involved the use of both qualitative and quantitative approaches. Mixed methods research is an approach of inquiry that combines or associates both qualitative and quantitative forms. It involves theoretical assumptions, the use of qualitative and quantitative approaches, and mixing both approaches in the study (Plano, 2007).

Using the descriptive mixed research design; involved the investigator to employ reports, explanations, and sketches to depict the character of the problem.

One merit of the descriptive research design is that; it makes it possible to generalize from a sample to a population. Inferences can then be made about some characteristics of the population (Babbie, 1991). This approach is also appropriate for a social researcher. Gray (1976); stresses that descriptive method is used for investigating a variety of educational problems including assessment of attitudes, opinions, demographic information and conditions. He further indicates that descriptive data are usually collected through questionnaires, interviews and/or observation amidst in-depth follow up questions. This ensures that every question is well understood and answered. The descriptive mixed approach therefore is deemed appropriate for investigating issues affecting motivation and performance of teachers.

3.3 Study Area

The study was conducted in Dar es Salaam region within Ilala municipality particularly in community secondary schools. The researcher has worked within secondary schools in Ilala municipality for about ten years, which has given her accessibility to reliable data from enumerators or fellow teachers who assisted in filling questionnaires and collecting responses from respondents within a short period of time and at low cost. On the other hand, the researcher used this study area simply because no similar researches have ever been carried out on the provision of non-financial motivation as the strategy to improve performance of teachers in this area. In this regard the results of this research will hopefully give a clear picture and experience on motivation of teachers particularly on non-monetary motivation.

3.4 Target Population

According to Kothari (2004), population refers to the vast group of people, animals, institutions or simply things that have one or more attributes in common upon which the study is confined. Given limited time, cost and data access, it was impracticable to survey the entire population. Few data make it easier to organize, cost-effective, saves times and leads to accuracy (Saunders et al 2003). In this case, the population of this study included teachers of community secondary schools in Ilala municipality at different levels of seniority in the education sector and heads of community secondary schools in Ilala municipality. This population involved those with or more than four years in the teaching services in Ilala municipality.

3.5 Sample Size

Cresswell (2009) recommends that samples of less than 1 percent of a population can provide a good reliability with a credible sampling procedure. The researcher used a sample constituting of 80 people where as 72 were community secondary school teachers with the experiences of five years and above at work and 08 were the heads of school of community secondary schools from Ilala municipality. With all of these considerations, a researcher indeed strived to acquire a small sample that was easy to manage and establish rapport with, this is very essential in data collection. The table 3.1 below shows categories of respondents and the sample size of the study.

Table 3. 1: Categories of respondents and sample size of the study

Name of school.	Number of head of schools	Number of teacher respondents.	% of all teachers used as respondents.
Kinyerezi	1	9	12.5
Majani ya chai	1	9	12.5
Mvuti	1	9	12.5
Mchikichini	1	9	12.5
Msimbazi	1	9	12.5
Mnazi mmoja	1	9	12.5
Mchanganyiko	1	9	12.5
Binti Mussa	1	9	12.5
Total	8	72	100%

Source: Research data (2015)

3.6 Sampling Techniques

Kothari (2004) defines sampling as the process of selecting or drawing a sample of individuals from the total population to be studied; while a sample is a part of the universe population which is selected for the purpose of investigation and making generalization about the population characteristics. According to Saunders et al (2007), sampling techniques can be divided into two types; probability or representative sampling and non probability or judgemental sampling.

Probability sampling is most commonly associated with the survey based research where the researcher needs to make inferences from the sample about a population to answer the research questions or the research objectives. In contrast, purposive or judgemental sampling enables to use one's judgement to select cases that will best answer the research questions and meet the researcher's objectives. It should be noted that with any form of sampling there is a risk that the sample may not adequately represent the population but with random sampling there is a large body of statistical theory which quantifies the risk and thus enables an appropriate sample size to be chosen (Kothari 2004).

According to Saunders et al (2007), non-probability sampling is the sampling technique in which probability of each case being selected from total population is not known but a sample is obtained by researcher's judgment. Non-probability sampling technique includes quota sampling, purposive sampling, snowballing and convenience sampling methods. In this study purposive sampling was employed so as to get rich information from the heads of secondary schools.

Moreover simple random sampling method was used to select schools by writing one school name in a folded piece of paper depending on number in population which was 36 community secondary schools in Ilala municipality. Then the researcher picked eight schools and those picked schools were asked to provide the required information. In this study schools were selected by using simple random sampling technique.

The researcher used simple random sampling technique to select eight schools among 36 community secondary schools in Ilala municipality. Purposive sampling techniques were used in the selection of eight heads of schools and cluster sampling for the selection of seventy two teachers among eight schools in collecting data relative to the study. Cluster sampling was used in order to get those teachers with or more than four years in community secondary schools. Simple random sampling helped the researcher to ensure responsiveness in selecting respondents as suggested by Amin (2004). However the researcher by using cluster sampling chose 72 teachers who had stayed in the school more than four years. For instance teachers with more years of services i.e. eleven and above were in their group and those with fewer years' means four up to ten were in another group. Despite Ilala municipality having other categories of schools, the researcher intentionally opted for community schools with a relative big number of students and a relative a big number of teachers and hence a good chance of having a good representation of respondents.

3.7 Data Sources

The study used both primary and secondary data.

3.7.1 Primary data

These are data collected freshly and for the first time and thus happen to be original in character (Saunders et al 2007). The researcher collected the primary data from community secondary school by using teachers working in community secondary schools in Ilala municipality. These data was obtained either through direct communication with respondents' interview or by using questionnaires.

3.7.2 Secondary data

These are data which have already been collected by someone else and which have already been passed through the statistical process (Saunders et al 2007). Thus, before using such data, the researcher analyzed them to make sure that they possessed the characteristics of reliability which was being tested by looking on but not limited to who collected the data, what were the sources of data, were they collected by using proper methods when they were collected. According to Kothari (2004), secondary data are sources containing data which have already been collected and compiled. It is second hand information collected by the researcher from the previous findings from other researchers or official documents such as appointment letters and other correspondents. In this study the researcher used documentation methods from the registry offices of teachers in Ilala municipality.

3.8 Data Collection Instruments

This is the activity of gathering or collecting facts or information about a subject in a research study. This part was accomplished through the use of questionnaires, interviews and review of documentary evidences.

3.8.1 Questionnaire

According to Kothari (2004); a questionnaire consists of a mixture of open ended and close ended questionnaire items, Open ended questions offer more freedom to the respondent to answer the questions, while close ended questionnaire items limit the respondent to specificity of the responses provided for the purpose of quantification and approximation of the magnitude of the responses. The advantage of self administered questionnaire is that it encourages openness in answering questions and minimizes interview biases and subjectivity (Kothari 2004). The advantage of using questionnaires is that, it is more convenient for respondents because they can complete a questionnaire when they want to and in the speed they want to do it. It also helped the researcher to cover a wide coverage area of the information which was being sought (Kombo and Tromp, 2006).

In this study, the questionnaires were administered to 72 community secondary school teachers; the questionnaires used both open ended question and closed ended questions for the sake of obtaining more information. The open-ended questions were designed to obtain information regarding what the concept of non financial motivation consisted of each respondent and what constituted non financial motivation. The rest of the questionnaire consisted of some close ended questions designed objectively to establish the perceived degree of utilization of non-financial motivation in the education sector and evaluate respondents' perceptions on them as motivators. The respondents of the questionnaire were community secondary school teachers in Ilala municipality. The questionnaire for teachers is found in Appendix 1.

3.8.2 Interview

This is the method of collecting data which involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. According to Cresswell (2007), an interview is

essential not only as supplement to data obtained from a questionnaire, but also to offset the disadvantages associated with the use of questionnaire if it is the only method of collecting data. It was also important to use interviews because some people tend to delegate the task of completing the questionnaire to junior members who are not capable of giving the needed data and information (Cresswell, 2007). The researcher intentionally decided to use interviews and questionnaires so that the information collected and the findings of this study to be accurate. It should be noted that in using face to face interviews, it helps the researcher to get the desired results as by reading the facial expression of the respondent. Thus, the researcher can pick up non verbal cues from respondent as any discomfort, stress and problems experienced by respondent can be detected. The interviewer can easily understand what the respondents want to tell.

The main advantage of interviews is that the researcher can adjust the questions as required, clarify doubt and ensure the responses are properly understood, by repeating or rephrasing the questions. This would be impossible in questionnaire and other methods (Louis et al 2007). Additionally, interviewing is important and advantageous as it helps to clarify ambiguous responses and fill in missing gaps.

Interview guide is used to solicit answers from the respondents (Louis, Lawrence and Keith 2007). Though this is the fast method of collecting data, it has some limitations to a researcher. Interviews are time consuming due to the difficulty of analyzing the data. Replication is another limitation of this tool when compared to questionnaire for example, because there is no standard procedure to follow especially for unstructured and semi structured methods (Denscombe, 2003). The researcher used interview to find out answers from the target population. The use face to face unstructured interview helped researcher to get information regarding perception and feelings on non financial motivation from respondents. The interview guide for heads of schools is found in Appendix 2.

3.8.3 Documentary Review

According to Keya et al. (1989), documentary review are the written materials such as diaries, public records, books, journals, letters, policy documents, articles, files and mass media. Documents used in this study included personal files from registry offices of community secondary schools of Ilala municipality and policy documents or other documents that showed the provision of motivation from the office of head of school. The documentary review checklist is found in Appendix 3.

3.9 Validation of Data Collection Instruments

Validity is the ability of a measuring instrument or research study to measure what it claims to measure (Kothari, 2004). Since there is no single data collection technique that is by itself sufficient in collecting valid and reliable data, the study used multiple data collection techniques. These procedures refer to the strategy of using several different kinds of data collection instruments, in which one instrument complement another. The main task of the researcher was to look at the relevance, consistency and validity of the instruments to be administered for easy of elaboration, clarification and proper interpretations.

Before the field study, after the data collection instruments were designed, they were pre-tested to respondents from other community schools not in the sample schools. As it was assumed to have characteristic similar to the rest of other community secondary schools intended for the study. Based on the findings from pilot test, the instruments were modified accordingly by considering relevance, coverage and consistency. The researcher increased reliability of data by giving elaboration on the purpose of the study and clarification of unclear items during the pre testing and in the field enhances the reliability of the collected data.

3.10 Data Analysis Procedure

Data analysis according to Kothari (2004) is a process which implies editing, coding, classifying and tabulating the collected data. The qualitative data was concerned with qualitative phenomenon to discover the underlying motives and desires used in depth interviews for the purpose; on the other hand quantitative data was concerned with motives using questionnaires and documentations. In this study the data collected was summarized in description format. Responses from questionnaires, interviews and documentary review were subjected to content analysis. Tables and charts have been used for organization and summarization of data.

3.11 Research Ethical Consideration

According to Borg and Gall (1989), the researcher has to ensure confidentiality of data and sources. Additionally, they argue that names of the participants and the places they live or work must not be revealed. In this research, anonymity and confidentiality of participants and data collected has been observed. The report does not bear the names of participants or names of their respective schools. The questionnaire has not required anybody to provide information that would make anybody reading the report to identify the data sources. In other words, anonymity of both participants and data were strictly observed. Thus the researcher assured the people and the selected community secondary schools that the research and data collected would be used for academic purpose only. Before research work began, the researcher obtained permission from the authorities i.e. OUT headquarters and Ilala municipality, in conducting research work. The research clearance letter from OUT is found in Appendix 4, while permission letters from RAS and DAS are found in Appendices 5 and 6 respectively. The permission letter from Ilala district education officer division of secondary education is found in Appendix 7.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1 Introduction

In this chapter, data relating to provision of non financial motivation as a strategy for teacher performance has been presented, analyzed and discussed. The data which were collected through research questionnaires, interviews and observation relate to general specification of respondents such as age, level of education, extent of familiarity with non financial motivation and performance in community secondary schools. Pie charts and tables have been used in presenting and analyzing at a glance the items in the study questionnaire. The term non financial motivation has also been used interchangeably with non monetary motivation.

4.2 Presentation of General Findings and Discussions

This study was designed to investigate the non-financial factors that influence community secondary schools teachers to be motivated at work. The first part of this study asked participants to provide information on the following aspects; age, education qualification and the length of period that respondents had been working in the school. The respondents were divided into four levels of seniority in the community secondary school, named head masters or mistress, academic masters or mistress, class teachers and normal teachers. The reason for selecting these levels was the understanding that these were the operational staff on the daily activities. These levels included male and female teachers.

The presentation of findings on this study is based on the research questions which were; What kind of non-financial motivation was available in the community secondary schools,

How did the teachers perceive the effectiveness of non-financial motivation in community secondary schools?, How did non-financial motivation contribute to the teacher performance? and lastly, how could non-financial motivation be improved for community secondary schools teachers?

The study involved a total number of 80 respondents. These respondents included; eight heads of community secondary schools and 72 teachers. These secondary schools were only community secondary schools from Ilala municipality.

A total of 72 questionnaires were distributed to community secondary schools teachers in which eight schools in Ilala municipality were involved. Moreover, interview was conducted with eight heads of school as indicated in Table 4.1

Table 4. 1: Number of questionnaires distributed in each school

Name of school	Number of questionnaire received/ sent	% of questionnaire received
Kinyerezi	9	12.5
Majani ya chai	9	12.5
Mvuti	9	12.5
Mchikichini	9	12.5
Msimbazi	9	12.5
Mnazi mmoja	9	12.5
Mchanganyiko	9	12.5
Binti mussa	9	12.5
Total	72	100%

Source: Research data (2015)

4.2.1 Distribution of teachers by their level of education

As a starting point, the researcher intended to know the stratum of the respondents to establish their level of education. The study has found that most community secondary

school teachers in Ilala municipality have diploma and first degrees in education. These are those who mainly fall on the normal teacher level. Those with first degree, second degree and above fall on the seniority level of administration like head teachers and above. From the findings of the study, it can be concluded that community secondary school teachers in Ilala municipality were qualified to teach in secondary schools as specified in the Education and Training policy of Tanzania (URT, 1995). The distribution of the qualification of teachers in the schools is shown in Table 4.2

Table 4. 2: Distribution of the teachers by their qualifications

Level of education.	Teachers.	Heads of schools.	Percentage (%)
Diploma.	34	0	43
Advance diploma/ first degree.	32	05	46
Second degree and above.	06	03	11
Total.	72	08	100

Source: Research data (2015)

4.2.2 Distribution of the respondents by age

It was interesting to observe that when the responses of age groups which responded the questionnaire were analyzed no significant differences were found in understanding of non monetary motivation and perceptions of it as motivator. The age groups of the respondents to the questionnaire fall under the age groups of 25-40 and 41 to 50. The distribution of teacher respondents by age as is depicted in Table 4.3.

Table 4. 3: The distribution of teacher respondents by age

Age group	Teachers	Head of schools	Percentage (%)
Below 25.	0	0	0
Between 25-40	64	04	85
Between 41-50	08	04	15
Between 51-60	0	0	0
Total	72	08	100%

Source: Research Data (2015)

The findings in the Table 4.3 show that 68 (85%) of the respondents were in the age group of 25-40 years and the age group of 41-50 years was 12 (15%). Other two age groups show that there were no teacher respondents (0%). This means that there are relatively few experienced teachers who could serve as mentors and provide professional support and leadership thus motivating teachers.

A study in Tanzania by Bennell and Mukyanuzi (2005) on teacher motivation crisis, found out that individual teacher characteristics can also adversely impact on the motivation levels. They added that the age profile of teachers has become younger in many countries due to the rapid expansion of primary and more recently, secondary school enrolment and or higher rate of teachers attrition.

4.2.3 Distribution of teachers by length of working in community secondary schools

It was further revealed that about 30 (37.5%) of the respondents have been in community secondary schools at the range of five years to ten years while 38 (47.5%) have been teaching for less than five years and 12 (15%) for about 11 to 15 years, no respondents for 16 to 20 years. From the findings of the study, it can be said that the majority of teachers in community secondary schools in Ilala municipality had only a short time of teaching which implies that they have minimal experience with the teaching profession, this explains why they feel dissatisfied with their job.

The findings of this study are supported by Bannell and Akyeampong (2007), who found out that teacher motivation is increases with years of experience, thus teachers with more experience tend to be more motivated and satisfied with teaching than teachers with less working years. The teaching experience of teacher respondents is indicated in Table 4.4.

Table 4. 4: Teaching experience of teacher respondents in the sampled schools

Length of working in community secondary school	Respondents	Percentage (%)
Less than five years	38	47.5
Five to ten	30	37.5
11 to 15	12	15
16 to 20	0	0
Total	80	100%

Source: Research Data (2015)

In the contrary, there was no significant difference in the motivation among the respondents relating on the departments in which they work at community secondary schools.

4.3 Non Financial Motivation Availability at Community Secondary Schools and an Understanding of the Term to Teachers

This objective sought to determine their understanding on the concept on non financial motivation where it was proved to be good. Most teachers perceived non-financial motivation generally to include all activities that aim to increase the morale of work of employees.

4.3.1 Understanding of the term non financial motivation

The researcher started by finding out the teachers' understanding of the concept non-financial motivation. Thus, one of the research questions in the present study was "what do you understand by the concept non-monetary motivation?" This question was formulated as an open ended question in the questionnaire. When the responses were categorized, there were about 20 different responses. The ten most frequently repeated responses can be classified as "activities that aim to increase the motivation and efficiency

of employees other than money”, “appreciation”, “promotion”, “recognize”, “certificates and medal awards” and “good working conditions”. It can be summarized that most of the teachers understood the concept non-financial motivation as something addressing psychological needs. The other responses to this question were involvement in social activities, provision of gifts, being respected, and participation in celebrations, tour offering, assignments abroad; and responsibility and training.

The findings about teachers’ understanding of the concept non financial motivation therefore showed that 72 (90%) of the respondents (both teachers and heads of schools) understood well-meaning of the concept non- financial motivation. The subjects’ responses to this question were generally successful in matching either social or job-related non-monetary motivation categories.

The findings of this study are in line with those of Mbua (2003); who argued that; non financial motivation may be tangible or non tangible and also they may be classified more by social related or job related motivation. For the social non monetary incentives, they may simply refer to recognition of employees for their success, positive behaviours and the sincerity of very senior staff. Senior staff like school board committee members, under presentation of the head of the school, being sincere and caring in communicating with the junior staff and valuing their opinions, the degree of informal or formal recognition for a good job, all contribute to the creation of a working atmosphere that teachers feel themselves valued as part of a school. This in turn has the potential to motivate teachers without offering monetary incentives. The social motivators according to this study go far to include provision of social services such as health facilities and housing facilities, these also being motivators.

Other social non- monetary motivation mechanisms according to Mbua (2003); include social activities arranged by the schools such as picnics, sport events, celebrations, tickets to social events and family days and school bus service just to mention a few. With the inclusion of these, it can be argued that social activities organised in the school may be a high potential source of motivation for the teachers. They are likely to create a positive working atmosphere.

4.3.2 Examples of non financial motivation

Furthermore, the questionnaires and interviews with the teachers and heads revealed what they thought to constitute non monetary motivation. Additional answers to this question included promotion, appreciation by certificates, writing or verbal thanks, tour offering, medal awards, health services, housing facilities, training scholarship, good working conditions, gift offering and recognition. Also the findings of the study reveals that 72 (90%) of both respondents mentioned well what constitutes non financial motivation.

4.3.3 Non- financial incentives as essential motivator

Thereafter the study was intended to find out whether the teachers at community secondary schools valued non monetary motivation as essential tool or not. At this juncture a close ended question was designed with yes and no responses. According to the result 58 (80%) of the teachers thought that non-monetary motivation was an essential tool to be used, and selected the answer “yes” and 14 (20%) selected “no”. The findings of responses on non- financial motivation as an essential tool for motivation, the findings are summarized in a pie chart in Figure 4.1.

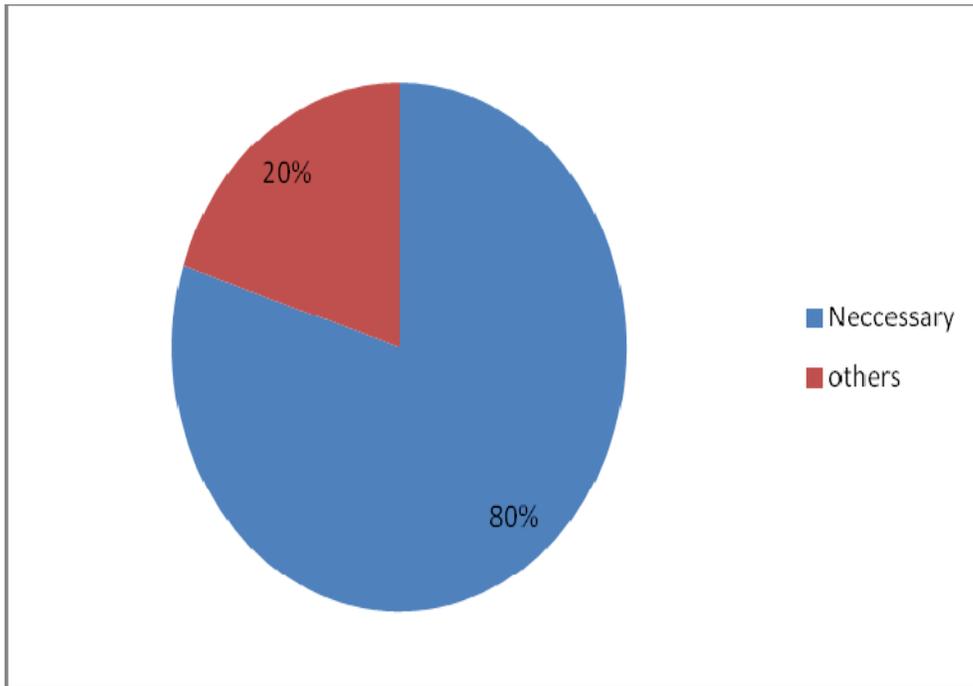


Figure 4. 1: Responses on non financial motivations as an essential tool for motivation

Source: Researcher’s findings (2015)

4.3.4 Utilization of non financial motivation at community secondary schools

This question sought to determine the level of utilization of non monetary motivation/incentives in community secondary schools. A close ended question “to what extent are different kinds of non financial incentives employed at community secondary schools in Ilala municipality?” was used to solicit this information. This question was given rates of frequently, rarely and does not exist. The results show that the teachers consider the level of non financial motivation in the school as inadequate by selecting rarely used. This is indicated by 62% of the teachers who responded ‘rarely’ and 38% teachers’ respondents who revealed that non- monetary incentives did not exist in their schools. The findings are summarized in Table 4.5 and illustrated in Figure 4.2.

Table 4. 5: The extent to which different kinds of non financial motivations are employed at community secondary schools

Responses	Frequency	Percentage (%)
Very frequently	0	0
Frequently	0	0
Rarely	45	62
Does not exist	27	38
Total	72	100%

Source: Researcher findings (2015)

The findings on Table 4.5 are well illustrated in Figure 4.2

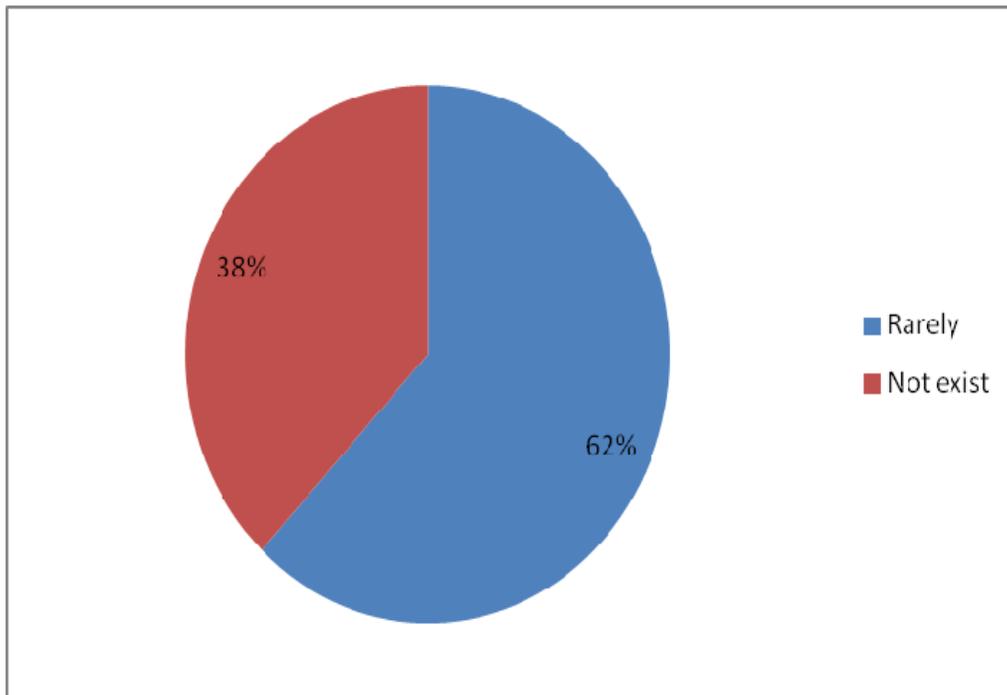


Figure 4. 2: The extent of utilization of non- financial motivation

Source: Researcher's finding (2015)

4.4 Teachers' Perceptions on Motivating Potential of Non-Financial Motivators

Another question sought to determine the perceptions of teachers on the potential of non-financial as a motivating factor. The question was "how do teachers perceive the

effectiveness of non monetary incentives particularly at community secondary school in Ilala municipality?” teachers at community secondary schools in Ilala municipality, observed that the use of non financial motivation especially social and job-related is not provided at an adequate levels in the schools. On the other hand, eight out of nine teachers in both eight schools sampled, considered non- financial motivation to be an important factors that increased their desire to exert more effort in their jobs. The findings suggest that non-financial motivation may have a high motivating potential as it adequately satisfied and valued teachers’ needs.

Besides finding out that respondents were familiar with non financial motivation, the researcher intended to find out from the respondents their perceptions on the ten selected variables of investigation. This part started by asking the respondents questions about the variables of investigation which were promotion opportunity, career training and development, appreciation for work well done, communication, working environment and tools, leadership styles, provision of social services, equal treatment, respect/develop a sense of pride and decision making style.

4.4.1 Perceptions with regard to promotion opportunity

Firstly, it was intended to find out how teachers perceive promotion opportunity as a non financial motivator. With this question the findings according to schools sampled showed that kinyerezi 6 teachers, majani ya chai 7 teachers, mvuti 8, mchikichini 5, msimbazi 9, mnazi mmoja 5, mchanganyiko 3 and binti mussa 9 teachers in which, 52 (72%) of the respondents suggested that they agree promotion opportunities in their schools as non monetary motivator, while the remaining out of nine teachers from each school, which is equal to 20 (28%) were not in agreement. This is one of the issues which discourage many teachers in many African countries. It took number of years for a teacher to be

promoted and there were no clear explanations as to why this was not done at appropriate time. Studies done in sub Saharan Africa, India, Bangladesh and Malaysia have shown that failure to obtain promotion are a blow to a man's self-esteem from which it will arouse and cause dissatisfaction and also frustration at work (Bennell and Akyeampong, 2007). Teachers' claims for promotion and other benefits are what make teachers to raise their voices demanding their rights. Davidson (2005) found in his study that teachers were unhappy with their promotion position and other fringe benefits. The findings revealed that the majority of respondents about 72% agreed that promotion opportunities were non financial motivator but they complained that promotions are not provided at appropriate time. The responses of teachers are indicated in Table 4.6.

Table 4. 6: Promotion as non- financial motivating mechanism

Promotion as non financial motivation	Frequency	Percentage (%)
Strongly agree	0	0
Agree	52	72
Strongly disagree	0	0
Disagree	20	28
Total	72	100%

Source: researchers' data (2015)

The findings in Table 4.6 are well illustrated in Figure 4.3

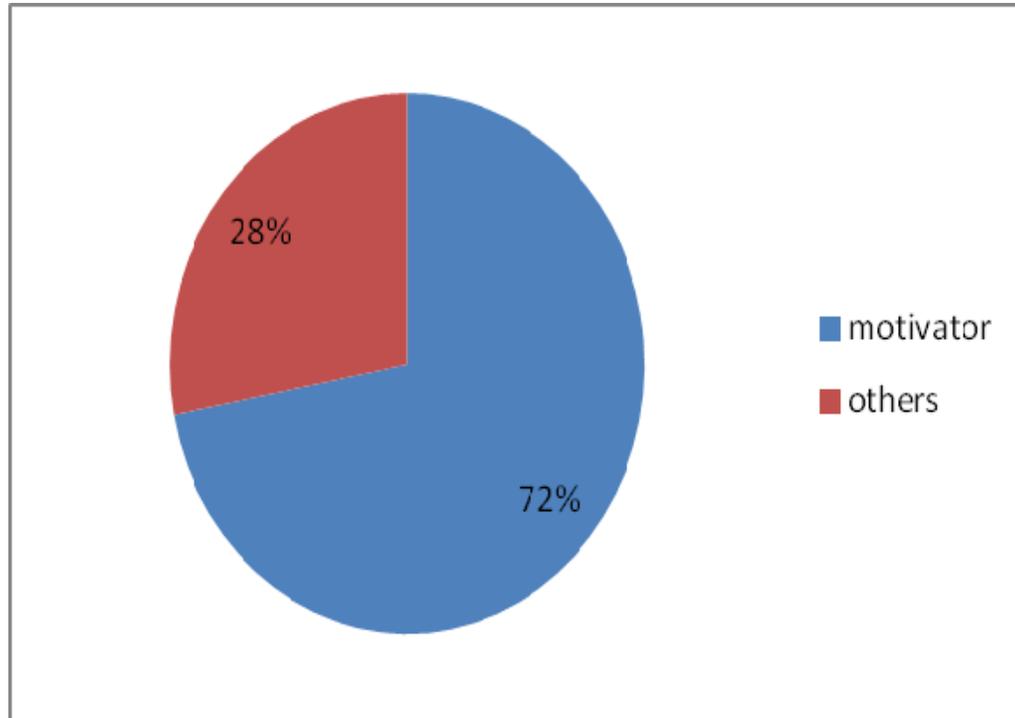


Figure 4. 3: Promotion as non-monetary motivating mechanism

Source: Researcher's findings (2015)

4.4.2 Training and Development

The researcher also intended to investigate on how frequently teachers at community secondary schools in Ilala municipality attended career training and development training. The aim of this question was to find out if training was a motivator, how frequently teachers attended training and hence were motivated by training. This was a close ended question with such responses as frequently, once in a while, rarely and not at all as responses. The findings of this question showed that no one (0%) selected the frequently response, 4 (5.6%) once in a while, 12 (16.6%) rarely and 56 (77.8%) revealed that not at all attend career training. The findings further revealed that 4 (5.6%) of those teachers who attended training the majority were heads of school. During interviews with heads of schools, findings revealed that those working as the heads of the school attended training

more often than their fellow normal teachers. This can be explained by the fact that they needed to train so as to be more effective in their administrative.

A total of 56 (77.8%) teacher respondents revealed that no in- service training was provided. In service training is significant for teachers because it enables the teachers to get more knowledge and skills for their work by updating them. There is a need to increase funds for in-servicing training of teachers for the purpose of adapting more education technology and conducting more training for teachers in all subjects (Sumra, 2004). In some countries in sub Saharan Africa such as Tanzania, school leaders have not been supportive to teachers who strive to attend in-service training or continuous professional development programmes such as going for further studies (Anangisye, 2011). A case is given of teachers who left for studies without the school leaders' permission, after completion of their training; these teachers were not allowed to come back for teaching, as they considered to have studied courses that were unrelated to teaching. The findings on training and professional development of teachers of community secondary schools is shown in Table 4.7

Table 4.7: Training and professional development of teachers of community secondary schools

Training and development opportunity	Frequency	Percentage (%)
Frequently	0	0
Once in a while	04	5.6
Rarely	12	16.6
Not at all	56	77.8
Total	72	100%

Source: research data (2015)

Sumra (2004) has noted that career development was a type of programme and activities which aimed to empower teachers and administrators to develop positive attitudes and beliefs about education and management so that at the end they became more effective individuals, more competent in teaching and managing the school as well as helping the school to adapt to its changing environment.

4.4.3 Recognition as non-financial motivation factor

The researcher also sought to determine if there was a mechanism of recognition and appreciation of a job well done by issuing certificates of appreciation or medal. This was also a close ended question with responses of “always”, “sometimes”, “rarely” and “not at all” as responses. The results revealed that the mechanism was there but it was rarely used. The findings of the study showed that 3 (4%) of teachers responded ‘sometimes’, while 63 (88%) of teachers responded ‘rarely’, and 6(8%) of teachers responded ‘not at all’ and no teachers responded ‘always’. The findings are summarized in Table 4.8.

Table 4. 8: Provision of recognition as non financial motivation

Responses	Frequency	Percentage (%)
Always	0	0
Sometimes	3	4
Rarely	63	88
Not at all	6	8
Total	72	100%

Source: Research data (2015)

According to Luthans and Stajkovic (2003), an employee not only wants to know how well he/she performed but also desires the feeling that his/her effort is being appreciated. Recognition is a reward for employee’s performance that is defined as acknowledgement, approval and genuine appreciation. Therefore a reward is one of the strategies of

motivating teachers in carrying out their duties effectively. Luthans and Stajkovic (2003,) further assert that a reward as a form of recognition has a strong impact on the employees' performance. For instance in one of in-depth interviews one respondent was quoted saying that "I have been in community secondary school for quite a long time but I have only once received a certificate of appreciation being recognition for a good performance in my weekly teacher on duty".

This is supported by 88% of the teacher respondents who suggested that they rarely received certificates or medals for a well done job. There were no responses of 'always'; the remaining 12% was shared by 'sometimes' and 'not at all', this illustrated well in Figure 4.4.

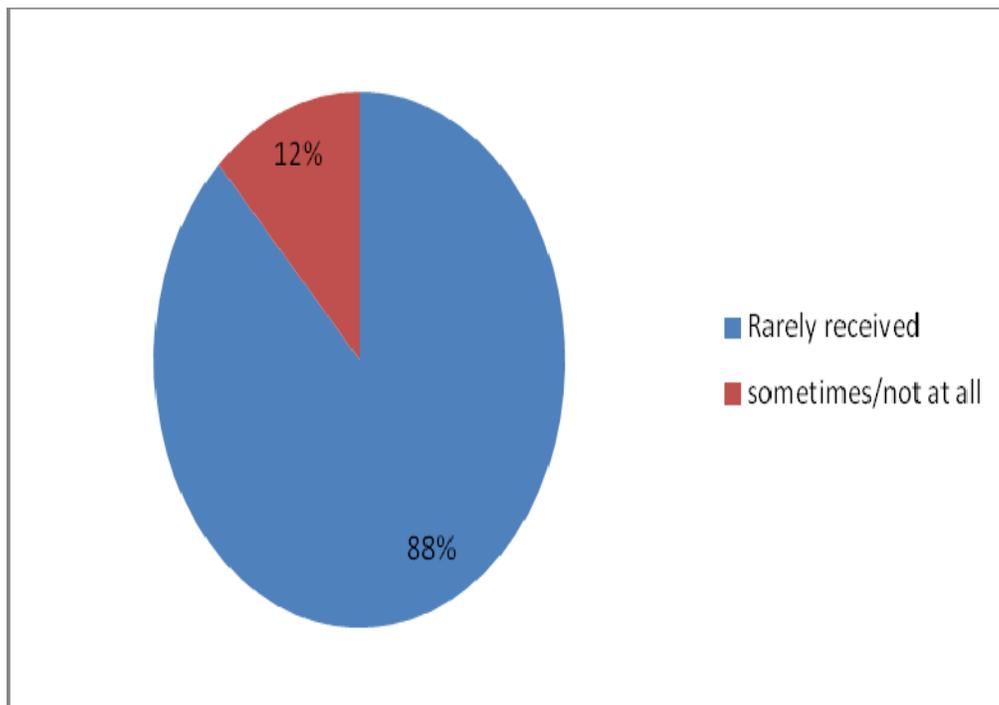


Figure 4. 4: The findings of appreciation of a well done job

Source: Researcher's finding(2015)

4.4.4 Internal communication as non- financial motivating factor

Another variable on this study was internal communication. Internal communication in any organization is a propelling factor for proper movement of the organization. Regarding internal communication, the researcher investigated if it was smoothly conducted among teachers in a community secondary school in Ilala municipality. With this question the finding shows that there was easy communication between administrating teachers and ordinary teachers. This was supported by individual findings of each school which is depicted in Table 4.9. This was generally revealed by 55 (76%) of teacher respondents who indicated that it was “easy” and 13 (18%) claimed to be “it depends” and the remaining 4 (6%) was “very easy” to communicate. From the findings of the study it can be said that communication among teachers at community secondary schools was good as majority of teacher respondents about 76% responded it was easy to communicate among themselves and their heads of school by doing so they can enhance their day to day performances, therefore it was easy for ordinary teachers to communicate to their heads of school.

Table 4.9: Internal communication among community secondary school teachers

Schools	Very easy	Easy	Not possible	It depends	Number of respondents
Kinyerezi	0	7	0	2	9
Majani ya chai	1	7	0	1	9
Mvuti	1	7	0	1	9
Mchikichini	0	6	0	3	9
Msimbazi	1	8	0	0	9
M/Mmoja	0	6	0	3	9
Mchanganyiko	0	6	0	3	9
Bint Mussa	1	8	0	0	9
Total	4	55	0	13	72

Source: Researchers findings 2015

Miles, Steven and Waley (1996) proved that communication between superiors and subordinates is a strong predictor of employees' performance. Furthermore, the language used by leaders can influence their subordinates' motivation to work. Social contexts such as feedback, communication, rewards, and feelings of competence foster intrinsic motivation. The realisation is that positive performance feedback increases intrinsic motivation whereas negative performance feedback decreases it. The findings of internal communication of teachers at community secondary schools in Ilala municipality are illustrated in Figure 4.5.

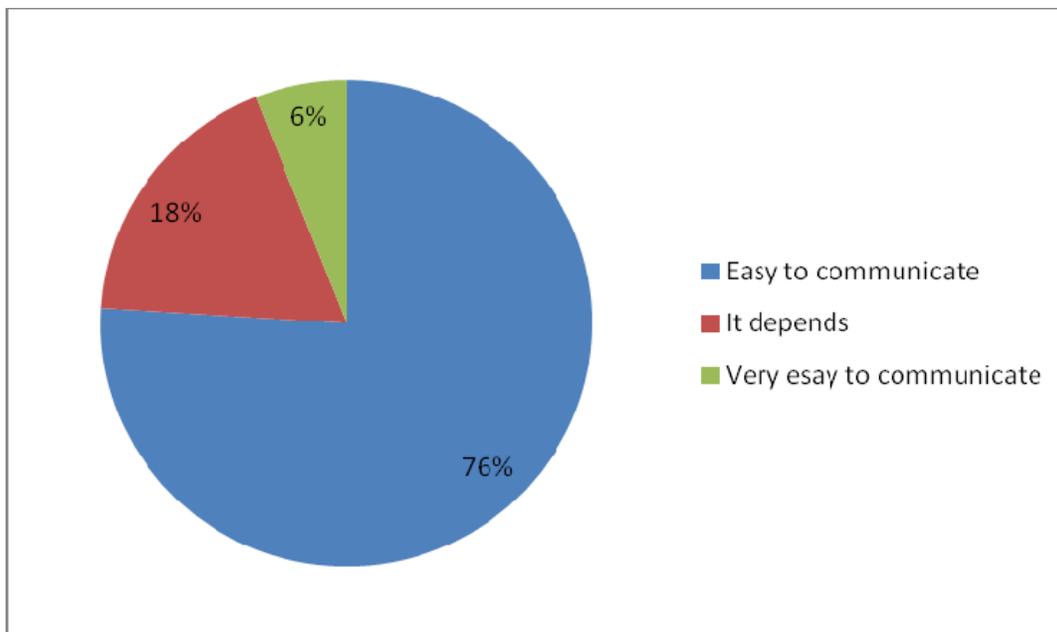


Figure 4.5: Responses of internal communication at community secondary school teachers

Source: Researcher's finding (2015)

4.4.5 Leadership styles and its influence on provision of non financial motivation

From this objective the researcher intended to investigate the following aspects related to leadership styles; working relationship among teachers, respect among teachers and decision making of teachers.

4.4.5.1 Relationship of teachers according to leadership style

The researcher in this aspect intended to find out the working relationship between teacher respondents and their superiors if it could motivate one to perform better in the school setting. The findings on this question based on the eight schools was shown in Table 4.10, they revealed that about 45 (62%) teachers agreed that they were motivated by their working relationship with their superiors; while about 27 (38%) respondents were not motivated with their relationship. From the findings it can be deduced that heads of the targeted school had good relationship with their teachers, therefore, they were motivated to perform better.

The findings are in line with the findings of the study done by Tharenou (1993) who showed that wrong supervisory style may lead to undesired behaviours of employees such as absenteeism. In addition to that, managers should share their affection with employees for example, by compliments for a well done job. Finally, they should explain the organization's culture to employees. There is no evidence in the literature that leaders' language abilities are innate. That gives the possibility to provide training for leaders that help them influence employees' behaviour by motivational language (Mayfield, Mayfield, and Kopf, 1998). Figure 4.6 illustrates how the working relationship between respondents and their superiors can motivate one to perform better in school.

Table 4.10: Teachers motivated by working relationship with their superiors

Schools sampled	Agree	Disagree
Kinyerezi	7	2
M/chai	5	4
Mvuti	8	1
Mchikichini	6	3
Msimbazi	7	2
M/Mmoja	5	4
Mchanganyiko	3	6
Bint Mussa	4	5
Total	45	27
Percentage (%)	62%	38%

Source: Researcher's findings 2015

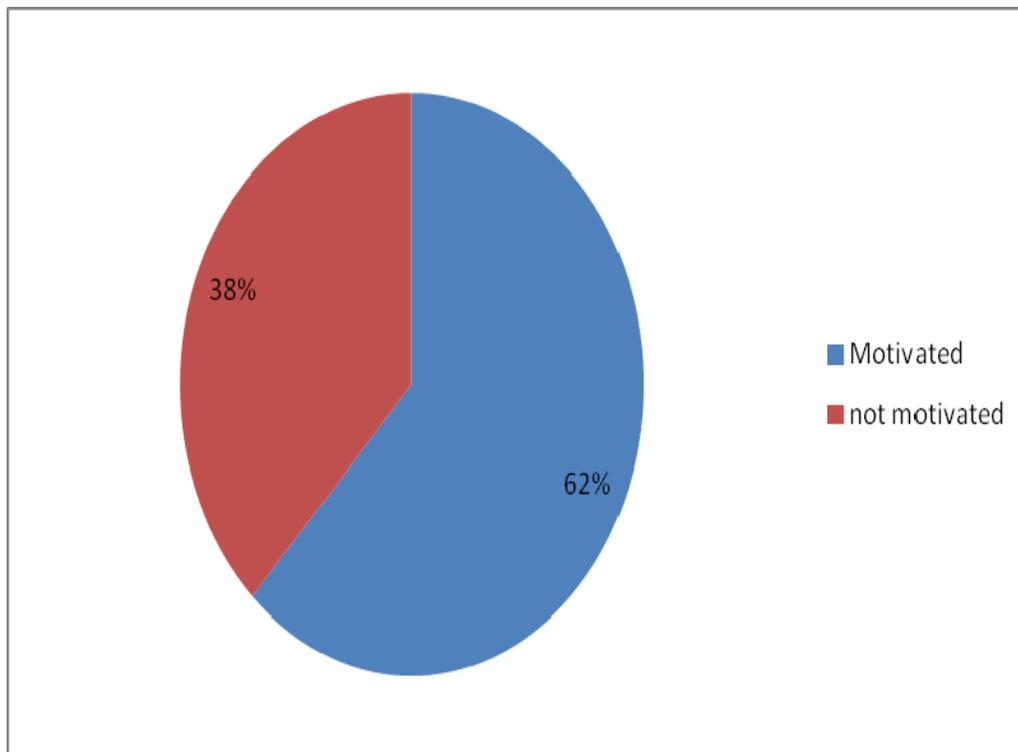


Figure 4. 6: Teachers motivation with their working relationship with their superiors

Source: Researcher's finding (2015)

4.4.5.2 Respect to teachers as a leadership style

Based on leadership style, the researcher intended to check whether the respondents felt respected and cultivated a sense of pride in the organization as a result of leadership style at community secondary schools in Ilala municipality. This was a close ended question with closed responses of ‘yes’ and ‘no’. The findings of this question show that the majority of the teachers felt respected and they developed a sense of satisfaction in their respective schools. This is supported by 56 (78%) teacher respondents who responded “yes” and 16 (22%) of respondents who said “no”. The findings from eight schools are illustrated in Table 4.11 Respect for teachers and cultivation of a sense of pride at schools.

Table 4. 11: Respect for teachers and cultivation of a sense of pride at schools as a leadership style

School sampled	Yes	No
Kinyerezi	8	1
Majani ya chai	9	0
Mvuti	6	3
Mchikichini	4	5
Msimbazi	8	1
M/Mmoja	8	1
Mchanganyiko	6	3
Bint Mussa	7	2
Total	56	16
Percentage (%)	78%	22%

Source: Researcher findings (2015)

The findings in Table 4.11 are illustrated in the pie chart in Figure 4.7.

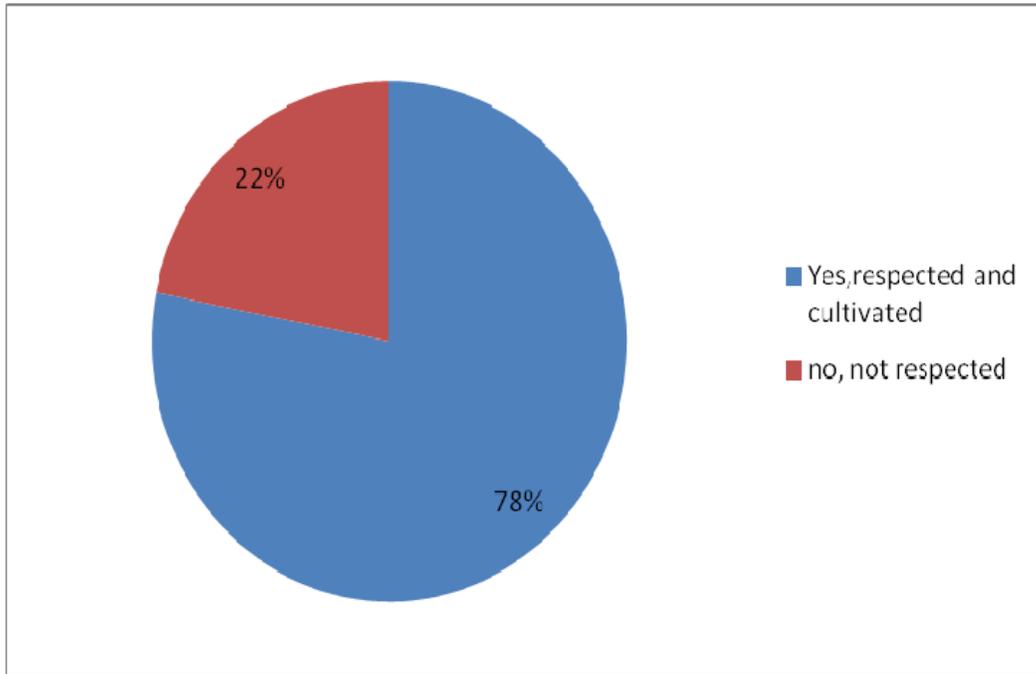


Figure 4. 7: Respect on teachers as leadership style resulting in development of a sense of pride in school

Source: Researcher’s finding (2015)

The findings on Table 4.11 show that teachers feel respected hence they tend to cultivate a sense of pride in their schools as a result of leadership style practised. This finding relates to that of a study done by Mercer (2004), who has recommended that the improvement of employer-employee relationship should be taken into consideration. In this regard, the employees feel respected and as a result cultivate a sense of pride in the organization and increase the performance.

4.4.5.3 Consideration of teachers opinion in decision making as a leadership style

Another leadership style investigated related to consideration of respondents’ opinion on decision making at the unit of work. This was also a close ended question with options of “frequently”, “sometimes”, “very rarely” and “not at all” as responses. There was no response of “frequently”, 34 (48%) indicated “sometimes”, 29 (40%) indicated “very

rarely” and 9 (12%) point out for “not at all”. Findings of the study show that opinions of teachers on decision making were not considered by school leadership. This finding concurs with the study done by Ayeni (2005) which revealed that; too high a proportion of school managers (principals and head teachers) are dominant and autocratic in their decision dealings with teachers. Bamisaye (1998) found that teachers feel highly motivated when they are consulted about decisions regarding their work. The results of involvement of teachers in decision making at their unit of work is depicted in Figure 4.8

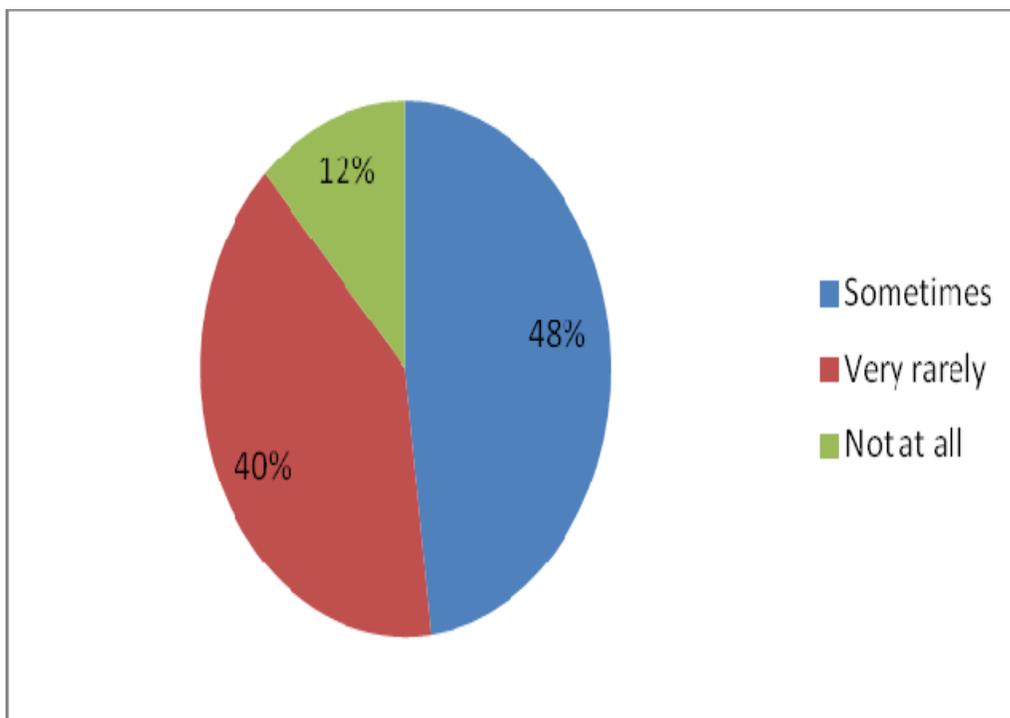


Figure 4. 8: The involvement of teachers in decision making at their unit of work

Source: Researcher’s finding (2015)

4.4.6 Provision of social services as non financial motivator

On the other hand; the researcher sought to investigate the extent of providing social services such as housing facilities and other social events at community secondary schools within Ilala municipality. A close ended question was designed with response options

“very high”, “high”, “moderate” and “low”. The responses indicated that there were no responses for “very high” and “high”. 22% was for “moderate” and 78% was for “low”. The above findings show that provision of social services like accommodation to teachers is very low. This finding confirms the results by Davidson (2005) which indicated that housing problem was a major challenge that teachers face. In both urban and rural areas there are very few government owned houses to accommodate teachers. Most of them depend on rented houses. Few teachers manage to build their own houses. Perceptions of teachers from the eight community secondary schools in Ilala municipality regarding the rate of provision of social services are illustrated in Table 4.12.

Table 4.12: Perception of teachers on the rate of provision of social services

School sample	Very high	High	Moderate	Low
Kinyerezi	0	0	1	8
Majani ya chai	0	0	4	5
Mvuti	0	0	2	7
Mchikichini	0	0	1	8
Msimbazi	0	0	3	6
M/mmoja	0	0	0	9
Mchanganyiko	0	0	3	6
Bint Mussa	0	0	2	7
Total	0	0	16	56
Percentage	0	0	22%	78%

Source: Researcher’s finding 2015

4.4.7 Improved working environment and tools as non financial motivator

In this study, working environment and tools include the number of periods a teacher is allocated to teach in a week which lead to overload or not, availability of instructional materials such as textbooks and reference books, reasonable number of students in a class,

availability of offices for teachers and availability of wash rooms. The researcher intended to find out whether or not the community secondary schools in Ilala municipality had suitable working environments to perform their duties comfortably. A close ended research question was designed with yes, no and at least as options of responses.

The findings of this question show that teachers at community secondary schools within Ilala municipality felt that the working environment and tools were good enough for one to perform one's teaching activities. This was confirmed by the 62% of at least, 23% of yes and 15% of no. of the eight heads of school interviewed, five heads of school agreed that teachers were overloaded with teaching because teachers have more periods compared to the set standard required per week which is twenty eight to thirty (MOEC 1995).

They said that this was true with science subjects. Only three of the eight heads of school interviewed responded that their teachers were not overloaded teaching work. The findings above imply that a large number of teachers in community secondary schools in Ilala municipality were overloaded since they have more periods compared to the set number of periods per week.

According to Adelabu (2003) when the teacher has a conducive working environment such as light workload in terms of number of working hours, good relationship among with fellow staff and good leadership from the heads of school, he or she is likely to be motivated and have job satisfaction. The findings on working environment and tools as non financial motivator are summarized in Figure 4.9.

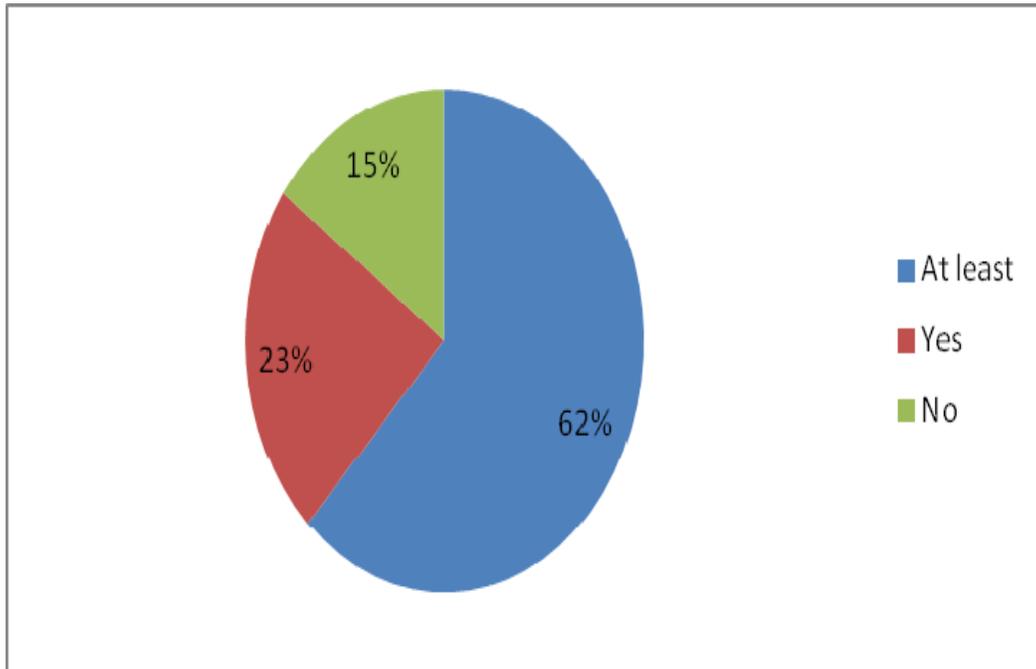


Figure 4.9: The perceptions on working environment as reasonable for teacher to perform

Source: Researcher's finding (2015)

4.4.8 Equal or fair treatment of staff as non financial motivation

As provided in the Constitution of the United Republic of Tanzania 1977 that all human beings are equal and entitled to recognition and respect, the researcher investigated the level of equal treatment among teachers of the same qualification and seniority (when other things remain constant) at community secondary schools in Ilala municipality. This was also a close ended question with “fair”, and “unfair” as options for the respondents. The findings of this question show that the majority of teacher respondents thought that there was fair treatment among teachers of the same seniority, other things been held constant. This was confirmed by 72% of respondents who indicated ‘fair’ and 28% who indicated ‘unfair’. The findings on the responses on the level of equal or fair treatment among teachers from heads of school are depicted on Table 4.13 and illustrated in Figure 4.10.

Table 4.13: Perception of teachers on fairness of treatment from heads of school

School sampled	Fair	Unfair
Kinyerezi	7	2
Majani ya chai	8	1
Mvuti	6	3
Mchikichini	5	4
Msimbazi	7	2
M/Mmoja	6	3
Mchanganyiko	7	2
Bint Mussa	6	3
Total	52	20
Percentage (%)	72%	28%

Source: Researcher's findings (2015)

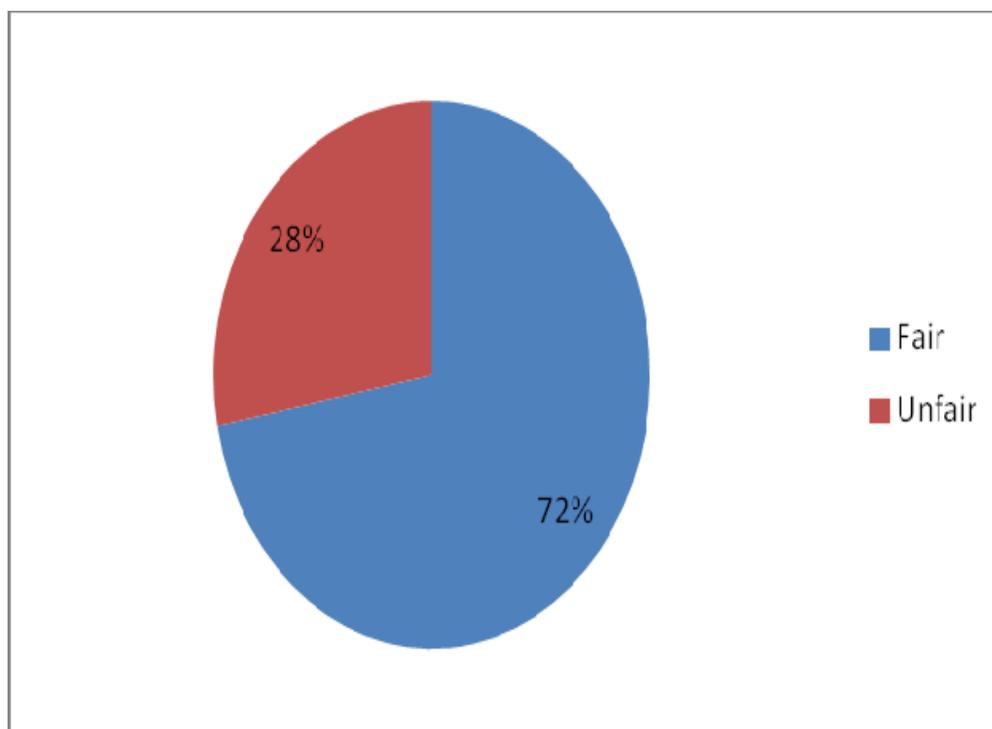


Figure 4.10: The perceptions of teachers on equal treatment from the heads of school

Source: Researcher's finding (2015)

4.4.9 Teachers' perceptions of respondents on non financial variables as motivation tools and the relationship between variables and teachers daily performance

The researcher further investigated the perceptions of teacher respondents on effectiveness of non- financial variables as motivator for their daily performance. This question was designed as close ended item with four options; “motivator”, “moderate motivator”, “non motivator” and “it depends”. With this question the findings show that respondents view these variables as motivators. The response for this investigation indicates that 58% of the respondents indicated ‘moderate motivators’, while 27% of the respondents indicated ‘motivators’ and 15% of the respondents indicated ‘it depends’. Again there was no response of ‘non motivator’. The findings on the responses on non financial variables being motivator for their daily performance are illustrated in Figure 4.11.

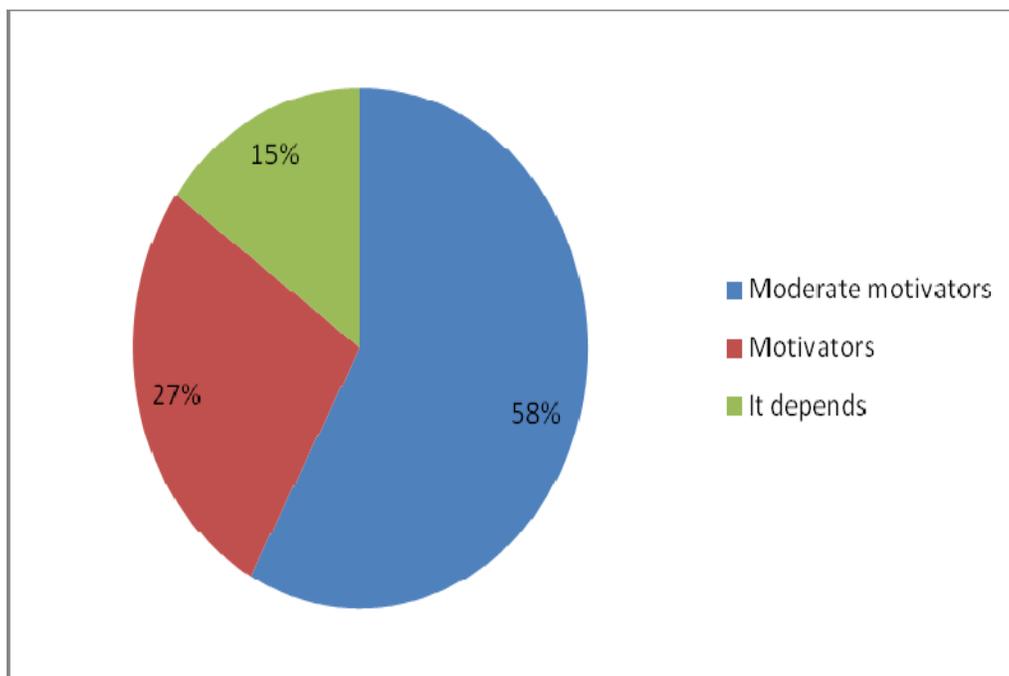


Figure 4.11: Findings of non- financial incentives as motivators

Source: Researcher's finding (2015)

4.4.10 Provision of non financial motivation

In addition the researcher investigated factors that determined how the variables of investigation were provide at community secondary schools in Ilala municipality. This was an open ended question with several responses but the most repeated factors included; municipal management policy, work principles and procedures, the decision of senior officers like school board committee members, school management, exposure of senior staff and leadership styles. One respondent commented as follows;

One who knows how to obey orders from his/her superiors staff also knows how to give orders to his/her junior staff, thus the provision of these variables in one way or another depends on the human behaviour i.e. behaviour of senior members staff at the school

4.5 Contribution of Non Financial Motivation to the Teachers Performance

Findings of the study from interviews with heads of school revealed that an effective leadership style like ensuring easy communication among teachers may motivate teachers. So provision of non- financial motivations at adequate level is valuable for enhancing teachers' performance and at reasonable level. The results of this study suggest that most of the teachers in the community secondary schools consider provision of non- monetary motivation to be inadequate. This study has determined that some of the factors of investigation for this study have been some observed to be inadequately applied while others have been applied. For instance, the results have revealed that appreciation of a job well done or a good contribution or recognition being either of verbal appreciation for their contributions or written or the issuing of medals is absolutely inadequate. Hence most teachers in community secondary schools see that, their contribution in the work place are not appreciated and recognized through social non-financial incentives.

Another factor which is inadequately used in community secondary schools in Ilala municipality is lack of involvement of teachers during decision making at the workplace

or a unit of work. According to the results, only 48% of teachers agreed that their opinions were considered when decisions were made at the workplace, 40% said sometimes and 12% said not at all involved. This suggests that the level of teacher participation in decision making is inadequate in the community secondary schools. Moreover, the 12% of participants who said 'not at all' involved may imply that there are no mechanisms such as meetings or informal settings where teachers can express their opinions. When teachers are involved in decision making, they feel that their ideas are valued and have the opportunity to influence the work process. It helps to make their job more interesting and meaningful. Moreover, it helps the school to benefit from the knowledge and skills of teachers whenever and wherever possible. However, teachers' perceptions are that schools do not make use of job-related non-financial motivation effectively.

On the other hand some factors have been found to be implemented. For instance it has been observed from the findings that the degree of relationship between senior and junior teachers has a positive effect on the working atmosphere and hence creating teacher motivation.

Another factor of investigation was teacher promotion; the result showed that the majority of the teachers were promoted in the period between 3-5 years. It was further revealed by the majority of respondents that promotion is one of the motivator. Through observation, it was determined that a reasonable number of the respondents particularly those who were interviewed thought that promotion opportunities in the schools are of satisfactory levels.

Another important part of this study was to find out opinion of community secondary school teachers' on the relationship between provision of non- financial motivation and their performance. The findings have indicated that non-financial incentives have high motivating power and that they are highly valued by the teachers. The responses have

indicated that the teachers supportive towards the use of non financial motivation at the workplace and can be an effective means of motivating them in the absence of monetary/ financial incentives. These findings were in line with the study done in Sub Saharan Africa and Asia by Bennell and Akyeampong (2007). This finding is especially important for community secondary schools in Tanzania as most schools face financial constraints to provide monetary incentives to the teachers as required.

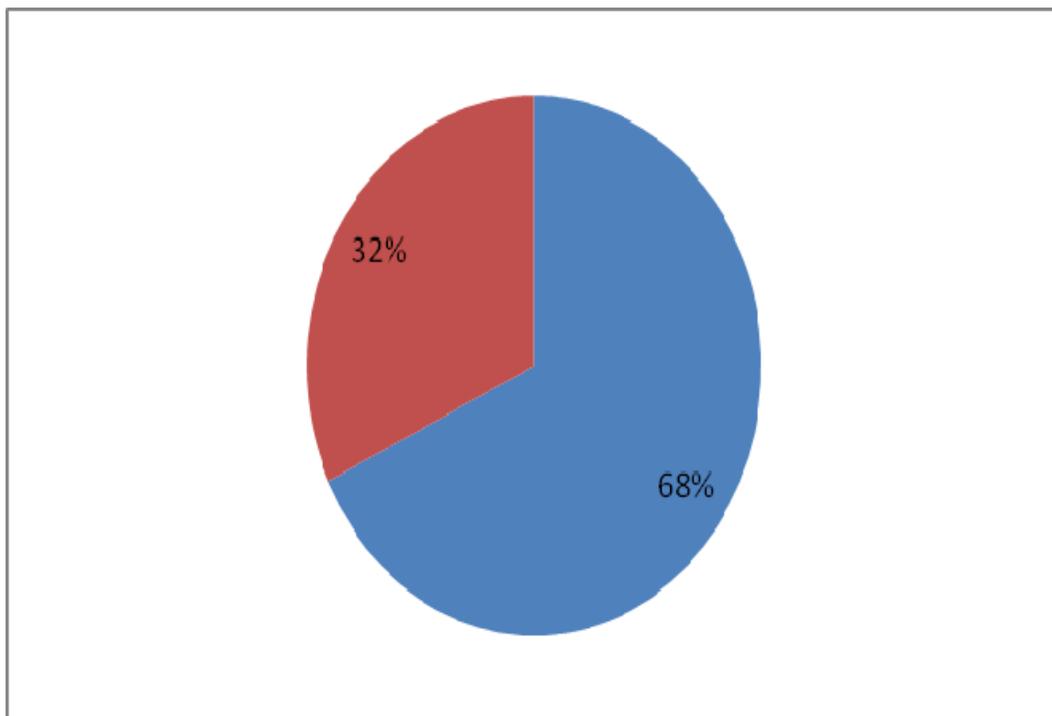


Figure 4. 12: The relationship between non- financial variables and the daily performance of teachers

Source: Researcher's finding (2015)

Furthermore the study investigated if there was a relationship between non financial variables and teachers' daily performance at community secondary schools in Ilala municipality. The item for this question was designed as both close ended and open ended. This question had "yes", "no", "somehow" and "it depends" as options for respondents.

There was also a prompt directive which required the respondents to explain if their response was “it depends”. The findings of this question show that no respondent opted for ‘no’ and ‘it depends’ but the majority of them fell under “yes” and “somehow” that there was relationship with their performance. This was affirmed by 68% of yes and 32% of somehow. The responses are depicted in Figure 4.12.

4.6 Ways to Improve Provision of the Non Financial Motivation at Community Secondary schools in Ilala Municipality

Another objective of the study was to determine ways to improve the provision of the non financial motivation investigated at community secondary schools in Ilala municipality. In order to get much from the respondents this was designed to be an open ended questionnaire item. A number of responses were provided to this question but the most repeated ones were; create awareness of non financial motivation to members of school particularly senior staff like school board members through seminars and workshops, transparency of management regarding promotion and training opportunities.

In general the findings show that there are a number of non- monetary incentives being provided in community secondary schools particularly at Ilala municipality. The incentives are job related, social related and tangible non financial related. However, the teachers are generally not satisfied with the level of utilization of non-financial motivations in the school. For instance, one job-related motivation that most teachers strive to obtain is training opportunities. The findings indicate that teachers are not enthused with the low level of training opportunities, promotion and growth opportunities in the schools. Motivation gives the teachers the opportunity to develop their potential and may satisfy growth and self-actualization needs. Furthermore, promotion opportunities and growth in the school is another most inadequate job-related non-financial motivation in the school according to the respondents.

Regarding provision of tangible non-financial incentives as worthwhile motivation factor, the study found that staffs at community secondary schools were not satisfied with their level of utilization as motivation, though they considered it to be a motivator. Research findings have shown that teachers in secondary private schools are given valuable items such as watches, cellular phones, gifts, certificates, home furniture and laptops as way of being appreciated and recognized (Sumra, 2004).

On the other hand; social non- financial events i.e. social activities organised by the school such as provision of sport events, family day celebrations and school bus service are valuable motivating factors. It can be argued that social activities organised by the school may be expected to be a useful source of motivation for the teachers. They are likely to create a positive working atmosphere and hence lead to the improvement of teachers' performance in the day to day carrying out of teaching activities.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusion of the study and recommendations basing on the findings presented in chapter four, which the researcher hoped would resolve the problem of teacher de-motivation in public secondary schools.

5.2 Summary

This research sought to determine provision of non- financial motivation as a strategy to improve teacher performance of community secondary school teachers in Ilala municipality. The study was designed as a descriptive research design and was conducted in Ilala municipality. A total of 80 respondents participated in the study which includes 72 community secondary school teachers and eight heads of school. The study employed both qualitative and quantitative research approaches using questionnaires and interview guides as data collection tools. Questionnaires were administered to teachers, while interviews were administered to heads of school. The study also employed descriptive research design. The objectives of the study were: to examine the availability of non-financial motivation; to examine the perceptions of teachers on the effectiveness of non-financial motivation; to examine the contribution of non financial motivation on performance of teachers; and to suggest ways of improving the provision of non-financial motivation in community secondary school teachers. The following is the summary of the findings based on the specific objectives of the study:

5.2.1 Non financial motivation availability in community secondary schools

The findings of the study on availability of non financial motivation in the community secondary school have indicated that the majority of the teachers about 90%, understood

the concept of non financial motivation, but they complained that non financial motivations are not used in their respective schools. Moreover the study has revealed that motivation provided to community secondary school teachers was inadequate implying that there was a need to put up some efforts to improve the situation. For example, about 88% of the respondents revealed that they rarely received non- financial awards such as appreciation for a well done work and 8% have never received appreciation at all during their entire service as teachers.

5.2.2 Perceptions of teachers on the effectiveness of non financial motivation

The research findings show that the majority of teacher respondents revealed that they were not provided non- financial motivation in carrying out their work. According to the results, only 48% of teachers agreed that their opinions were sought when decisions was made in the workplace, 40% said sometimes and 12% said that they were not at all involved in decision making. These responses suggest that the participation of teachers in decision making is quite inadequate in community schools. Moreover, the 12% of the responses may implicate that there are no mechanisms such as meetings or informal settings where teachers could express their opinions, furthermore there was lack of staff accommodation, lack of in service training. About 77.7% did not attend any training during their teaching career. There were also inadequate seminars for teachers.

The observations from the interview suggest that teachers promotion is the most inadequately dispensed job related non- financial motivation in the schools. The findings indicate that teachers are not likely to be motivated with the low level of promotion opportunities in the school. The findings show that the majority of the respondents, about 72% were in agreement that promotion is a non financial motivator but they complained about the level of its provision and not being provided at appropriate time.

5.2.3 The contribution of non- financial motivation to teacher performance

The study findings have indicated that teacher performance and morale were still high in some areas despite the fact that teachers were not well motivated. This was revealed during interview with heads of school. For example, the majority of heads of the school, about six out of eight completed their syllabus on time, administered tests and examinations to students as an indication of performing their duties.

Furthermore, the study findings show that if promotion opportunities were given at an appropriate time, or teachers frequently attend career training, or if they were given awards as appreciation of work well done, or there were leadership styles which allowed easy communication, or if teachers were adequately involved in decision making and when accommodation was provided to teachers, these would increase the morale of teachers perform their work well and therefore enhance performance.

5.2.4 Improvement of Non financial motivation

The findings of the study discussed in chapter four; indicate that teachers and heads of schools suggested different ways for improving non- financial motivation for teachers. The strategies suggested by the respondents included; providing promotion at appropriate time, providing teachers frequent workshop opportunities, training opportunities providing seminars to teachers, solving teachers' problems in time and involving teachers in decision making so as to motivate them for advancing teachers effectiveness and efficiency in the completion of their duties and responsibility.

5.3 Conclusion

Basing on the results of the study, it can be said that the level of utilizing the non-financial incentives in community secondary schools is inadequate. This is based on the perceptions

of the teachers in the study. It may also be argued that community secondary schools do not effectively utilize non-financial incentives as a means of motivating teachers.

Non-financial motivation is not only essential as a means for compensating in case of the inadequacy of wage and monetary incentive, but it is a vital means for satisfying teachers' many other needs such as social interaction, belongingness, recognition, respect, attention, a feeling of achievement, autonomy, a meaningful job, a feeling of self-worth, developing one's full potential, feedback about performance etc. The findings of the study further show that non-financial motivation may be a valuable source of motivation for the public institutions to utilize. Thus, community secondary schools need to utilize non-financial motivation so that they can reinforce positive behaviours contributing to the accomplishment of school goals.

Due to financial constraints experienced in Tanzania, the findings of this study suggest that use of non-financial motivation strategies is an effective means of motivating community secondary school teachers. In addition, it has been determined that the use of non-financial motivation can be a substitute for the inadequate monetary incentives or they can be used concurrently to motivate community secondary schools teachers.

5.4 Recommendations

In view of the findings of the study and conclusions, the following recommendations are given in an attempt to enhance teacher performance by providing non-financial motivation.

5.4.1 Recommendations for action

The recommendations for action are based on the data analysis, interpretations and general conclusions. The recommendations are forwarded to different management levels in

Tanzania education sector. Heads of school should work collaboratively with the employer to make sure that teachers' needs are properly attended to. For example, teachers are promoted on time and accordingly, attend seminars or in-service training from time to time, has accommodation like houses near their work stations, they are respected, involved in decision making they are recognised and rewarded. Non- monetary incentives promote the teachers' willingness to use more effort in their daily work, to go beyond expectations and to contribute to the school objectives fully when applied effectively in the community secondary school of Tanzania. Like other incentives methods, non-monetary incentives can reduce teacher misconduct; absenteeism and cheating therefore enhance their performances in their daily work. Community secondary schools through their heads of school should ensure that motivating teachers is a core value that needs to be conducted appropriately.

5.4.2 Recommendations for further studies

Since the study was conducted in Ilala municipality, particularly on eight community secondary schools, one can argue that it is difficult to reach generalization and exact conclusions regarding these arguments because of the small population size used in the study. For this matter the research subject may be investigated further in other municipalities and other public schools in both urban and rural areas to understand the motivating potential of the non-financial incentives in the public sector in Tanzania. Furthermore, the motivation preferences of public secondary school teachers may be compared to those of private secondary schools to determine if the non- monetary incentives that motivate public school teachers are the same as those that apply to private secondary school teachers.

REFERENCES

- Adelabu, M. A. (2003) “*Motivation and Communication Strategies and their Application in Primary School Supervision*” in *Education Quality Assurance: Ekiti State SPEB Initiative*, Ibadan, Gabesther Educational Publishing coy.
- Alam, T. and Farid, S. (2011). Factors affecting teachers motivation: *International journal of business and social sciences*. Vol 2, no 1, p. 1-7.
- Amin, M. E. (2004). *Foundations of Statistical Inference for Social science research*. Kampala: Makerere University.
- Anangisye, W. A. L. (2011). Developing quality teachers’ professionals: A reflective inquiry on the practices and challenges in Tanzania. Dar es-Salaam: University of Dar es Salaam.
- Armstrong, M. (2007). *Human Resource Management Practice- A Handbook*_(10th edition). Philadelphia: Kogen Page Publisher.
- Armstrong, M. and Murlis, H. (2004). *Rewards Management: A Handbook of Remuneration Strategy and Practice*. London: Kogan Pages Limited.
- Ayeni, J. (2005). *The effect of principals leadership styles on motivation of teachers for job performance in secondary schools in Akure South Local Government*. M. A. Ed. Unpublished Thesis submitted to the Department of Educational Administration and Planning. Obafemi Awolowo University, Ile-Ife.
- Babbie, E. (1991). *Survey research methods* (2nd Ed.). New Delhi: Prentice Hall of India.
- Babyegeya, E. (2002). *Human resource management and development in education*. Dar es Salaam: Open University of Dar es Salaam.
- Bamisaye, A. (1998). “Job satisfaction among secondary school teachers in Osun State” *Nigerian Journal of Educational Administration*.

- Baron, R. A. (1983). *Behavior in Organization: Understanding and managing the human side of work*. Boston: Allyn and Bacon Inc.
- Bennell, P. (2004). *Teacher motivation and incentives in sub-Saharan Africa and Asia. Knowledge and Skills for Development*. Brighton: Sussex University.
- Bennell, P. and Akyeampong, K. (2007). *Teachers motivation in sub-Saharan Africa and South Asia: Researching issue H71*
- Bennell, P. and Mukyanuzi, F. (2005). *Is there teachers' crisis in Tanzania?* Dar es Salaam: Brighote knowledge and skills for development.
- Borg, W. R. and Gall, M. D. (1989). *Educational Research*. New York: Longman.
- Buckley, J., Schreider, M. and Shaing, Y. (2004). *The effects of school facility quality on teachers retention in urban school district*.
[www.edfacilities.org/pubs/teachersretention.html] site visited on 18/12/ 2014.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (3rded.) Thousand Oaks, CA: Sage.
- Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*: SAGE Publications, Inc, 2455 Teller Road, Thousand Oaks, California 91320.
- Davidson, E. (2005). *Understanding and improving quality in Tanzanian primary schooling*. PhD dissertation. England: University of East Anglia Norwich.
- Denscombe, M. (2003). *The good research guide* (2nd Ed). Berkshire: Open University Press.
- Fraiser, W. and Larry, E. (1992). *Maximizing peoples power in schools motivation and managing teachers and staff*. New burry park CA: Corwin press Inc.
- Gray, C. A. (1976). *A study of the working class in post war era*. London: Longman Green and Co. Ltd.

- HakiElimu. (2005). *Three years of PEDP implementation: Key findings from government reviews*. Dar es Salaam: HakiElimu. Available at: [\[www.tzonline.org/pdf/threeyearsofPEDPimplementation.pdf\]](http://www.tzonline.org/pdf/threeyearsofPEDPimplementation.pdf). site visited on 12/01/ 2013.
- Harpaz, I. (1990). The importance of work goals; an international perspective. *Journal of international business studies*, vol.21 issue 1, 75-93.
- Houston, D. J. (2000). Public-service motivation: A multivariate test. *Journal of Public Administration Research & Theory*, Vol.10-4: 713-28.
- Ishengoma, M .J. (2007). *Internal Brain Drain and its inputs on higher education institutions' capacity building and human resources development in Sub Sahara Africa: The case of Tanzania*. A paper presented at the conference on rectors and presidents of African Universities (COREVIP) October 3rd 2007.
- Kadzamira, E. C. (2006). *Teacher motivation and incentives in Malawi*. Centre for educational research and training. Masters dissertation: University of Malawi.
- Katz, D. and Khan, R. L. (1978). *The Open system model: The sociology of Organization Performance*. London: Oxford.
- Kazeem, O. (1999). *Correlates of job motivation of workers in selected public and private secondary schools in Ife-Ijesa Zone, Osun State, Nigeria*. Department of Educational Foundations and Counseling, Faculty of Education. Obafemi AwolowoUniversity, Ile-Ife, Nigeria.
- Keya, O., Makua, F. and Omari, M. (1989). *Guidelines for the formation of research project proposal*. Nairobi: Oxford University Press.
- Kinnear, L. and Sutherland, M. (2000). Determinants of organizational commitment amongst knowledge workers. *South African journal of business management*, vol 31, no. 3, p 106-113

- Kombo, D. and Tromp, D. (2006). *Proposal and thesis writing: An introduction*. Nairobi: Paulines Publications Africa.
- Kothari, K. (2004). *Research Methodology: Methods and Techniques*. New Delhi: New age international.
- Kovach, K. (1980). Why motivational theories don't work. *Advanced management journal*, vol. 45, no. 2, p. 54-60.
- Kovach, K. (1995). Employee motivation: Addressing a crucial factor in your organizations performance. *Employee relation today*, vol 22, no 2, p. 93-107.
- Kovach, K. (1999). *Employee motivation: Addressing a crucial factor in your organizations performance*. Human Resource Development. Ann Arbor, MI: University of Michigan Press.
- Latham, A. (1998). *Teacher satisfaction. Association of Supervision and Curriculum development*, 82-83.
- Lindner, J. R. (1998). Understanding employee motivation. *Journal of Extension*, vol. 36, No.3 Ltd. Pg 1-13
- Locke, E. (1976). The nature and cause of job satisfaction in the M.D. Donette (Ed). *Handbook of individual and organization psychology*. Chicago: MC Nally.
- Locke, E. and Latham, A. (2002). Building a Practically Useful Theory of Goal Setting and Task Motivation, *the American Psychologist* 57(9):707-9
- Louis, C., Lawrence, M. and Keith, M. (2007). *Research methods in education*, (6th edition). New York: Oxford University press.
- Luthans, F. and Stajkovic, A. (2000). *The impact of recognition on Employee performance*. [<http://www.sba.muohio.edu/management/MWAcademy/2000/>], site visited on 11/12/ 2013.
- Maslow, A. (1987). *Motivation and personality*. New York: Harper & Row.

- Mayfield, R., Mayfield, P. and Kopf, J. (1998). The effect of leader motivating language on subordinate performance and satisfaction. *Human resource management*, fall/winter 98, vol 37 issue3/4, 235-244, site visited on 19/02/ 2013.
- Mayo, E. (1945). *“The Social Problems of an Industrial Civilization*. Boston: Division of Research. Graduate School of Business Administration, Harvard University.
- Mbua, F. N. (2003). *Educational Administration: Theory and Practice*. Limbe Province: Design House.
- Mercer, H. (2004). *The key to retain your labour turn force: A literature review on turnover and retention in Australia*. (On line 2009) Human resource consulting communication: [available at [http/www.mercer.com](http://www.mercer.com).] site visited on 19/01/ 2013.
- Miles, E., Steven, A. and Waley, H. (1996). Job level as a systemic variable in predicting the relationship between supervisory communication and job satisfaction. *Journal of occupational and organization psychology*, sept 96, vol 69, issue 3, 277-292.
- Milne, P. (2001). *Rewards, recognition and knowledge sharing*. Seeking a Casual link, Volume 32N34: Australia academic & Research Libraries.
- MOEC. (2004a). *Joint review of the Primary Education Development Plan*. Dar es Salaam: (PEDP) *In Tanzania: 2002–2004*, (working paper) 04.2. Dar es Salaam: HakiElimu.
- MOEC. (1995). *Education and training policy*. Dar es Salaam: URT.
- MOEC. (2001). *Education sector development programme: Primary Education Development Plan, 2002–2006*. Dar es Salaam: URT.
- MOEC. (2003). *Joint review of the Primary Education Development Plan*. Dar es Salaam: URT.
- Ngumbudzi, F. W. (2009). *Job satisfaction among secondary school in Tanzania*.

- Penna, P. L. (2003). *Itchy feet, a research on employee Loyalty* [<http://www.epenna.com>].
site visited on 18/02/ 2013.
- Perry, J. L. and Porter, L.W. (1982). Factors affecting the context for motivation in public organizations. *Academy of Management Review*. Vol.2-1: 89-98.
- Perry, P., Chapman, D. and Shyder, C. (1995). Quality of teacher work life and classroom practices in Botswana. *International Journal of Educational Development* 15(2): 115–25.
- Robbins, S. P. (2005). *Organizational Behavior*. New Jersey: Pearson Education Asia LTD.
- Robbins, S. P. and Judge, T. A. (2008). *Essentials of Organizational Behavior*. New Jersey: Pearson Education.
- Rynes, S., Gerhart, B. and Minette, K. (2004). The importance of pay in employee motivation; discrepancies in what people say and what they do. *Human resource management*, vol 43, no. 4, 381-394.
- Saunders, M., Lewis, P. and Thornhill, A. (2003). *Research Methods for Business Students* from [www.pearson.co.uk/BOOKSHOP/detail.asp?item=100000000090737] site visited on 22/01/ 2014.
- Saunders, M., Lewis, P. and Thornhill, A. (2007). *Research Methods for Business Students*. (4th Edition). Ft Prentience Hall.
- Shann, M. H. (2001). Professional Commitment and Satisfaction among Teachers in Urban Middle schools. *The Journal of Educational Research*, 92 No. 2, 67- 73.
- Sonaware, P. (2008). Non monetary rewards: Employee choices and organizational practices. *Indian journal of industrial relations*, vol. 44, vol. 2, p. 256-271.
- Steers, R. and Porter, L. (1975). *Motivation and work behavior*. New York: McGraw-Hill.

- Steers, R. and Porter, L. (1987). *Motivation and work behavior* (4th edition). New York: McGraw-Hill.
- Sumra, S. (2004b). *The living and working conditions of teachers in Tanzania*. A research report. Dar es Salaam: HakiElimu and the Tanzania Teachers Union. Available at: [www.hakielimu.org/Living_work_cond.pdf]. Site visited on 7/02/ 2013.
- Tharenou, P. (1993). A test of reciprocal causality for absenteeism. *Journal of organizational behaviour*, May 93, vol 14, issue 3, 269-287.
- The case of Njombe district*, Dissertation for awards of master of education management and administration from university of Jyvaskyla Finland.
- Vegas, E. and Umansky, I. (2005). *Improving Teaching and Learning through Effective Incentives: What Can We Learn from Education Reforms in Latin America?* Washington, D.C.: The World Bank.
- VSO. (2002). *What makes teachers tick? A policy research report on teachers' motivation in developing countries*. London, England: VSO. Available at: [www.vso.org.uk/Images/position_papers_what_makes_teachers_tick_tcm8-2981.pdf] site visited on 16/02/ 2013.
- VSO. (2003). *Seen but not heard: Teachers voices in Rwanda*. A policy research report on teachers morale and motivation in Rwanda.
- Woods, A. M. and Weasmer, R. (2002). *Maintaining job satisfaction: Engaging professionals as active participants*. The Clearing House. 75, No. 4, 186 – 189.

APPENDICES

APPENDIX 1: QUESTIONNAIRE FOR TEACHERS FROM COMMUNITY SECONDARY SCHOOLS

I am a student at the Open University of Tanzania, and I am carrying out a research study as part of Masters in Education Administration, Planning and Policy Studies (MED-APPS) requirement. The questionnaire is designed to help the researcher to obtain information on the provision of non financial motivation as a strategy to enhance performances of teachers. The information you provide will be treated with the highest degree of confidentiality and will be used for the purpose of this study.

Instruction

Where there are brackets, select the correct answer and where there are blanks fill them with your response

1. What is your level of education (a) Diploma (b) Advance Diploma/ First Degree
c) second Degree and above ()
2. Age (a) Below 25 (b) between 25 and 40 (c) between 41 and 50 (d) between 51
and 60 ()
3. For how long have you been working with community secondary school particularly at
Ilala municipality (a) Less than five years (b) Five to ten (c) 11 to 15 (d) 16 to 20
()
4. What is your level of seniority in the community secondary school (a) Head
master/mistress (b) Academic master/mistress (c) Class teachers (d) Ordinary teachers
()
5. How do you understand the concept of non financial motivation?
.....

Basing on question five above, what do you think constitute non monetary motivation in your school?.....

Basing on questions five and six above, to what extent do different kinds of non monetary motivation employed at community secondary schools in Ilala municipality? (a) Very frequently (b) frequently (c) rarely (d) does not exist ()

6. Do you think the grants of non monetary motivation are essential at Community secondary schools in Ilala municipality? (a)yes (b) no

()

7. What is your perception with regard to promotion opportunities in community secondary schools as non monetary motivation (a) strong agree (b) agree (c) strong disagree (d) disagree ()

8. How frequently do you attend career training and development at the community secondary schools in Ilala municipality? (a) once in a while (b) rarely (c) not at all ()

9. Do you receive awards, for example, medals or certificates as appreciation for a well done work? (a) always (b) sometimes (c) rarely (d) not at all()

10. How is it easy to communicate between administrator and ordinary teachers within the community secondary schools in Ilala municipality? (a) very easy (b) easy (c) not possible (d) It depends ()

11. Does the relationship with your superior motivate you to perform better? (a) agree (b) disagree ()

12. The working environment and tools conditions attractive for one to perform?
(a) Yes (b) no (c) at least ()

15. Is your opinion asked when making decision for your department/at your work place?
(a) Frequently (b) sometimes (c) very rarely (d) not at all ()

16. What is the level of provision of social services for example, health facilities and social event at community secondary schools? (a)Very high (b) high (c) moderate (d) low ()
17. Do you feel respected so that you can develop a sense of pride for your school as a result of leadership style at the community secondary school in Ilala municipality? (a) Yes (b) no ()
18. What is the level of equal treatment among the teachers of the same seniority (other things remain constant). (a) fair (b) unfair ()
19. Basing on questions 09 to 18, what is your perception on them and other of the same nature as a motivator against the performance? (a) Motivator (b) moderate motivator (c) non motivator (d) it depends ()
20. Do you think there is relationship between them and the employee's performance at community secondary schools in Ilala municipality? (a) yes (b)no (c) somehow (d) it depends, () If your answer is (d) please explain.....
.....
.....
21. What do you think determine the provision of non financial variables from question 09to 18?.....
.....
22. Basing on questions of this questionnaire what do you think should be done to improve the provision of non monetary motivation in community secondary schools in Ilala municipality.....

**APPENDIX 2: INTERVIEW GUIDE FOR HEADS OF SCHOOLS FROM
COMMUNITY SECONDARY OF ILALA MUNICIPALITY**

Instruction: This guide will be filled in by the researcher according to interviewees responses.

1. 1What is your title.....
2. How many teachers do you have in your school?
3. How do you understand by the term non financial motivation?
4. Mention any non financial motivation do you know.
5. What kind of non-financial motivation are available in your secondary school?
6. How does non-financial motivation work in your secondary school?
7. How do non-financial motivations contribute to the teachers' performance?
8. How can non-financial motivation be improved for community secondary schools teachers?

**APPENDIX 3: DOCUMENTARY REVIEW CHECKLIST FROM TEACHERS
REGISTRIES OFFICE OF THEIR SCHOOLS.**

Documents	Information needed
Teachers staff personal files	Any letters that show the provision of motivation in non financial areas
Policy documents	Availability of documents that show non financial motivation in secondary schools

APPENDIX 4: Research Clearance Letter

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759 Dar es Salaam, Tanzania,
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445 ext.2101
Fax: 255-22-2668759,
E-mail: drpc@out.ac.tz

08/01/2015

District Administrative Secretary,
P.Box
Ilala

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **Ms Aveline William;HD/E/530/T.12** who is a Master student at the Open University of Tanzania. By this letter, **Ms Aveline William** has been granted clearance to conduct research in the country. The title of her research is **"Provision of Non-Financial Motivation as a strategy to improve Teacher's Performance in community secondary schools in Tanzania. A case of Ilala Municipal"**. The research will be conducted Ilala Municipality.

The period which this permission has been granted is from 08/1/ 2015 to 08/03/2015.

In case you need any further information, please contact:
The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

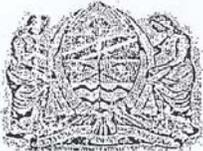
We thank you in advance for your cooperation and facilitation of this research activity.
Yours sincerely,



Prof Shaban Mbogo
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA

APPENDIX 5: Research Permit from RAS

The United Republic of Tanzania
PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

DAR ES SALAAM REGION		REGIONAL COMMISSIONER'S OFFICE, P.O. Box. 5429, DAR ES SALAAM
Phone Number: 2860081/2863716		Date: 19-01-2015
In reply please quote:		
Reg. No. FA:.....		

District Administrative Secretary,
ILALA

RE: RESEARCH PERMIT

Pro/Dr./Mr./Mrs./Ms/Miss: AVELINE WILLIAM is a student/researcher from OPEN UNIVERSITY OF TANZANIA has been permitted to undertake a field work research on PROVISION OF NON FINANCIAL MOTIVATION AS A STRATEGY TO IMPROVE TEACHERS PERFORMANCE from JANUARY 2015 to MARCH 2015

I kindly request your good assistance to enable him/her to complete his/her research.

.....
For; Regional Administrative Secretary
DAR ES SALAAM

Copy: Municipal Director,
ILALA
DAR ES SALAAM

Principal/Vice Chancellor

APPENDIX 6: Letter from Director of Municipality

HALMASHAURI YA MANISPAA YA ILALA
BARUA ZOTE ZIPELEKWE KWA MKURUGENZI WA MANISPAA

S.L.P. Na. 20950
SIMU NA. 2128800
2128805
FAX NO. 212148



Ofisi ya Mkurugen
Manispaa Ila

22 / 01 / 20
...../...../20

KUMB. NA. IMC/AR.6/10

Mkuu wa Idara,
ELIMU SEKONDARI
.....
Halmashauri ya Manispaa ya Ilala.

YAH: KUMTAMBULISHA MTAFIGI TOKA CHUO CHA
KIKUU HURIA CHA TANZANIA (OUT).....

Tumepokea barua toka Chuo cha
KIKUU HURIA CHA TANZANIA (OUT).....yenye Kumb. Na.ya
tarehe 08/01/15.....

Halmashauri ya Manispaa ya Ilala imemruhusu mtafiti toka Chuo
cha KIKUU HURIA CHA TANZANIA - ndugu AVELINE WILLIAM.....kufanya
utafiti juu ya NDN FINANCIAL MOTIVATION.....
utafiti huo utafanyika kuanzia tarehe 08/01/2015.....hadi
08/03/2015.....

Tafadhali mpokee na mpe taarifa anazohitaji.

Nawatakia kazi njema


R. Muna

Kny: **MKURUGENZI WA MANISPAA**
HALMASHAURI YA MANISPAA YA ILALA

APPENDIX 7: Research Permit from DAS

The United Republic of Tanzania
Prime Ministers' Office

REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

ILALA DISTRICT Phone Address: Phone No: 2203185/2203182 In reply quote: Ref. No: AB.60/87/01/		DISTRICT COMMISSIONER'S OFFICE ILALA DISTRICT P. O. Box 15486, DAR ES SALAAM Date: <u>19.10.2015</u>
--	---	--

Municipal Director,
P. O. Box 20950,
Ilala,
DAR ES SALAAM.

RE: RESEARCH PERMIT

Prof./Dr./Mr./Mrs./MS:/Miss: AVELINE WILLIAM
 from The OPEN UNIVERSITY OF TANZANIA, she/he has been
 permitted to undertake a field work research on "PROVISION OF
 NON FINANCIAL MOTIVATION AS A STRATEGY TO
 IMPROVE TEACHERS PERFORMANCE"
 The case study at Ilala District from JAN 2015 to MARCH 2015

Therefore, you are asked to give the said researchers necessary assistance
and Cooperation.


 District Administrative Secretary
 ILALA

Copy:

Principal/Vice Chancellor,
OPEN UNIVERSITY
OF TANZANIA

