

**THE CONTRIBUTION OF NON-MONETARY INCENTIVES TO TEACHERS'
RETENTION IN PUBLIC SECONDARY SCHOOLS IN KOROGWE URBAN**

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CERTIFICATION

The undersigned certify that she has read and hereby recommend for acceptance by the Open University of Tanzania a dissertation entitled: *The contribution of non-monetary incentives to Teachers Retention in Public Secondary Schools in Korogwe Urban*, in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

.....

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DECLARATION

I, Mary Tumaini declare that this dissertation is my original work and that it has never be presented and will not be presented to any other University for a similar or any other degree award.

Signature:

Date:

DEDICATION

This dissertation is dedicated to my parents Tumaini Irira and Joyce Paul, but also to my brother Bryson Irira for their moral support and encouragement which inclined me to study hard. Special dedication is due to my beloved husband Steven Mosha who encouraged me to attain the expected goal in my study.

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ABSTRACT

This study explored the contribution of non-monetary incentives to teachers' retention in Korogwe urban. The specific objectives focused on: exploring the types of non-monetary incentives provided to teachers, finding out teachers views on the influence of non-monetary incentives to their job retention and investigating the challenges the management faces in the provision of non-monetary incentives to teachers in respective schools. This study was guided by theoretical framework based on Maslow's Hierarchy of Needs, Vroom Expectancy theory of motivation, and Adam's Equity theory of motivation. The study involved four (4) public secondary schools in Korogwe District, and utilized mixed methods. Purposive and stratified sampling procedures were used to select a sample of 65 respondents. These involved one District Secondary Education Officer, sixty secondary school teachers and four head of schools. Three Data collection procedures i.e. Observation, Interview and Questionnaires were employed in this study. The findings revealed that teachers' promotion is still a big challenge in public secondary schools, as the result very few teachers were satisfied while, the majority of teachers were not satisfied with the promotion management. Moreover, non-monetary incentives seem to influence teachers' retention positively and negatively as the findings indicated that those who were satisfied with the incentives remained in schools while, those who were not satisfied, quitted the teaching profession. It was also found that, shortage of resources play a vital role in the teachers' job dissatisfaction. It is concluded that school management should work on the challenges affecting teachers' retention through school projects, social welfare, effective orientation and mentorship.

TABLE OF CONTENTS

CERTIFICATION	II
COPYRIGHT	III
DECLARATION.....	IV
DEDICATION.....	V
ACKNOWLEDGEMENTS.....	VI
ABSTRACT	VII
TABLE OF CONTENTS.....	VIII
LIST OF TABLES	XI
LIST OF ABBREVIATIONS	XII
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Background to the Problem.....	1
1.3 Research Purpose	6
1.4 Research Objectives	6
1.5 Research Questions	7
1.6 Scope of the Study	7
1.7 Significance of the Study	7
1.8 Limitation of the Study	8
1.9 Definition of Key Terms	9
1.10 Theoretical Framework.....	10
1.11 Organization of the Research Report	11

CHAPTER TWO	12
REVIEW OF RELATED LITERATURE.....	12
2.1 Introduction	12
2.2 Concept of Non-Monetary Incentives	12
2.3 Importance of Retaining Teachers	16
2.4 Theories of Motivation in Relation to Employees Retention	17
2.5 Empirical Studies	20
2.6 Synthesis of Related Literature and Knowledge Gap	25
CHAPTER THREE	27
RESEARCH METHODOLOGY	27
3.1 Introduction.....	27
3.2 Research Design and Approaches.....	27
3.3 Area of Research.....	27
3.4 Population of the Study.....	28
3.5 Sample and Sampling Techniques	28
3.6 Data Collection Methods and Techniques	29
3.7 Validity and Reliability of the Research Instruments	31
3.8 Data Analysis	31
3.9 Ethical Consideration	31
CHAPTER FOUR.....	33
DATA PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS	33
4.1 Introduction.....	33

4.2 Demographic Information of the Research Participants	33
4.2 Types of Non-monetary Incentives Provided to Secondary School Teachers	36
4.3 The Influence of Non-Monetary Incentives to Teachers' Retention	45
4.4 The Challenges Inhibiting the Provision of Non-Monetary Incentives to Teachers..	51
CHAPTER FIVE.....	67
SUMMARY, CONCLUSIONS AND RECOMENDATIONS	67
5.1 Introduction	67
5.2 Summary of the Study.....	68
5.3 Summary and Conclusions from the Research Findings	70
5.4 Challenges Inhibiting the Provision of Non-monetary Incentives to Teachers	73
5.5 Recommendations	76
REFERENCES	78
APPENDICES	86

LIST OF TABLES

<i>Table 1.1</i> Teachers Attrition in Public Secondary Schools with their Qualifications.....	3
<i>Table 3. 1</i> Composition of the Sample.....	25
<i>Table 4.1</i> Demographic Information of Research Participants	29
<i>Table 4.2</i> Distribution of Responses on the Types of Non-monetary Incentives Provided to Secondary School Teachers	31
<i>Table 4.3</i> Distribution of Responses on the Influence of Non-Monetary Incentives to Teachers' Retention	39
<i>Table 4.4</i> Distribution of on the Challenges Responses Inhibiting the Provision of Non-Monetary incentives to teachers	48

LIST OF ABBREVIATIONS

- BEST:** Basic Education Statistics in Tanzania
- DAS:** District Administrative Secretary
- DSEO:** District Secondary Educational Officer
- MoEVT:** Ministry of Education and Vocational Training
- PEDP:** Primary Education Development Plan
- PSPIP:** Public Services Pay and Incentive Policy
- RAS:** Regional Administrative Secretary
- REO:** Regional Educational Officer
- SEDP:** Secondary Education Development Plan
- URT:** United Republic of Tanzania

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

Education has been regarded as an important factor for development of any nation in the world. This is the reason why many countries have been struggling to ensure that education that is provided to its citizens is of high quality. Moreover, World's education policies have been put in place to ensure access to education i.e. Education For All (EFA) and provision of Quality Education. Tanzania has accommodated the education policies through Primary Education Development Plan (PEDP) and Secondary Education Development Plan (SEDP).

The education sector of Tanzania has been growing rapidly since the liberalization of the economy in the mid 1980s. The rapid growth of economy was highly increasing the demand of qualified personnel in various sectors including teachers' educational institutions. However, in education sector the literature of 2000s reveal that, different schemes of service for teachers have not been reflected and teachers were not recognized in the society as well as their crucial contribution in molding the future of citizens in society. This greatly discouraged young men and women from enrolling in teacher training courses (Bennel & Mukyanuzi, 2005).

Since 2001, there has been a high demand for teachers due to rapid expansion in environment of primary and secondary schools under PEDP and SEDP. This situation brought challenges to teacher education system in the production and retention of

enough teachers. Training enough teachers in time and with the required mix of qualifications to meet the needs of schools in each subject especially science subjects, became a big challenge (URT, 2010).

Attracting and retaining qualified teachers is still a big challenge in most public secondary schools due to lack of incentives, teachers' motivation and good working environment. These are the main reasons for teachers' disinterest in working or continue with the teaching profession. For instance, different newspaper, articles and other media, number of official documents have also increasingly drawn attention to the teachers' motivation crisis in Tanzania (Bennel & Mukyanuzi, 2005). In a similar way, the world Bank's report on teachers condition of services concluded that in the absence of incentives to perform better, many teachers are currently providing much less and lower quality education (World Bank, 1990, p.10 as cited in Bennel & Mukyanuzi, 2005).

Although recently, the government has taken initiative to formulate the public service pay and incentive policy (PSPIP, 2012/13 2016/17) that focus on attractive, transparent and appropriate pay and incentive package that will motivate and retain government staff, and education personnel, it appears that teachers' job satisfaction is considerably lower among secondary school teachers. For instance, teachers in urban areas are increasingly finding themselves in some very difficult working environment, particularly pertaining to accommodation cost and commuting problems (URT, 2010).

Furthermore, the management from the school level to higher level of education system still faces challenges on how to motivate teachers to improve work performance and

retention. Mbwambo (2005) and Mukyanuzi (2003) pointed out that the Ministry of Education and Vocational Training of Tanzania is always inquisitive regarding job performance of its teachers. It can be difficult to retain them as many dedicated teachers have gone to more caring employers (Bened & Mukyanuzi, 2005), but others have decided to quit the teaching profession due to poor job satisfaction and motivation level. For example, in the recent survey, only 10 percent of secondary school teachers said that they have no plans to leave and nearly half are ready to leave straight away (Bennel & Mukyanuzi, 2005).

However, HakiElimu (2011) revealed that more than half of public school teachers work outside the school system for additional income during school hours. Similarly, the report by the Ministry of Education and Vocational Training (MoEVT) URT (2010) shows that over 13 percent of primary and secondary school teachers are not at work for weeks, months, or even years. The main reason is to find source of income out of their work.

Teachers' turnover and attrition is still a challenge among secondary school teachers. Teaching is regarded as one of the leading professions with high rate of attrition. The major cause of attrition is voluntary quitting, because teachers are better positioned to change jobs. For example, Degree and Diploma holders are leaving teaching profession in secondary school day after day. Table 1 hereunder, presents teachers attrition in secondary schools.

Table 1.1 Teachers Attrition in Public Secondary Schools with their Qualifications

DEGREE			DIPLOMA		
M	F	TOTAL	M	F	TOTAL
220	64	284	126	49	175

Source: Basic Education Statistics in Tanzania (BEST) 2013.

Kemilembe (2004) on teachers' turnover in secondary schools identified the problem of turnover among school managerial staff in both public and private Secondary Schools. The reasons for teachers' turnover were not only on salary but on other factors rather than high salary. Moreover, teachers' turnover has been caused by higher demand of qualified employees in the labour market, where there was an emerging intensive competition for qualified teachers among education organizations (URT, 2004).

Kalugula (2001) stressed that competent and experienced teachers are hard to find and difficult to maintain. This is currently more challenging due to mushrooming of private secondary schools and the expansion of public secondary schools within the country (John, 2010). Further, Ahituv and Lerman (2004) commented that the excess demand of teachers is due to the fact that a large number of teachers leave their jobs for reasons other than salaries.

Furthermore, Education and government decision makers, have exhibited intense interest in identifying specific actions or benefits they might use as incentives to encourage valued teacher behaviours. However, the education budgets of many countries particularly Tanzania is severely constrained, limiting government use of direct financial incentives. But, Vegas and Umansky, (2005) suggest nine actions that can operate as

incentives in attracting, retaining and encouraging more effective teaching. These incentives include recognition and prestige, salary differentials, pension and benefits, professional growth, adequate infrastructure and teaching materials, subject matter and responding to stakeholders. This shows that apart from salary there are other factors for teachers' mobility and turnover.

Deployment and recruitment is another obstacle of teachers' attraction and retention in teaching profession (Mulkeen & Chen, 2007). Recruitment has been done directly from the training institutions by the government, so as to meet the needs of the expansion of secondary education. In most cases, the situation does not favour individual institutions in competing for highly qualified teachers. Thus, the issue pertaining to teachers' attraction and retention receives less attention (Ibid).

1.2 Statement of the Problem

Incentives are very important in any public service sector, particularly education sector. People are pulled toward behaviours that offer positive incentives and pushed away by behaviours associated with negative incentives (Bernstein, 2011). In other words, people are more likely to enter in teaching profession if they believe they will be treated with respect and their personal career needs will be met. Although the government and educational practitioners try to encourage and attract current teachers to remain in teaching profession, by increasing salary from time to time, and formulate the public service pay and incentive policy, the situation is still worse as many degree and diploma qualified teachers, quit the teaching profession, and others have gone to more caring

employers. Despite the fact that there are many studies conducted on the financial/monetary incentives, for example the study by Vegas and Umansky (2005), teachers' attrition and turnover is still a challenge. Apart from that Mulkeen and Chen (2007) noted that the impact of financial incentives is often limited by the scale of additional pay. Kasser and Ryan (1993) showed that persons who are highly motivated to achieve financial success are typically less actualized and less well adjusted. In Tanzania, the study conducted by Kemilembe (2004) and John (2010) revealed that the factors for teachers' turnover and mobility were not only based on salary packages; but there are other factors rather than salary. In that case, it seems that there are other factors responsible for secondary school teachers leaving teaching profession or transferring from one school to another. This situation made a researcher to carry out this study so as to explore the contribution of non-monetary incentives to teachers' retention in Korogwe Urban.

1.3 Research Purpose

The purpose of this study is to explore the contribution of non-monetary incentives to teachers' retention in public secondary schools in Korogwe Urban.

1.4 Research Objectives

- (i) To explore the types of non-monetary incentives provided to secondary school teachers.
- (ii) To find out teachers' views on the influence of non-monetary incentives in relation to their job retention.

- (iii) To investigate the challenges inhibiting the provision of non-monetary incentives to teachers.

1.5 Research Questions

- i. What are the non -monetary incentives provided to secondary school teachers?
- ii. What are the teachers' views on non-monetary incentives in relation to their job satisfaction?
- iii. What are challenges inhibiting the provision of non-monetary incentives to teachers in secondary schools?

1.6 Scope of the Study

Essentially, this study was confined to public secondary schools in Tanzania, Mainland. It focuses on four (4) selected public secondary schools in Korogwe Urban. It specifically, aimed to explore the contribution of non- monetary incentives to teachers' retention in public secondary schools in Korogwe Urban.

1.7 Significance of the Study

This study assists the management, for instance: heads of the school, DSEO, REO, Permanent Secretary to find different ways that can improve teachers' retention and work performance through non – monetary incentives. Moreover, the findings are useful to all educational institutions and policy makers in the sense that they would motivate

and retain teachers by using non-monetary incentives rather than depending only on financial in kind.

Furthermore, the study is expected to provide information about the realistic situation about non – monetary incentives to teachers’ retention. This would help educational stakeholders to know the extent of efforts needed to motivate and retain qualified teachers in public secondary schools.

The study is important also because through its findings would help the education practitioners to note and address important issues of teacher incentives as part of developing an effective system of attracting, retaining, and motivating highly qualified teachers in secondary schools.

1.8 Limitation of the Study

The study encountered the problem of getting required number of experienced teachers, as some of the respondents were not willing to be interviewed. This would hinder the process of getting the needed information about non-monetary incentives from the school administrators as they fear their job security. To overcome this situation, I told the Heads of schools that; all information they provide will be confidential for the purpose of this study. I also informed them that; their names and schools will remain anonymous.

1.9 Definition of Key Terms

- **Incentive** is an extra payment or other reward in addition to the basic salary made by the employer. It is paid/ given to motivate an employee to deliver services effectively and efficiently (URT, 2010).
- **Motivation** is an internal mental process that activates, guides, and maintains behaviour over time. Results from the influence of needs and desires, and on the intensity and direction of the behaviour (Omary, 2011).
- **Non – monetary incentives:** are non financial incentives which can satisfy the ego and self – actualization needs of employees. They are categorized as social non- monetary incentives (e.g. caring in communicating with the subordinates and valuing their opinions; and recognition) for a good job (Wiscombe, 2002). Another category is tangible non – monetary incentives (e.g. free food, health care, child care centre, and gift certificates) awarded as a recognition of good performance. Job related non – monetary incentives are such as flexible working hours, participation in decision making, and professional development opportunities. Job-related non-monetary incentives can contribute to the intrinsic motivation of the employee (Yavuz, 2004).
- **Employee retention:** is a systematic effort by the employers to create and foster an environment that encourages current employees to remain employed by having policies and practices in place that address their diverse needs (Nazia & Begum, 2013).

1.10 Theoretical Framework

There are good theoretical reasons that explain the dynamics of employee needs. These theories involve Maslow's hierarchy of needs theory and Herzberg Motivational Theory. These theories may predict a relationship between non-monetary incentives to teachers' retention.

According to Maslow (1943), human beings are 'want' animals. They have innate desires to satisfy a given set of needs. Maslow believed that each level of needs must be satisfied before those in the above level can be met. Therefore, with reference to Maslow's hierarchy of needs, apart from physiological needs such as *food, clothing, shelter, water*, which should be met by the salary in school organization, the rest of the needs can be fulfilled by non-monetary incentives. The study based on Maslow's hierarchy of needs to investigate how *safety needs, esteem needs, love + belongingness and self-actualization* contribute to teachers' retention.

Herzberg 1968's hygiene and motivational factors theory proved that people are only truly motivated by enabling them to reach for and satisfy the factors they consider to be real motivators such as achievement, advancement and development. Since, for most people, money is not a motivator, when individuals feel that they work under unpleasant working conditions, their efforts and morale for work may be reduced and consequently causing them to leave an organization. Thus, school management would only be able to attract and retain their best teachers if they could offer both hygiene and motivating factors (John, 2010). For all people, there are bigger and more sustaining motivators

than money (Herzberg 1968). From this viewpoint of the theory, financial incentives only are not enough to attract and retain teachers in their profession.

1.11 Organization of the Research Report

This study was organized in five chapters. Chapter one concerns the information about the study problem and its context where the value of the study was clearly defined. Chapter two dwelt on the review of literature related to the study as well as the identification of a knowledge gap. Moreover, the chapter includes the conceptual framework of the study. Chapter three involves the research methods and research designs that were employed to accomplish the study. Chapter four focuses on data presentation, data analysis, and discussion of major findings of the study. Chapter five provides the summary, conclusion and recommendations of the study based on the study findings. The references and appendices are found at the end of the research report.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The literature review focuses on the concept of non-monetary incentives to teachers' retention of secondary school teachers. The chapter presents the discussion of various theories relevant to this study, and it focuses on the literature drawn from different countries in the world, Africa and then Tanzania in particular. This will enable the researcher to find additional information for her exploration. Finally, the chapter summarizes the reviewed literature and identifies the knowledge gap focusing on this study.

2.2 Concept of Non-Monetary Incentives

Non-monetary incentives refer to non-financial incentives which can satisfy the ego and self-actualization needs of employees. The incentives which cannot be measured in terms of money are under the category of non-monetary incentives. Non-monetary rewards increase employees' motivation to work by raising their self esteem and can satisfy employees professional ambitions and personal fulfillment (McBeth, 2012). Hereunder, the types of non-monetary incentives are elaborated.

2.2.1 Security of Service

This is an incentive which provides great motivation to employees. A job assures a teacher some security and it is a common reason for continuing to work within a particular school. This provided for staff security of tenure which includes: freedom

from worries about loss of job and freedom from worries about personal humiliation (MANTEP, 1995). If the employee's job is secured, it will put maximum efforts to achieve the objectives of the organization. Chakravarthy (2014) affirms that certain stability in the job ensures future income and the employee is motivated by the consideration of the job security. Furthermore, employees' expectations are much higher these days as they want to do things as well as have things (Silverman, 2004). According to John (2010), teachers' decision to quit or to stay at the school depends on their expectations. She also maintained that, some of the teachers might be retained because of the job security assured in the school while others might not. In this case, the current study wants to explore non-monetary incentives that retain teachers in public secondary schools.

2.2.2 Praise or Recognition

This is another non-monetary incentive which satisfies the ego needs of the employees. The employees will respond more to praise and try to give the best of their abilities to a concern. Recognizing and appreciating efforts by school staff done by using words of praise and encouragement and rewarding those who do well (MANTEP, 1995). Moreover, appreciation seems to be the chief ways of recognition to motivate the hard work done by an employee. For example, a pat on the back for doing work in an efficient way will bring more happiness to the employee than the increment in pay (Chkravarthy, 2014). Furthermore, for other employee, personal recognition from the top of the organization motivates them and can go a long way. Personal recognition can

be in the form of a hand written note, and face-to-face meeting to say ‘thank you’ (Michalowicz, 2011). In this way, non-financial recognition provides employees with something tangible that they can remember. For example, a special day out or a great meal can instill much more positive effect than some of money paid in a bank account (Silverman, 2004).

2.2.3 Suggestion Scheme

This is the way of involving employee in the planning and decision making process on matters relating to the organization. The organization should look forward to taking suggestions and inviting suggestion schemes from the staff members. This also is helpful to motivate employees to feel important as they feel that they fit in the overall picture of organization. However, Ingersoll (1995) found that schools with more faculty influence (For example, to consider and involve employees) over decision making had distinctly lower rates of turnover than those with less staff influence over decision making. This implies that if teachers are not involved in decision making, they can quit the job or lead to organizational dysfunction such as lack of employer and employee interaction something that can decrease teachers’ morale to work and harsh reactions to the management (John, 2010). However, to show the importance of decision making in schools, Galabawa (1981) as cited in John (2010) stressed that the dignity of the worker is realized if the work process allows autonomy, responsibility, and fulfillment influenced on managerial decisions. These arguments show that there is important to involve employees in decisions especially that concern about their work and all

responsibility within organization. This will make the employees feel like a valued part of the organization.

2.2.4 Job Enrichment

This is another non-monetary incentive in which the job of a worker can be enriched. This can be done by increasing his responsibilities, giving him an important designation and increase the content of the work for the efficient employees. Herzberg (1954), sees that the solution of the motivation problem is the design of the job itself, especially through job enrichment. This kind of job design makes the job more challenging, interesting and meaningful. But also Chakravarthy (2014) showed that, if job is more responsible it satisfies those people who are enthusiastic, dynamic, in encountering the challenging assignments. The increase in responsibility is one kind of non-monetary incentive to the employees.

2.2.5 Promotion Opportunities

These are effective tools that increase the spirit to work in the school organizations. If employees are provided with opportunities for the advancement and growth, they feel satisfied and become more committed to work. Promotion opportunities include: fair promotion and career prospects, advanced studies in ones' specialization and in-service training opportunities (MANTEP, 1995). But also, James (2008) affirms that professional development is more than education, and he further says that you would see your career minded employees trying to find a new job title or learning new skills while

on your payroll just because they find a true career path. This kind of non-monetary incentive is important for the management to use so as to attract qualified employees.

Teachers' motivation can be achieved without using monetary rewards. Such non-monetary incentives increase teachers morale to work and stay in the teaching profession. MANTEP (1995) posited that employees do not work for money only, and the factors which motivate employees are not necessarily financial. Michalowicz (2011) stressed that promotion is not only giving an employee high position within organization, but also there is other ways of giving employee opportunity such as sending them in training sessions specific to whatever skill the individual is interested in learning. Also, changing employees within their current positions by giving them more autonomy motivates them. For example, to tell the employees that you are not going to check their work all the time is a kind of promotion. In the light of this study, it shows that non-financial incentives motivate and contribute to teachers' retention.

Moreover, non-monetary incentives have been used to reward employees for their good work. Such incentives include giving them opportunities for training, flexible work schedules and improved work environment. In the light of this study, it is of high need to link a need of employers to offer non-monetary incentives especially for teachers so as to retain them in secondary schools (MANTEP, 1995).

2.3 Importance of Retaining Teachers

The main purpose of retention is to prevent loss of competent employees from leaving the organization as this could have adverse effect on productivity and profitability. One

of the traditional ways of managing employee retention and turnover is through organizational reward system. Plater (1995) found that job satisfaction helps to retain teachers and makes them committed to their job making their schools very effective. In other words, reward system increases job satisfaction among teachers hence contributing to the improvement of teacher retention.

In Tanzania, attrition rates for teachers are often high. Study showed that 40 percent of degree-level teachers have been assumed to leave the profession within five years of qualifying just because attractive carrier earning outside the teaching professional encourages teachers to leave teaching (Augustino, 2012). In this case, attraction points out disadvantages especially for the pupils' learning. Remer et al. (2005) argue that dysfunction effect such as lack of staff stability, lowered staff morale among teachers something that affects the quality of instructions provided, and therefore affect pupils learning. But also, he maintains that excessive attrition rate, lessened efficiently and weakened the cohesiveness of the educational organization. So it is advantageous to retain teachers in schools because it will improve both, students' achievement and staff morale to work.

2.4 Theories of Motivation in Relation to Employees Retention

Motivation has to do with goal oriented or directed behaviours (Omary, 2011). Therefore, motivation is primarily concerned with why people behave in a certain ways. It was noted that best teachers in schools have needs and expectations. These needs, desires or expectations act as driving forces for continual search for the preferred

employers (John, 2010). In the light of this study, it shows that retaining best teachers will largely depend on the way school administrators satisfy the teachers' needs, desires and expectation.

Vroom (1964), in his Expectancy Theory of Motivation, believe that motivation is affected by individual expectation that certain level of efforts will produce the intended performance. He also argued that employees expectancy perception is influenced by self determination, support provided by supervisor or colleague and the availability of resources. The theory also indicates that, a reward will have a positive value when it directly or indirectly satisfies the needs, when it inhibits workers needs negatively that is, dissatisfaction towards a particular job. Vroom argues that the reward is influenced by factors like age, education, type of work and year of service. For instance, a newly employed teacher will have a positive attitude towards job if provided a chance for career development. In the light of this theory, it seems that motivation of the workers to behave in a certain way, changes as each variable changes. With regard to the school context, the school administrators will face challenges to retain teachers if there is no motivation strategy used to satisfy teachers' needs and expectation.

Moreover, Maslow's theory of Hierarchy of Needs (1943) believes that human needs emerge in a predictable step fashion. According to him, when physiological needs are satisfied, safety needs emerge, when safety needs are satisfied, love needs emerge, the process continues until self actualization need is satisfied. As a person is satisfied with the lower level need, the next higher need emerges and becomes a primary motivator.

So, in this situation, if there is no good work climate and incentives in which teachers satisfy their needs, some of them may leave a teaching profession or be attracted to join the organization that meets the needs. This assumption helps the researcher to understand that needs differ from an individual teacher to another. For example, some teachers may be attracted to join or to stay in the school where they feel that there is job security, while others' needs relate to desires for self respect, recognition and respect from others.

Similarly, Equity Theory of Motivation by Adam (1975) explains how people develop perception of fairness and justice in the distribution and exchange of organization resources .The theory maintains that, motivation is influenced by the degree of equity an employee experience in the work place. It also postulates that, motivation is a function of fairness and justice in organisational social exchange that is why employees are demotivated and develop job dissatisfaction when they feel inequitably treated. The outcome/input ratio is explained as the value of outcome a worker receives divided by the value of input provided in the exchange relationship. For example, outcome involves things a employee receives in the organization in exchange of their input such as salaries, fringe benefit, promotion, recognitions, safe working and supporting conditions. But also the theory explains that, the employees compare their situation with those with the same background and profession. Thus, if these ratios are not equal, employees will experience inequity and a state of job dissatisfaction.

Depending on the perceived inequality, the teacher may engage in various behaviours including leaving the organization, changing effort, changing outcome. In the light of this study, school administrators need to know that teachers feel uncomfortable when they perceive inequality. They can influence and be influenced by what takes place in other schools or in other work organization out of teaching profession. This strength makes the theory to be relevant in addressing issues related to non-monetary incentives to teachers' retention, and it is noted that teachers' decision to either remain with or quit from their current employers will largely depend on the kind of perceived equity. So, the educational manager should ensure that, equitability is maintained both within the teaching professional and other comparable fields.

2.5 Empirical Studies

There are several empirical studies related to this study, which has been undertaken in developed countries, and developing countries like Tanzania. Such studies indicate different and related results depending on different contexts such as economic, social, and geographical positions.

2.5.1 Non-Monetary Incentives and Teachers Retention in Developed Countries

Different studies done in developed countries show that, there is a relationship between lack of motivation and teachers' retention. For instance, teachers in Portugal are not happy with their profession due to lack of incentives compared to other profession. It is estimated that, less than 40 percent of teachers wish to continue with teaching while the majority would prefer to change their profession (De Jesus & Conboy, 2001).

In the United States of America it was found that, between 16 to 20 percent of all teachers choose to leave the school in which they were teaching because of being fed up with the environment of being teachers without strong strategy from government to retain them (Garcia, Slate & Delgado,2009). But also, Mercer (1999) as cited in John (2010) the study was about using of financial pay and motivation by emotional factors so as to satisfy employee, the finding revealed that financial pay dissatisfaction was the major cause of high turnover rate in companies. The study also found that job satisfaction of employees comes from the gratification of social relation, esteem and actualization. In context of this study, it is not proposed that financial rewards are criteria for teachers' retention. But it intends to explore the influence of non-monetary incentives to teachers' retention in secondary schools.

In China, People Forum (2011) as cited in Augustino (2012) reports that more than one hundred teachers in Hunan Province have been caught cheating several million from the public coffers each year by holding their positions at school but working for extra money elsewhere. According to the report, some teachers were even absent from their primary job for some time and yet they received their monthly salary. In this case, it can be a challenge to the school administrators to retain qualified teachers as they find another way of satisfying their needs out of teaching profession.

However, shortage of skilled labour has been reported in northern Canada, where financial incentives are employed to attract teachers from southern Canada. Although financial incentives are used to attract and retain teachers, yet teachers experience

physical discomfort, cultural and social deprivation and perhaps psychological stress, something that increases a problem of labour turnover in northern Canada (Ross & Westgate, 1973). The paper also suggests that, less tangible considerations may also be effective in attracting and retaining immigrant workers, especially in those tertiary sectors. In the context of the current study, financial incentives only are not enough for attracting and retaining qualified teachers in secondary schools, instead, there are incentives like pension benefits, extra holidays and vacation payment (Ross & Westgate, 1973) that also motivate and can influence teachers' retention in secondary schools.

2.5.2 Non-Monetary Incentives and Teachers Retention in Developing Countries

Teachers in developing countries encounter a lot of challenges associated with poor working and living conditions, the situation that causes many teachers to leave teaching profession, or engage in other activities as a source of earning income. Teberondwa (1980) as cited in Agustino (2012) affirms that the status of the teaching profession in Africa is low. Recruitment has been haphazard. But also, Teberondwa portrays that the teacher often does not get a salary which enables her to maintain a standard life comparable to those of the same qualification.

Furthermore, poor working conditions for teachers have been also reported in the government of Nigeria, where the teachers seem to be unhappy due to their remuneration packages, increased workloads and lack of tangible incentives, minimal opportunities for career advancement, and lack of professional recognition for work done (Maniram, 2007). Muze (1987) states that teachers are the ones who experience the

problem of professional and academic isolation, low pay, low status, and ambiguous identity, heavy workload and disappointment with fringe benefits. In this situation, teachers may choose to leave a teaching profession. To overcome the problem of leaving a teaching profession, non-monetary incentives have been found to be more effective in attracting and retaining employees. Narsee (2012) suggests that, non-financial rewards have the potential to improve the competitiveness of organizations in attaining and retaining the services of talented people. But also, non-financial rewards are flexible, personal and easy to use (Narsee, 2012). For instance, building a good and close relationship among employers and employees is among a non-monetary recognition which binds them closer together. According to Silverman (2004), building effective relationship is the way of retaining key talent employees and makes the individual less likely to leave and harder for the organization to compete with other organization.

2.5.3 Non-Monetary Incentives and Teachers Retention in Tanzania

Motivation among Tanzanian secondary school teachers is still a challenge as teachers' poor working conditions; turnover and mobility are still reported every day. The study done by Kemilembe (2004) and Muze (1987) show that secondary school teachers suffered from poor administrative policies, limited opportunities for professional development, unfair promotion, and poor job incentives. In the situation like this, teachers develop negative attitudes and job dissatisfaction towards teaching profession hence they leave the job.

Moreover, Mwakilembe (1981) as cited in John (2010) revealed that there is a high correlation between extrinsic motivation and teachers' exodus. The identified extrinsic motivations are fringe benefits and incentives, high salaries, care of workers problems and good administration. Similarly, non-monetary incentives to teachers' retention in public secondary schools may be influenced by the same factors, although individuals have different desires and expectations.

URT (2010) states that many of the problems associated with poor performance of public service were related to lack of an appropriate compensation and weakness in the incentives regime. Thus, pay and incentive problems should go beyond salaries so as to motivate, and retain employees particularly teachers.

Moreover, the status of the environment in which teachers live and work seems unpromising. The situation makes teachers fail to discharge their duties smoothly (Babyegeya, 2002 as cited in Augustino, 2012). Sumra (2006)'s study shows that teachers in urban areas are more likely to leave the teaching profession than teachers in rural areas. The main reason for quitting the profession is low wages that are paid and the poor working conditions including a heavy workload, oversized classes and unavailability of teaching and learning resources. Additionally, Bennel and Mukyanuzi (2005) report that job satisfaction among teachers is low at all levels, and also argue that developments in the future levels could fall quite rapidly over the next five to ten years. However, they show that difference in job satisfaction levels is due to the difference in age and qualification profiles of teachers in rural and urban schools, where the

difference is attributed to the much higher living costs and other demands that urban teachers have to deal with on a daily basis (Sumra, 2006). In the situation like this, it is easy for the teachers to develop a state of job dissatisfaction hence drop out of the teaching profession. Thus, the researcher wants to explore the non-monetary incentives to teachers' retention in secondary school.

2.6 Synthesis of Related Literature and Knowledge Gap

The findings from the reviewed literature show that turnover among the teaching staff is still high; public school teachers seem to have greater rate of changing jobs while others move from a higher paying schools to lower paying schools. This implies that there is a need to find out about the nature of non-monetary incentives to teachers retention in public secondary school because teachers' needs differ from one teacher to another depending on a list of variables.

Furthermore, the reviewed motivational theory to employee retention such as Maslow's hierarchy of needs (1943), Adam's Equity theory of motivation (1975), and Expectancy theory of motivation by Vroom (1964), shows that, employees have their own needs, desires and expectations. If the organization management fails to fulfill their needs, employees tend to change behaviour and act in different ways such as decreasing morale to work but also leaving the organization. In the school context, it is therefore, these theories give guideline for both, positive or negative implications to the teacher in case of provision or non-provision of a particular motivation factor. Thus, the provision or

non- provision of motivational factors depends on the management functions or dysfunctions.

Recent studies that have been done in the Tanzania education system, based more in the following major areas: Teachers' Exodus (Mwakilembe, 1981), Teachers' motivation and job satisfaction by (Muze, 1987), Teachers' Turnover in secondary schools (Kemilembe, 2004), Teachers mobility in private secondary schools (John, 2010), and Teachers' moonlighting in secondary schools (Augustino, 2012). All studies have fallen short of studying non- monetary incentives to teachers' retention in public secondary schools.

Although different studies that have been done in Tanzania give a lot of facts related to teachers' retention in secondary schools, there is no study that has specifically touched on the role of non-monetary incentives to teachers' retention in public secondary schools; most of the studies have concentrated more on poor financial rewards as a contributing factor for teachers' turnover. More importantly, it is not yet known in the community to what extent non-monetary incentives contribute to teachers' retention. Therefore, the current study intends to explore the contribution of non-monetary incentives to teachers' retention. The findings will provide valuable insight on this problem filling the existing knowledge gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents methods and procedures that were employed in gathering information relevant to the study. It describes the research design, research approach, study area, study population, study sample, sampling techniques, data collection methods, data analysis and ethical consideration.

3.2 Research Design and Approaches

The case study design was employed in this study. Through this approach, it was possible to study intensively the background, current status and environmental interactions of a given social unity (Omari, 2011). Case study design enabled the researcher to probe deeply and analyze intensively the contribution of non-monetary incentives to teachers' retention (Cohen, Manion, & Marrison, 2006). The study applied mixed methods research approach whereby qualitative and quantitative research approaches were employed in data collection and analysis.

3.3 Area of Research

The area of research can be looked at the geographical location where the study is going to be conducted. The research was conducted in Korogwe District (urban area) among public secondary school Teachers. The researcher considered that Korogwe urban could provide representative data required due to the large number of its population where a

large sample could be obtained. The selection of research area is essential, as it influences the usefulness of the information produced (Kombo & Tromp, 2006).

3.4 Population of the Study

Population refers to an entire group of person or element that has at least one thing in common, from which the samples are taken (Kombo & Tromp, 2006). In other way, Christensen and Johnson (2012) defined population as a large group of people to whom the results of the study are to be generalized. In this study, the targeted population included teachers within public secondary schools and heads of secondary schools. The reason behind selecting these particular groups was that the researcher thought that these groups are the ones who have the right.

3.5 Sample and Sampling Techniques

3.5.1 The study sample and sampling procedures

According to Johnson and Christensen (2012), a sample refers to a set of elements taken from a larger population. A sample is also defined as a set of respondents selected from a large population for the purpose of collecting information. The sample size may vary from one study to another, depending on the magnitude of the representations of the universe concerned and the nature of study (Cohen et al., 2006). The sample size of this study included four (4) public secondary schools that were selected. From these schools, 65 respondents were involved in the study. These include 60 secondary school teachers that were randomly selected; and 4 heads of schools that were purposefully selected. Moreover, 1 District Secondary Education Officer was purposely selected due to their

role in providing incentives to teachers. The selection of this sample size in Table 1 below was determined by four factors namely: nature of the study, time available for the research, type of sampling and availability of finance (Kothari, 2004).

Table 3.1 Composition of the Sample

Respondents categories	Expected number	Total	Actual Number of Respondents
Heads of School	4		4
District Secondary Education Officer	1		1
School Teachers	60		60
Total	65		65

Source: Field Data, 2015.

3.6 Data Collection Methods and Techniques

Three methods of data collection were employed in this study. These include the Questionnaire, Interview and Observation.

3.6.1 Questionnaires

This is a research instrument that gathers data over a large sample (Kombo & Tromp, 2006). In this study, a questionnaire was administered to fifteen (15) teachers from each school. A questionnaire was used because it provides a lot of information from a large sample. Also, it allows respondents to respond to the questions freely. The questionnaire comprised closed questions. Closed questions have the advantages of easy handling and are simple to answer and relatively easy to analyze.

3.6.2 Interview

According to Enon (1998), interview involves the oral or vocal questioning technique or discussion. Interview is a conversation between two or more people where questions are asked by interviewer to obtain information from the interviewee. This study employed semi-structured interview due to its flexibility to allow new questions to be brought up during interview (Kothari, 1990). In this case, semi-structured interviews were used in order to explore the contribution of non-monetary incentives to teachers' retention in public secondary schools. Semi-structured interviews were also used to obtain information from four (4) heads of schools and one (1) District Secondary Education Officer (DSEO).

3.6.3 Observation

This is a tool that provides information about actual behavior (Kombo & Tromp, 2006). In this study, observation took place in a natural setting where the availability of non-monetary incentives have been provided to secondary school teachers such as breakfast, lunch, accommodation, good teacher/student ratio and provision of adequate and appropriate teaching and learning materials. Through observation, the researcher gathered data by interacting with people (Best & Khan, 2006). According to Omari (2011), participants' observation is an extension of naturalistic observation in which the researcher engages in the same activities as the subject of the study.

3.7 Validity and Reliability of the Research Instruments

Validity is the degree to which a study accurately reflects the specific concept that the instruments intend to measure (Johnson & Christensen, 2012). According to Augustino (2012), research instruments are considered valid when they allow meaningful and defensible conclusions. The research instruments (questionnaire and interview) were pre-tested in one public secondary school in Korogwe Urban so as to enable the researcher to determine their validity and reliability. The weaknesses such as language barrier and accuracy of the questions were noted in the instruments. These were discussed with the research supervisor and important adjustments were made before going to the field to collect data.

3.8 Data Analysis

In this study, data were collected through qualitative and quantitative methods. The data that were collected through interviews and observation were analyzed through qualitative and quantitative methods. Qualitative data was analyzed by words and descriptions during data collection. This method is useful because it provides a researcher with a full description and uses direct quotations. On the other hand, quantitative data were analyzed through SPSS and presented through tables.

3.9 Ethical Consideration

In order to abide by the research ethics during data collection, the researcher sought clearance from the director of the research of the Open University of Tanzania. The letter was used to ask for permission from the office of Regional Administrative

Secretary (RAS) of Tanga Region to introduce the researcher to the office of the District Administrative Secretary (DAS) and the District Secondary Education Officer (DSEO) of Korogwe District. Participants (DSEO, teachers and school heads) were informed in advance about the anonymity and confidentiality in investigations in order to make them feel free to express their views.

Confidentiality was also maintained when the information was examined and was used for this study only and care was taken to ensure that the information collected could not harm any participant. The researcher assured the respondents that, data obtained would be used for academic purposes only (Cohen et al., 2006).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter, presents, analyzes and discusses the findings of the study in relation to the objectives. The presentation of the empirical findings and discussion based on the descriptive and statistical analysis of the field data collected from secondary school teachers, heads of school and district secondary education officer. The following were research objectives the study sought to achieve:

- Types of non-monetary incentives provided to teachers;
- Teachers' views on the influence of non-monetary incentives in relation to their job retention; and
- The challenges inhibiting the provision of non-monetary incentives to teachers.

The data are going to be presented and discussed basing on the research objectives. Beforehand, the demographic information of the research participants is presented.

4.2 Demographic Information of the Research Participants

The participants of this study were of three categories namely: Secondary school heads (N= 4), District Secondary Education Officer (DSEO) (N= 1), and Teachers (N= 60). The demographic information of the participants is briefly presented in Table 4.1.

Table 4.1 Demographic Information of Research Participants

Categories		TEACHERS	SCHOOL HEADS	DSEO	TOTAL
Sex	Female	39 65%	1 25%	1 100%	41 63.1%
	Male	21 35%	3 75%	-	24 36.9%
	Total	60 100%	4 100%	1 100%	65 100%
Age	21-30	29 49%	-	-	29 44.6%
	31-40	27 45%	4 100%	-	31 47.7%
	41-50	2 3%	-	1 100%	3 4.6%
	51-60	2 3%	-	-	2 3.1%
	Total	60 100%	4 100%	1 100%	65 100%
Experience	0-5	36 60%	-	-	36 55%
	6-10	14 23%	2 50%	-	16 25%
	11-15	6 10%	2 50%	-	8 12%
	16+	4 7%	-	1 100%	5 8%
	Total	60 100%	4 100%	1 100%	65 100%
Educational level	Certificate	1 2%	-	-	1 1.5%
	Diploma	19 31%	-	-	19 29.2%
	Bachelor Degree	39 65%	4 100%	-	43 66.2%
	Master Degree	1 2%	-	1 100%	2 3.1%
	Total	60 100%	4 100%	1 100%	65 100%
Grand Total		60 100%	4 100	1 100%	65 100%

Source: Analysis of demographic characteristics of teachers, school heads and District Secondary Education Officers.

The demographic information of the respondents in Table 4.1 indicate that 29(44.6 percent) of the respondents' age ranged between 21-30 years while, the 31 (47.7 percent) respondents age ranged between 31-40 years which represented the highest number of the studied respondents. Basing on this study, it is the view of the researcher that, these respondents would have high expectations towards their work and career prospects which may influence them to quit or to remain in prospective schools. In this case, it is important for the school managers to attract and retain teachers in school.

Based on the respondents' education level, 43 (66.2 percent) respondents had bachelor degree in education while 19 (29.2 percent) respondents had diploma. However, only 2 (3.1 percent) respondents held master's degrees in education while 1 (1.5 percent) respondent was an unqualified teacher having a certificate. These imply that most of secondary school teachers have high qualifications. It is in the researcher's view that, most qualified teachers would be the most wanted in other sectors. On the basis of work experience or years of service, it was observed that, 36 (55 percent) respondents had been teaching for 1 to 5 years, 16 (25 percent) respondents have been teaching for about 6 to 10 years, 8 (12 percent) respondents have been teaching between 11 to 15years and 5 (8 percent) respondents have been teaching at least 16 years and above. This indicates that the majority of the respondents were experienced teachers. So it is in the

researcher's view that most experienced and qualified teachers have more opportunities of working in private schools or out of teaching professions.

On the other hand, the demographic information covers the gender of the respondents, where 41 (63.1 percent) respondents were females and 24 (36.9 percent) respondents were males. It is important to consider sex because males and females have their own expectations and needs that they want to fulfill in the workplace.

4.2 Types of Non-monetary Incentives Provided to Secondary School Teachers

The first objective of this study was interested in finding out the types of non-monetary incentives provided to secondary school teachers in Korogwe Urban. A questionnaire, interview, as well as observation were used in collecting relevant information. The questionnaire was provided to sixty secondary school teachers. A five point Likert scale with the following options was used (1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree and (5) Strongly agree. The 4 items in the table 4.2 below measured the degree of teachers' responses about the types of non-monetary incentives provided in their schools. The findings are briefly presented in Table 4.2 hereunder.

Table 4.2 Distribution of Responses on the Types of Non-monetary Incentives Provided to Secondary School Teachers

S/N	ITEM	RESPONSES					TOTAL
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
1.	The availability of good staff offices, staff houses, classrooms, library, laboratories and furniture improves my job status.	15 25%	10 16%	10 17%	15 25%	10 17%	60 100%
2.	Teachers' promotion is fairly provided.	20 33%	22 37%	10 17%	6 10%	2 3%	60 100%
3.	Incentives and other benefits are fairly and equitably provided to all teachers.	20 34%	20 33%	8 13%	10 17%	2 3%	60 100%
4	I am happy because I am involved in day-to-day operational decisions at school.	9 15%	6 10%	19 34%	18 30%	8 13%	60 100%

Source: Field data, 2015.

4.2.1 The Availability of Good Staff Offices, Staff Houses, Classrooms and School Furniture

Basing on Table 4.2 above, the study revealed that 25 (38.5 percent) respondents agreed that the availability of good staff offices, staff houses, and good classrooms increase job status. This finding indicates that teachers seemed attracted to work in an environment

where they get houses, have good offices, enough classrooms and laboratories. The findings concur with the previous study by John (2010) who contended that, the availability of school resources such as school buildings and furniture decrease teachers' mobility. This implies that they are ready to work in the environment where there were good school infrastructures. But also, 25 (38 percent) respondents disagree that there are no enough houses, good staff offices and classrooms, something that decreases their job status. The result implies that if teachers work in un-conducive environment they can easily quit the teaching profession and find another job where they can work comfortably. The study done by Ishumi (1987) as cited in Augustino (2012) revealed that, bad working conditions result in subordinates searching for other alternatives. It is in the researchers' view that qualified teachers can easily find another work or move from one school to another.

Through observations the researcher revealed that, there are enough classrooms but there is a shortage of houses especially in school C where there is no even the house of school Head compared to other schools like D and B. Staff offices were not good as they used one of the classrooms as the office with student tables and chairs. In school A there were houses and good staff offices. The findings indicate that teachers improve their job performance and stay longer in respective school if there were availability of all things, but also they are likely to quit the school if the staff offices, houses classrooms lower their job status. The findings are supported by URT (2004) under SEDP objectives which commented that quality education can be achieved through the improvement of school libraries, increasing of teaching and learning materials so as to curb the problem

of resource limitations in the present system. In the light of current study, it implies that the availability of school resources increase the teachers' performance as well as their job status.

During interviews with heads of schools, the heads mentioned more examples of non-monetary incentives like provision of houses, portion of land for cultivation, get together party, breakfast, and reasonable number and weight of responsibilities especially for science teachers. The head of school A added:

In my school we provide houses for teachers although those houses are not enough compared to the number of teachers. The criteria used in providing those houses are based on the position of the teacher and number of responsibilities. For example, head mistress, second master, discipline master and science teachers get first priority.

But also during interview, the head of school C said: *“in the school there are no houses, even the school head does not have one, due to shortage of resources”*. She also added that: *“we all live in town and come to school in the morning but we plan to build the houses in the future.”*

When the district secondary education officer (DSEO) was interviewed on the provision of non-monetary incentives to teachers in Korogwe Urban, she informed the researcher that, they used to provide non-monetary incentives such as promotion, professional advancement, seminars and workshops to ensure good living and working conditions as well as job security. She argued that:

In order to meet the goal of Big Result Now (BRN), we consider the provision of those incentives to motivate our teacher. For example, we still struggle to create conducive environment in workplace, to ensure that there are enough books, good staff offices and houses so as to make sure that they work smoothly and can be retained.

These findings are in line with Augustino (2012) who argued that the status of the environment in which teachers live and work seems unpromising. The situation makes teachers fail to discharge their duties smoothly. According to Sumra (2006), urban teachers are more likely to leave teaching profession due to poor living and working conditions.

4.2.2 Teachers Promotion

The findings of this study revealed that teachers' promotion was provided to secondary school teachers but the promotion was not provided fairly to all teachers. The findings indicated that 42(70 percent) of the respondents disagreed that teachers promotion is fairly provided to all teachers. It means that teachers were not satisfied with the promotion criteria. The situation may play a strong role towards teachers' job dissatisfaction hence a reason for leaving a teaching profession or poor teachers' performance. However, about 8(13 percent) respondents agreed that promotion is fairly provided to teachers. The result implies that those who get promotion are satisfied with the work environment hence increase their job performance.

During an interview with the DSEO, the question asked by the researcher on the criteria used in the provision of non-monetary incentives including promotion, the study revealed

that promotion is provided differently to teachers focusing on different variables such as work experience and education level. She argued that:

Promotion is provided to all teachers because it is the right of every teacher, but we provide it after every three years for those who meet the criteria of getting promotion. For example, we consider work experience, work performance and education level. The problem is that when teachers are judged on how well they are doing their job, such judgments are frequently viewed as being unfair or biased.

When heads of schools were interviewed on whether or not they provide promotion to their teachers, one headmaster reported that, at school level they promote teachers by placing them in various positions. One head of school D argued:

Of course, in our school, we promote teachers by placing them in various positions like academic master, discipline master, and providing short training and workshops which add to their professional skills although this does not change their salary scale.

This finding implies that promotion is still a problem from a school level to higher level of management because there has been no any special mechanism, especially at a school level, for promoting teachers. That is why teachers commented that promotion was not fairly provided to all teachers.

The findings correspond with Michalowicz's (2011) findings that promotion is not only giving an employee a high position within an organization; there are other ways of promotion such as giving employees opportunity like attending training sessions specific to whatever skill the individual is interested in learning, and giving employee's positions that make them feel more autonomous. This shows that teachers who get promotion on

time increase job performance and they are motivate to work and retain in teaching profession.

4.2.3 Equal and Fair Treatment of Teachers in the Provision of Non-Monetary Incentives

The findings revealed that only 12(20 percent) respondents agreed that the incentives and other benefits are fairly and equitably provided to all teachers, while 40(67 percent) of the respondents disagreed that there was no fair and equal treatment in the provision of incentives to all teachers. This implies that there was unequal treatment and unfair provision of incentives to teachers. The situation may lower the work morale of teachers who were unfairly treated as they feel that they are not valued with the management something that increase job dissatisfactions. On the other hand, those teachers who get fair and equal treatment improve their job performance and create a positive attitude towards work environment something that increase teachers' retention.

This result is in the line with John (2010) who contends that, secondary school teachers were dissatisfied with unfairness and lack of equity t maintained by their school managers. In the light of this study the secondary school teachers need fair and equal treatment so as to retain qualified manpower.

Basing on the criteria used in the provision of incentives and other benefits, the heads of school A and B argued, during interview, that the first priority is given to the teachers with a number of responsibilities especially through provision of houses while other benefits are provided equally to all teachers. The head from school B added that:

The criteria used in the provision of incentives and other benefits are fair because they are based on their specialization and position at work. Otherwise, the provision of breakfast and land for cultivation was per all teachers provided that they are working in the respective school.

The findings lie in the Equity theory of motivation by Adam which contends that, motivation is influenced by the degree of equity an employee experiences in the workplace. The theory maintains that motivation is a function of fairness and justice in the organization, which is why employees develop job dissatisfaction when they feel inequitably treated. This view implies that secondary school teachers were demoralized by their school managers due to unfair treatment in the workplace, which is why the majority of respondents showed that incentives and other benefits were not provided equally and fairly to all teachers.

4.2.4 Teachers Involvement in Decision Making

Basing on teachers involvements in decision making, the results show that 26(43 percent) of the respondents agreed that they were happy with their working environment. This might be due to their involvement in day-to-day operational decisions at school. Moreover, 15 (25 percent) of the respondents disagreed and 19 (32 percent) marked neutral, meaning that they were undecided on whether they were involved or not involved in decision making. The finding implies that the majority of teachers were involved in day-to-day operational decisions in school. In this case, those who involved in decision making were motivated to work leading to improved job performance. On the other hand,

those who were not involved felt that they were not part and parcel of the school organizations.

These results are similar to findings by Ingersoll (1995), who found that schools with more staff influence over decision making had distinctly lower rates of turnover than those with less staff influence over decision making. Gabriel (2010) maintains that, you can motivate your employees if you can make them feel that the success of your organization depends on them through getting their consensus on major decisions that can affect an organization. Likewise, if teachers are involved in decision making, productivity increases.

When the heads of schools were interviewed if they involved teachers in decision making, they agreed that they were involving teachers in a day-to-day operational decision making. One head of school B argued that:

We involve teachers in decision making especially in the issues concerning about school improvement and the issues concerning about their work and responsibilities. For example, we involve teachers in disciplinary matters if there was a form of misbehaviour among students. But as administrators, we cannot involve every teacher in some decisions that we think are urgent.

Also, the head of school A added that, teachers were happy because they were involved in day-to-day decisions made in school. He said that in the provision of incentives, they involved teachers to decide themselves who deserve(s) to get rewards as he commented that; During “May mosi” (workers’ day) we involve teachers in decision to get the best employee for a reward. Moreover, teachers are involved in all matters concerning

students, school performance and teachers' social welfare. For example, teachers make decisions about the amount of money they get for the students who score 'A' in a particular subject after the national examination results.

These results imply that if teachers are involved in decision making, it can lead to teachers' job satisfaction hence improve job performance and teachers' retention.

4.3 The Influence of Non-Monetary Incentives to Teachers' Retention

The second objectives sought to find out the teachers' views on the influence of non-monetary incentives in relation to their job retention. The views of teachers were gathered through questionnaires and interviews with Heads of school and DSEO. Teachers' responses in the questionnaires are summarized and presented in Table 4. 3 below:

Table 4.3 Distribution of Responses on the Influence of Non-Monetary Incentives to Teachers' Retention

S/N	ITEM	RESPONSES					TOTAL
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
1.	Sufficient provision of welfare facilities such as meal, transport, and houses encourage me to stay longer in a school.	16 27%	11 18%	9 15%	8 13%	16 27%	60 100%
2.	The presence of canteen facilities, annual paid leave, health services and adequate teaching and learning facilities encourage me to stay longer in school.	15 25%	11 18%	10 17%	12 20%	12 20%	60 100%
3.	If I leave teaching profession, I am confident to secure other more suitable posts.	3 5%	9 15%	9 15%	8 13%	16 27%	60 100%

Source: Field Data, 2015.

4.3.1 Views on the Influence of Non-Monetary Incentives in Retaining Teachers

During interview with the heads of school and DSEO, the researcher elicited that all the interviewees (5, 100 percent) agreed that non-monetary incentives contribute to retain teachers in secondary schools during working hours but also remain in teaching profession. One head of school A said that:

The provision of non-monetary incentives contributes to retain teachers in work, but also improves job performance. For example, in my school, teachers who got houses, they settled in work but also they were more comfortable compared to those who lived in town getting challenges of house rent and quarrel with house owners.

The head of school B added:

Of course it helps to retain and motivate teachers because any human being is after something, if they fail to get them in work places, they will find them elsewhere where they think that they fulfill their needs. Newly employed teachers want to see that they get staff houses; they would also like to have something like breakfast and lunch during working hours. Thus, if these incentives are lacking, teachers loose motivation.

Furthermore, when the DSEO was interviewed, he agreed that the provision of non-monetary incentives contributes in teachers' retention, he argued that: If teachers get promotion on time, leave payment, and work in conducive environment, they can improve their job performance and job satisfaction.

These findings reveal that, teachers are happier and perform better when they satisfy their basic needs in the workplace. The findings related to the Maslow's (1943) theory of hierarchy of needs which states that human beings are want animals. They have innate desires to satisfy a given set of needs. Maslow believed that each level of needs must be satisfied before those in the above level can be met.

4.3.2 Importance of Retaining Teachers

When the heads of schools and DSEO were interviewed about the importance of retaining teachers, they study revealed that retaining teachers is crucial because increases productivity and profitability. The head of school C said that if you retain teachers in work you change the school positively towards the stated goals, he also argued that:

There are advantages of retaining teachers in any school because any organization needs human resource. For example, achievement of goals depends in teachers who are committed to work. Of course if teachers get staff house and meals, they can run school activities smoothly and increase school effectiveness.

This view is also held by the head of school B who added that teachers' retention contributes to the achievement of school goals and increase teachers' commitment in daily school activities. The researcher found that of the ability to retain teachers depended also on the commitment of heads of schools. Surprisingly, one head of school (school D) was quoted saying that teachers' retention is not his duty. Here are his words:

As the head of school, teachers' retention is not my duty because there is no any document that gives a head of school an authority to do this, may be in private schools where the school managers fight to maintain well qualified teachers. For example, in my school, my duty is to receive new teachers and allocate them the subjects and other responsibilities according to their specialization. Otherwise if they come and plan to quit, it is okay because I cannot stop them.

This statement implies that some of the administrators do not value the importance of retaining teachers something that lowers staff morale to work and decreases students' achievement. This statement is in line with Remer et al.'s (2005) finding that dysfunction effect such as lack of staff stability lowered staff morale among teachers as well as the quality of instructions provided.

Through teachers' questionnaires, it was revealed that secondary school teachers see the importance of non-monetary incentives in relation to their job retention as the majority of respondents (24, 40 percent) agreed that, the provision of meal, transport, and staff

houses encourages them to stay longer in school. While the majority of respondents about 27 (45 percent) disagreed that the sufficient provision of welfare facilities encourages them to stay longer in a school.

The results imply that teachers who get meals and staff houses in their respective schools, have high morale to work and stay longer in hence improving job performance. But also the finding indicates that those who disagreed they do not get those incentives in their respective schools or they have their priorities in school.

Moreover, 24 (40 percent) agreed that the presence of canteen facilities, provision of health services and adequate teaching and learning facilities encourage them to stay longer in their respective schools. This implies that the employees are satisfied and motivated to work if they get their basic requirements something that reveal the importance non- monetary incentives in retaining teachers. On the other hand, about 26 (43 percent) of the respondents disagreed that the presence of canteen facilities, annual paid leave and adequate teaching and learning facilities encourage them to stay longer in school. The finding indicates that, majority of secondary school teachers were not satisfied with the incentives provided with something that cause them to be ready to leave the school and find other employers who care about their needs. These findings concur with Maslow (1954), who argued that human needs emerged in a predictable step fashion. For example, when they satisfy the lower needs the next emerges and becomes a primary motivator. In this case, school managers need to recognize the importance of providing non-monetary incentives which motivate and retain teachers.

4.3.3 Confidence to Secure Other More Suitable Work

This was the question used by the researcher to get teachers' views on whether or not they were confident to secure other suitable posts upon leaving a teaching profession. The findings revealed that 22(37%) of the respondents strongly agreed that if they left teaching profession they would certainly get more suitable positions, while 17(28%) agreed, and 3(5%) strongly disagreed, 9(15%) disagreed that they cannot secure more suitable positions after living a teaching profession.

The implication of these findings is that the majority of secondary school teachers are ready to quit the teaching profession whenever possible. This means that they were not satisfied with the teaching profession in terms of working as well as the living conditions and administrative practices in the respective schools.

Most qualified teachers were more likely to quit teaching profession compared to teachers with low qualifications. 39(65%) of respondents with bachelor degree agreed that if they left teaching profession they would secure other more suitable posts. This argument concurs with the study carried out by John (2010) who noted that, best teachers in schools have needs and expectations. These needs, desires, or expectations act as driving forces for continual search for the preferred employers. The statement implies that teachers develop negative attitudes and job dissatisfaction towards the teaching profession hence a reason for quitting.

4.4 The Challenges Inhibiting the Provision of Non-Monetary Incentives to Teachers

The third objectives sought to find out the challenges inhibiting the management in the provision of non-monetary incentives to teachers. The management was interviewed so as to identify the challenges they face in the provision of non-monetary incentives to their teachers. Under this objective, three questions were asked during interview sessions with the Heads of schools and DSEO.

4.4.1 Challenges Facing the Management in Providing Non-Monetary Incentives

From the interview with the heads of school and DSEO, it was revealed that there were challenges that the management face in the provision of non-monetary incentives to their teachers. The challenges are discussed in the following sub section;

4.4.1.1 Shortage of Resources

The findings from the heads of secondary school indicated that, shortage of resources was among the challenges that inhibit them from providing non-monetary incentives to teachers as one head of school A commented below:

Shortage of financial and physical resources hinders the management to provide rewards to teachers who perform better in their daily school activities. For example, we don't have enough houses compared to the number of teachers but we don't have money to build more houses or repair the available houses. In this case, teachers are complaining as they feel that those houses are not fairly distributed among staff members.

This was also the view of the 3 heads of schools visited. The head of school B added that a financial resource was a big problem in his school because they depended only on school fees to run the cost of every day school activities. For example, he added, “we have shortage of staff offices and staff houses something that decrease teacher’s morale to work”. He continued saying:

... Milky tea is not provided due to the low budget indicated. For instance, teachers get one cup of tea (black tea) without bites of which they buy themselves. Lunch is not served although we are discussing to see if teachers will be ready to contribute for lunch.

The DSEO revealed that, shortage of financial resources also was a big challenge because the budget allocated is not sufficient compared to the education challenges in her district. Also, the money never come on time something that hindered the implementation of policy in different education sectors within the district such as to pay the leave, promotion, and money for the teachers professional development. She commented that “we delay to provide promotion on time to our teachers due to the shortage of financial resources. For example, many teachers meet the criteria of getting promotion after three years but we fail to promote them on time due to the shortage of fund; that is why many teachers complain and claim for their promotion.”

These findings imply that there were conditions of shortage of resources which hinder the effective provision of non-monetary incentives to teachers. For instance, if the teachers do not get promotion on time, good staff offices and houses, breakfast and

lunch during working hours, it will be easy for them to develop job dissatisfaction, hence the genesis for low motivation or staff turnover .

4.4.1.2 Individual Differences

Responses from the interview indicate that individual teacher differences were among the challenges that hindered the provision of non-monetary incentives. The heads of schools argued that teachers are human beings like other people in the society and therefore they have something they prefer to get first in life. The head of school D stated that:

..You can provide incentives according to the resources available, but it can motivate or not motivate an individual according to his/her needs. For example, some teachers are motivated when they get staff houses and food in the school while others are not because people differ.

In the same line the head of school B added that as people differ, the provision of non-monetary incentives become a big challenge because the reward you provide does not satisfy everybody. Some teachers may appreciate but others may not appreciate it. For example, the provision of meals, or a portion of land they get during Shamba season may motivate only those in need of these incentives at a given time. These findings are in line with the findings by Maslow (1943), who maintains that human needs emerge in a predictable step fashion. When a person is satisfied with the lower level needs, the next higher need emerges and becomes a primary motivator.

4.4.1.3 Poor Motivational Schemes

Poor motivational schemes for teachers in schools were also the challenge inhibiting the provision of non-monetary incentives to teachers. Responses from the interview with the heads of schools reveal that, 50% of the four secondary schools visited had no good mechanisms of motivating teachers especially in how to show appreciation and recognition for excellent performance, and the way of rating that performance among teachers. The head teacher from school C commented that:

In our school, there is no special mechanism for motivating teachers for their job performance, for example we don't conduct the graduation ceremony where we would provide even the certificate of recognition. But also it can be difficult to choose one teacher when many teachers meet criteria of getting rewards; this makes some of them to feel the sense of unfairness and inequality.

However, when the head of school D was interviewed he showed that there is no effective motivational scheme in his school as he commented that:

“All teachers believed that the responsibility of providing meals and other non-monetary incentives falls to the head of school without considering other factor like shortage of financial resources. In my office, there is no budget allocated specifically to motivate teachers; what we do is to make sure that we are close with them, we respond to their problems where possible so that they can feel a sense of belongings.”

The result implies that, in school level there was no effective school policy which improve teachers' motivation while lack of motivation was among the contributing factors for teachers' turnover, and teachers reducing effort to work. What the heads of schools do is to build close relationship with teachers as a motivational factor. Silverman

(2004) further argued that building effective relationship is the way of retaining key talented employees and make them less likely to leave.

Moreover, responses from the interview with the DSEO revealed that there was poor motivation schemes used in motivating secondary school teachers as stressed that they provided incentives to teachers after the form four or form six examinations if the students in respective school performed better. He also added that:

The school gets Tshs 300,000 as the reward for doing better in national examinations; this is a little amount but its shows that we consider and value their efforts. Also, we try to build a good working condition by making sure that, they get promotion after every three years.

The finding imply that there was no effective motivation scheme from high level to low level of school, because even though they recognize the teachers' effort but there was no measure taken to reward the behaviour immediately. If the school performed poorly, it means that there were no any incentives provided. This discourages teachers to work as it takes long to get rewards. URT (2010) stated that many of the problems associated with poor performance of public service were related to lack of an appropriate compensation and weakness in the incentives regime.

4.4.2 Challenges Facing Teachers in the Provision of Non-Monetary Incentives

Under the third objective, further information was also gained through questionnaires to teachers (N=60). The questionnaire comprised three items that were measured through a five point Likert scale. The items measured the degree of teachers' response about the

challenges they face in the provision of non-monetary incentives provided in secondary school. The general results are presented in Table 4.4 hereunder.

Table 4.4 Distribution of on the Challenges Responses Inhibiting the Provision of Non-Monetary incentives to teachers

SN	ITEM	RESPONSES					TOTAL
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
1	I get support from management so I don't plan to quit a teaching profession.	13 22%	9 15%	23 38%	9 15%	6 10	60 100%
2	Policies governing job security are clearly implemented by administrators.	12 20%	15 25%	15 25%	9 15%	9 15%	60 100%
3	I am working hard because I get promotion on time.	23 38%	22 37%	9 15%	2 3%	4 7%	60 100%

Source: Field Data, 2015.

4.4.2.1 Support from Management

The findings from teachers' questionnaire indicates that 22 (37 percent) of the respondents disagreed that their school management was not supporting them in their daily school activities and did not create a friendly atmosphere at their school while 15(25 percent) of the respondents agreed that they got support from their school management.

Responses from the interview with heads of schools revealed that there is no guarantee support from the management to assist teachers with different problems as one head of school A stated that ‘we talk with teachers who have different problems, if we are able to solve them, well and good, if we are no we say bye bye’. This shows how teachers get little support from the management concerning their personal and school issues.

These finding reveal that most of school managements do not maintain good working and friendly atmosphere to teachers, something that makes teacher to be uncomfortable in the workplace and develop job dissatisfaction. With the support of these findings, Vroom (1964), argued that; employees expectancy perception is influenced by self determination and support provided by supervisors but also he added that; if the school management fails to fulfill the employees needs, the employees tend to change their behaviours and act in different ways such as decreasing morale to work and leaving an organization.

4.4.2.2 Policies Governing Job Security

The findings indicate that the policies governing job security were not clearly implemented by the administrators as 27 (45 percent) respondents disagreed about the policy that it was not implemented by the school administrators. But 18 (30 percent) respondents agreed that the policies governing their job security was clearly implemented by administrators.

The result implies that, most of the school heads do not assure teachers job security causing tension and worries about loss of job and personal humiliation among teachers.

In this sense, if teachers are working in such environment, it can be easy for them to perform a little job or leave the school. In support of this argument, John (2010) stressed that if teachers are working under the situation of being fired at any time without genuine reasons, the sense of loyalty in working must be poor.

However, those school heads who assure job security to their teachers, improve teachers' performance as they work in a worry-free atmosphere. However, job security includes teachers' professional advancement; this means that if opportunities for further professional development are available, teachers' will be assured of retaining their positions as they will have acquired more knowledge and skills necessary for their profession.

4.4.2.3 Getting Promotion on Time

Teachers' promotion was assumed to have a strong impact on teachers' retention. Findings from teachers' questionnaire indicate that 45 (75 percent) respondents were not satisfied with the promotion they got from the management, while 6 (10 percent) respondents agreed that they were working hard because they got promotion on time. However, 15 percent of the respondents were neutral.

The findings above reveal that, most teachers were not satisfied with the promotion they get as a result they can change effort and do a little job as a teacher. In the light of this study, it means that teachers reduce their work performance as the majority of teachers stated that they worked hard but they could not get promotion on time. This view is in line with Muze (1987) who maintains that secondary school teachers suffered from poor

administrative policies, limited opportunities for professional development, unfair promotion and poor job incentives. He concludes that, because of such circumstances, teachers develop negative attitudes and job dissatisfactions towards the teaching profession and consequently leave the job.

4.4.3 Ways Taken by Management to Overcome Challenge

During interview with the heads of school and DSEO, the researcher asked them if there were any ways or efforts which were made by the management to overcome challenges they face in the provision of non-monetary incentives. The findings revealed the following:

4.4.3.1 Establishment of Social Welfare

The findings emphasized the need to establish the staff social welfare which helps the staff members to assist each other. All respondents viewed that, social welfare increases the sense of belongingness especially for the new employees. The head of school A added that:

In this school, social welfare contributes to make teachers feel happy in work place because if a teacher gets a problem, he gets assistance immediately than depending on the government support only. For instance, teachers contribute TSHS 10,000 per month as the monthly fee.

Also during interviews with head of school C, it was found that social welfare provides support to teachers during wedding and funeral ceremony. He argued that ‘teachers enjoy working together, share the happiness and most difficult time with members of

staff. Also, through social welfare, we conduct get-together parties especially when there are new employees, something that increases job satisfactions.

The finding implies that teachers are happy when they see that they are part and parcel of the organization and they also get support from staff members. In this case teachers can be motivated to work and stay longer in a school.

4.4.3.2 Establishment of School Projects

When heads of schools were interviewed on the effort made to overcome challenges, they emphasized on the establishment of school projects as one among the sources of generating income to address the problem of shortage of resources. The projects that were established include the shop, cattle keeping, gardening, meeting and wedding hall, and canteen. The head of school A commented that: School projects help to raise school fund which we can use in running daily school activities. For example, the money from school projects helps us during internal examination to prepare breakfast and lunch for the invigilators but also some time we use them as extra payment for teachers who teach remedial classes, and for buying school facilities as well. Some of the milk we get is used to make milky tea for teachers and for selling when in excess.

The head of school B added that, school projects help a lot in solving different school problems instead of depending on each and everything from the government. He argues that, they produce enough maize from the school farm of which teachers benefit because we sell them the maize at a low price. We use the money we get to solve a wide range of problems at school. He commented that:

We sometimes use that money to repair the school furniture such as broken table and chairs but also use it when we want to prepare food for teachers especially when there are special events such as graduation and examinations.

However, the situation was different in the surveyed school D and C as they argued that there was no any source of income, instead, they depended on funds from the government and school fees which is not sufficient to run the school activities. He added that ‘It is difficult to motivate teachers due to the shortage of funds; in our school there is no any project as a source of generating income. This affects the daily school activities including the preparation of internal examinations. These findings reveal that the establishments of school projects help the managements in solving different school problems and motivate teachers by supporting them in different ways such as getting maize at a low price, and breakfast.

4.4.3.3 Teachers Participation in Decisions Making

The study findings revealed that, teachers’ participation increase teachers’ awareness about their job and other responsibilities in school. During interview, the heads of schools said that they allow discussion among teachers so that they can feel that they for themselves. The head of school B added that “in this school we conduct frequent meetings so that teachers get opportunities to share different issues with the management including the issue of motivation in work place. For example, the issue of selling maize to teachers at a low price was the teachers’ views and decisions. This is important as it helps the school head to make sure that incentives provided touch everyone.

The head of school C also argued that, teachers' participation is good way of overcoming arising challenges in the provision of non-monetary incentives. For example, many teachers know that the provision of food in the school is the responsibility of management, so if you do not involve them, you will invite a number of challenges including teachers' low morale to work. She commented that:

In our school we allow discussions with teachers through staff meeting which we conduct twice per week, Monday and Friday. Through these meetings, teachers raise many issues which need implementation from the management. For instance, the issue of heavy teaching workload especially for science teachers was raised in the meeting, so, as the management, we solved it by reducing the number of responsibilities. Also there was an issue of delaying promotion among the teachers which we agreed that as the management we should assist them to make follow up to the high level management.

The findings reveal that teachers' participation in decision making contribute in overcoming the challenges the management faces in the provision of non-monetary incentives to teachers because it increases teachers autonomy and responsibilities when they feel that they are valued. The findings correspond with John's (2010) findings that the dignity of the worker is realized if the work process allows autonomy, responsibility and fulfillment influenced on managerial decisions.

4.4.4 Strategies and Steps Used by Management to Ensure Teachers Retention for Future

Basing on the third question under the third objective, the researcher wanted to explore if there were any other strategies used by management to ensure teachers' retention.

Heads of school and DSEO were interviewed to seek the information about the steps they can take to retain teachers. The findings revealed the following:

4.4.4.1 Improving Living and Working Conditions for Teachers

During interview with the heads of school and DSEO, most of them suggested that the improvement of living and working conditions for teachers will retain teachers in work and teaching profession at large. The DSEO argued that, as the management they still struggle to build conducive living and working environment for teachers so that they can improve teachers' performance. He commented that:

Of course, as management we struggle to increase and maintain the status of secondary school teachers. We make sure that in school there are good staff offices, good staff houses, enough teaching and learning materials so that teachers settle in school. But also we make sure that, we increase salary for teachers and pay those salaries on time.

Furthermore, in one school B visited, the study revealed that the management struggles to improve living and working conditions for teachers. He added that, although they have shortage of physical resources in their school, they struggle to get houses for teachers, but also to provide breakfast and lunch so as to retain them in school during working hours. He also commented that:

In our school we have one house, but due to the shortage of staff offices we use it as a head of school office although we plan to repair it and give to one teacher so as to reduce the burden of teachers coming late in the morning and leave the school early to find food and other services.

Furthermore, the heads of schools A and C added that, good living and working conditions is everything for teachers, so they make sure that they improve working environment for future so as to increase teachers' retention. The head of school C said that 'the living and working environment of our teachers are so hard, as you can see there are no staff houses, no attractive offices but what we do is to build close relationship with teachers and respond to their problems so that they can work freely.'

These findings concur with the study findings by Sumra (2006) who state that the main reason teachers' turnover was low wages that were paid and the poor working conditions including heavy workloads, oversized classes, and insufficient teaching and learning resources.

These findings reveal that, working and leaving conditions among secondary school teachers was not satisfactory, something that needs improvement so as to attract and retain teachers in secondary schools.

4.4.4.2 Effective Orientation and Mentorship

During interview with the heads of school, one head of school suggested that orientation and mentoring, if used effectively, help to retain new employees. She argued that without orientation and mentorship, sometimes, new employees feel uncomfortable and lack support needed in their profession. She further observes that:

As the management, sometimes we make mistake when we think that new employees know each and everything about the work. When new teachers report at school, we just introduce him/her to the staff

members and assign them responsibilities without considering that they need some knowledge on the work they will be doing, but also they need to get opportunities to learn from experienced teachers about teaching profession.

The result implies that, in secondary schools there are no orientation and mentorship programmes where the new employees can get knowledge and skills about their work. In the light of this study, it appears that teachers may develop negative attitude towards school environment and teaching profession.

The findings are in line with Gabriel's (2010) who maintains that, conflict and politics in the work place make workers hate coming to the office. So, the managers have to build good relationship among them and their employees so as to create a sense of friendship and belongingness. He also adds that, the team building activities strengthen trust, respect and accountability with each other.

4.4.4.3 Facilitation of Professional Advancement to Teachers

These were also the suggested strategies and steps that the school management used so as to retain teachers in the future. During interview with the DSEO, the results revealed that the professional advancement among secondary school teachers depends on the effort of individual teachers because there were no any special programmes that enable teachers to go for their further training. All the management would do is just release the teachers whenever they get opportunities to join universities. The DSEO argued that:

What we do as the management is to give teachers release letters when they get opportunities for further studies. The criterion used in providing the release letters is that teachers must have three years at

work after their first appointment. Tuition fee and other expenses are the individual teacher's business because we don't provide them money for further studies. However, we are discussing on how we can support them especially through timely processing of release letters and taking care of those who cannot afford paying tuition fees for themselves.

When the head of school B was interviewed, he suggested that professional advancement of secondary school teachers need the improvement from the top level management to the low level of management because teachers struggle themselves to apply in different higher learning institutions, but they do not get release letters on time. Moreover, at the school level, if the school heads learn that there is a shortage of teachers especially science subject teachers they normally do not support them to go for further studies, something that discourages teachers to stay longer in school. He argued that:

We as the management, we have to change so as to encourage teachers and support them for their further studies. Teachers struggle themselves but still get obstacle in getting release letters on time. If we encourage teachers to go for their further studies we will increase teachers' performance as they education increases their potentials.

However, in school D, the findings revealed that there was no any measure taken to support teachers for their further studies. This meant that teachers fight to get those opportunities but they do not get support easily when they want to leave for training.

The head of school said that:

This is the duty of the DSEO, what we do, we write letters about what we need and send to the management. Furthermore, it is difficult to encourage teachers to go for further studies while you have a shortage of teachers. For example, in this school, we have one

physics teacher. We wrote a letter to the management about the problem but it is now 3years we have no heard from the management.

The findings imply that, teachers in secondary schools need training support from the management so as to get opportunities to go for their further studies. The management suggests that if they facilitate and promote professional advancement for teachers, they will retain them in schools. The findings correspond to Gabriel (2010) who found that, training employees gives them room to grow and they don't have to feel stuck to a routine job. They can look forward to much bigger challenges.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMENDATIONS

5.1 Introduction

This chapter presents summary, conclusions and recommendations of the study. These conclusions and recommendations are associated with the contribution of non-monetary

incentives to teachers' retention in secondary schools. The chapter also suggests areas for further research.

5.2 Summary of the Study

The researcher sought to explore the contribution of non-monetary incentives to teachers' retention in secondary school in Korogwe Urban. Three research objectives were formulated to guide the investigation, focusing on an exploration of the (1) types of non-monetary incentives provided to secondary school teachers; (2) teachers' views on the influence of non-monetary incentives in relation to their job retention and; (3) challenges inhibiting the provision of non-monetary incentives to teachers. The study was confined to Korogwe Urban where four secondary schools were selected.

The study was considered to be necessary as the findings were expected to assist the management to find different ways that can improve teachers' retention and work performance through non-monetary incentives. Secondly, the findings were expected to make all educational institutions and policy makers aware of the factors that motivate and retain teachers. Finally, the findings were expected to help the education practitioners to note and address issues of teachers' incentives as part of developing an effective system for attracting, retaining and motivating qualified teachers.

The theoretical framework which guided the investigation was Equity theory of motivation by Adams (1975) who maintains that, motivation is influenced by the degree of equity an employee's experience in the workplace. Another theory that guided the study is Maslow's (1943) hierarchy of needs theory which stipulates that human beings

are want animals as they have desires to satisfy a given set of needs. Vroom Expectancy theory of motivation (1964) indicate that, a reward will have a positive value when it directly or indirectly satisfies the needs; However, when it inhibits workers' needs, that is dissatisfaction towards a particular job. Another theory is Herzberg's (1968) theory of hygiene and motivational factors which maintains that for most people money is not a motivator, and if individuals feel that they work under unpleasant working conditions, they reduce their efforts and even leave work organization. The theoretical framework was chosen because it was considered suitable for exploring the contribution of non-monetary incentives to teachers' retention as it predicts the behaviour of employees and shows relationship between variables.

Various literatures relating to this study were reviewed including the theoretical framework and empirical studies. Empirical studies on the contribution of non-monetary incentives to teachers retention were generated from developed and developing countries as well as Tanzania the specific country where the study conducted. The literature reviewed established the need to focus on issues such as teachers' promotion, fairness and equity in work place and their contribution to teachers' retention.

This study employed case study design whereby quantitative and qualitative approaches were used to collect and analyze data. The research instruments used in this study comprised observation, interview guide for heads of school and DSEO, and questionnaires for secondary school teachers. During observation, the researcher observed the availability and conditions of non-monetary incentives in surveyed schools.

The study sample obtained through stratified random and purposive sampling comprised 4 heads of schools, 1 District Secondary Education Officer and 60 secondary school teachers. All these were involved and requested to provide accurate information and their experiences about the contribution of non-monetary incentives to teachers' retention in secondary schools. Qualitative data were subjected to content analysis, while quantitative data were computed into percentages and presented in tables.

5.3 Summary and Conclusions from the Research Findings

The findings are presented according to sub sections derived from research objectives and their related research questions. The summary consisted of the brief expression of research findings.

5.3.1 Types of Non-monetary Incentives Provided to Secondary School Teachers

The findings indicated that there were relationships between the availability of good staff offices, staff houses, classroom and school furniture and teachers' retention in public secondary schools. The findings indicated that teachers are happy to work at a school that living and working conditions enable them to perform their daily school activities smoothly.

Regarding teachers' promotion, the results indicated that very few teachers were satisfied with promotion that management did to teachers. The findings revealed that unfair promotions to teachers played a strong role in demoralizing and discouraging teachers from carrying out their duties efficiently. Responses from the interview with the

management revealed that the provision of non-monetary incentives such as promotions provided to teachers was not sufficiently motivating because teachers did not get their promotions appropriately and fairly. Further, the study revealed that there were other non-monetary incentives provided to teachers including houses, breakfast, get together parties, portion of land for cultivation and involvement of teachers in decision making. The findings suggest that if teachers are satisfied with the non-monetary incentives they get, they will be motivated to work and stay longer in schools.

The findings also showed that, teachers were engaging in daily decisions made in schools. It can be concluded that, teachers who have been involved in decision making process are happy and feel as a part of the organization, hence develop positive attitude towards school activities.

Basing on equal and fair treatment among secondary school teachers, the findings revealed that 66.6 percent of the respondents disagreed with the statement that there was equal and fair treatment in the provision of non-monetary incentives to all teachers. This lowered teachers' effectiveness and efficiency at work. It can be concluded that the management practice contributes to loss of teaching morale and leads to job dissatisfaction.

5.3.2 The Influence of Non-monetary Incentives to Teachers' Retention

The second objective sought to find out the teachers views on the influence of non-monetary incentives to their job retention.

The findings indicated that 65 percent of respondents agreed that they are confident to leave teaching profession and secure more suitable work. Basing on this teachers' view, the finding revealed that the majority of teachers were not satisfied with teaching profession as they are ready to quit and find more suitable work. It can be concluded that, in public secondary schools, the living and working conditions do not attract teachers to stay longer in the teaching profession.

According to teachers' view 40 percent of respondents agreed that the provision of meal, transport and staff houses encourage them to stay longer in school. The findings indicate that secondary school teachers are motivated to work when they feel that their basic needs are met. In the light of this study, it can be concluded that the secondary school teachers were discouraged to work and stay more in school when canteen facilities, transport, adequate teaching facilities, and good staff houses were not sufficient in public secondary schools.

When the managements were interviewed about the contribution and importance of non-monetary incentives, the findings revealed that all of them agreed that non-monetary incentives contribute a lot in retaining teachers in schools and also improved their performance. Further, the findings revealed that it is important to retain teachers in schools because retention increases productivity and profitability. These can be concluded that, teachers' retention in work depends on the way the school managers motivate teachers through non-monetary incentives.

5.4 Challenges Inhibiting the Provision of Non-monetary Incentives to Teachers

The finding revealed that, the challenges facing the management in the provision of non-monetary incentives includes the shortage of resources, individual differences and poor motivational schemes.

Basing on the shortage of resources, the findings revealed that the school managers fall short in providing non-monetary incentives to teachers due to the shortage of school funds as most of them indicated that they depend only on the school fees. It can be concluded that, shortage of fund play a vital role in increasing the teachers' job dissatisfaction as the management fail to provide sufficient non-monetary incentives to teachers on time. Regarding the individual differences, the study discovered that, the provision of non-monetary incentives depends on the individual needs and expectations. The results mean that, as people differ, their needs also differ so the school managers face a problem in providing non-monetary incentives because the incentives provided do not satisfy everyone. The results can be concluded that teachers' retention depends on the individual teacher. If teachers get incentives which do not satisfy their needs and expectations, they will struggle to get them elsewhere.

The study dwelt also on challenges facing teachers in the provision of non-monetary incentives. The challenges include lack of support from the management, unclear policies governing job security and promotion.

The findings revealed that teachers lacked support from the management in performing their daily school activities as 37 percent of the respondents agreed that, the

management did not support them. It was also found that there was no guaranteed support management concerning teachers' problems in the workplace. From these results, it can be concluded that the school managers were the source of teachers' low morale for work; teachers' poor performance due to the frustration they get from the poor support of the management.

It was found that the policies governing job security were not clearly implemented among secondary school teachers as 45 percent of the respondents disagreed that the policies governing job security were not clearly implemented by the school management.

The study revealed that teachers' promotion was among the challenges that contribute to demoralize teachers to work effectively. The findings revealed that 75 percent of the respondents were not satisfied with the promotion they got as well as its timing. From these findings, it can be concluded that teachers do not work hard because they know that their efforts are not valued because the criteria for promoting teachers based on their performance are not implemented.

5.4.1 Ways taken by Management to Overcome Challenges

The findings revealed that the establishment of social welfare, school projects and teachers participation in decision making, play a big role to overcome the challenges the management faces, including shortage of resources.

However, the management revealed that social welfare and school projects help them in curbing different school problems as well as teachers' problems because they contribute to raise school fund. If the school managers encourage and promote social welfare and school projects there will be a low degree of staff turnover among teachers.

Moreover, the results revealed that involving teachers in the decision making process constitutes an incentive that satisfies everyone. It was also found that participation of teachers in decision making increases teachers' awareness about their job and daily responsibilities in school. It can be concluded that school management can decrease challenges affecting teachers' retention through school projects, social welfare and teachers' involvement in decision making.

5.4.2 Strategies used by Management to ensure Teachers Retention

The findings revealed that there were strategies suggested by the management that would increase teachers' retention if used effectively. The improvement of living and working conditions seemed to be more effective in retaining teachers because the present situation was worse and discouraged teachers to stay longer in school. It can therefore be concluded that there is a direct relationship between good living and working conditions and teachers retention. The improvement of living and working environment in public secondary schools will increase teachers' performance and retain them in work.

It was also found that, effective orientation and mentorship training contribute in retaining new employees in school but also in teaching profession. The results revealed

that most of the school managers did not see the importance of orientation and mentorship in school organization. These findings show that the management was the source of demotivating new employees in the workplace as they assign them the tasks without any guidance.

Furthermore, the study revealed that the present status of teachers' professional advancement was not good, so the management suggests improving the situation by encouraging and supporting them in paying tuition fee but also to give them opportunities for their further training. It can be concluded that teachers face many obstacles when they opt to go for the training, something that decreases the teachers' potentials.

5.5 Recommendations

Basing on the study findings, analysis and discussions, the following recommendations are made.

5.5.1 Recommendations for Teachers' Motivation Schemes

Teachers as human being they have their needs and expectations that they need to fulfill in their daily lives. It is therefore, recommended that the school management including the permanent secretary of the Ministry of Education and Vocational Training, DSEO, and Heads of schools ensure that they offer both non-financial and financial incentives to secondary school teachers so as to attract and retain them in a teaching profession.

This will not only make teaching more attractive but will play a vital role in curbing the growing number of teachers who are leaving the profession.

The school managers should promote positive attitudes towards teaching professions by enhancing orientation and mentorship training for new employees so as to create good relationship among school managers and staff members. This will make teachers feel a sense of belongingness. As the organizational members, they ought to be part and parcel of the teaching profession.

The ministry of education and local government sectors should ensure that the policies governing teachers' job security and wellbeing are improved and clearly implemented to all teachers. This will make teachers work comfortably and will curb the problems of bias and favoritism at work.

The school managers should encourage and facilitate the establishment of other sources of earning money so as to raise school funds. This will enable the school heads to solve different school problems instead of waiting for unreliable funds from the government.

5.5.2 Recommendation for Further Studies

Based on the scope and coverage of this study, the researcher proposes the following areas for further studies:

- More research should be carried out with a larger sample size involving other districts in Tanzania. This is due to fact that the current study involved only 4

public secondary schools in Korogwe Urban. This it will help to improve teachers' wellbeing and retention in secondary schools.

- Studies of this kind seem also important in other education sub-sectors such as in primary schools and teachers' colleges so as to provide new insights into the role of non-monetary incentives on teachers' retention in educational institutions other than secondary schools.

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APPENDICES

APPENDIX I

INTERVIEW GUIDE FOR HEADS OF SCHOOL

My name is MARY TUMAINI, a Master's degree student at the Open University of Tanzania. As part of my study, I am conducting a research on the contribution of non-monetary incentives to teachers' retention in secondary schools in Korogwe Urban. I would like to ask for your participation in the interview. The information collected in this study will remain confidential and shall be used for academic purposes only.

Thank you in advance for your time for my study.

Demographic information

1. Age

21-30 Years		
31-40 Years		
41-50 Years		
51-60 Years		

2. Gender

Male (), Female ()

3. Experience

For how long have you been working in the teaching profession?

0-5 years () 6-10 years () 11-15 years () 16 and above ().

4. Education level

What is your education level?

Certificate	
Diploma	
Bachelor Degree	
Master Degree	

B. Types of non – monetary incentives provided to secondary school teachers

1. What are the non-monetary types of incentives provided to teachers in your school?
2. What criteria are you using in providing these types of non-monetary incentives to teachers?
3. How often are these non-monetary incentives provided to teachers in your school?

C. Teachers' views on the influence of non- monetary incentives in relation to their job retention

1. Do you think non- monetary incentives contribute in retaining teachers?
2. What is the importance of providing non-monetary in relation to teachers retention?
3. Apart from non- monetary incentives, is there any other special mechanism that your school is using in retaining teachers?

D. The challenges inhibiting the provision of non- monetary incentives to teachers

1. What challenges are you facing in providing non- monetary incentives to teachers?
2. What are the efforts taken by management to overcome challenges in provision of non- monetary incentive to teachers?
3. What steps do you take as a school head to retain teachers?

Thank you for your cooperation

APPENDIX II

INTERVIEW GUIDE FOR DISTRICT SECONDARY EDUCATION OFFICERS

My name is MARY TUMAINI, a Master's degree student at the Open University of Tanzania. As part of my study, I am conducting a research on the contribution of non-monetary incentives to teachers' retention in secondary schools in Korogwe Urban. I would like to ask for your participation in the interview. The information collected in this study will remain confidential and shall be used for academic purposes only.

Thank you in advance for your time for my study.

A. Demographic information

1. Age

21-30 Years		
31-40 Years		
41-50 Years		
51-60 Years		

2. Gender

Male (), Female ()

3. Experience

For how long have you been working in the teaching profession?

0-5 years () 6-10 years () 11-15 years () 16 and above ().

4. Education level

What is your education level?

Certificate	
Diploma	
Bachelor Degree	
Master Degree	

B. Types of non – monetary incentives provided to secondary school teachers

1. Are you providing non-monetary incentives to teachers?

2. What criteria are you using in providing non-monetary incentives to teachers?
3. How often are these non-monetary incentives provided to teachers in your schools?

C. Teachers' views on the influence of non- monetary incentives in relation to their job retention

1. How do non-monetary incentives affect teachers' retention in your district?
2. What is the importance of providing non-monetary incentives in relation to teachers' retention?
3. Apart from non- monetary incentives, is there any other special mechanism that your school is using in retaining teachers?

D. The challenges inhibiting the provision of non- monetary incentives to teachers

1. What challenges are you facing in providing non-monetary incentives to teachers?
2. What efforts are you taking to overcome challenges in provision of non- monetary incentive to teachers?
3. Are there any strategies to ensure teachers retention in your secondary schools for the future?
4. What do you think can be done to eradicate these challenges?

Thank you for your cooperation

APPENDIX III

QUESTIONNAIRES FOR SECONDARY SCHOOL TEACHERS

My name is MARY TUMAINI a Master's degree student at the Open University of Tanzania. As part of my study, I am conducting a research on the contribution of non-monetary incentives to teachers' retention in secondary schools in Korogwe Urban. I would like to ask for your participation in the interview. The information collected in this study will remain confidential and shall be used for academic purposes only.

Thank you in advance for your time for my study.

A. Demographic information

1. *Age* (tick the relevant age range)

21-30 Years		
-------------	--	--

31-40 Years		
41-50 Years		
51-60 Years		

2. Gender

Male (), Female ()

3. Experience

For how long have you been working in the teaching profession?

0-5 years () 6-10 years () 11-15 years () 16 and above ().

4. Education Level

What is your education level?

Certificate	
Diploma	
Bachelor Degree	
Master degree	

B. General Information

Please indicate whether you agree or disagree with each of the following statements.

Kindly circle the number that suits you answers.

1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree.

S/N	ITEM	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Types of non – monetary incentives provided to	*	*	*	*	*

	secondary school teachers					
1.	The availability of good staff offices, staff houses, classrooms, library, laboratories and furniture improves my job status.	1	2	3	4	5
2.	Teachers' promotion is fairly provided.	1	2	3	4	5
3.	Incentives and other benefits are fairly and equitably provided to all teachers.	1	2	3	4	5
4.	I am happy because I am involved in day-to-day operational decisions at school.	1	2	3	4	5
	Teachers views on the influence of non-monetary incentives in relation to their job retention.	*	*	*	*	*
1.	If I leave a teaching profession I am confident to secure other more suitable posts.	1	2	3	4	5
2.	Sufficient provision of welfare facilities (meal, Transport, staff houses) encourages me to stay longer in a school.	1	2	3	4	5
3.	The presence of canteen facilities, annual paid leave, health services and adequate teaching and learning facilities encourage me to stay longer in this school.	1	2	3	4	5
	The challenges inhibiting the provision of non-monetary incentives to teachers.	*	*	*	*	*
1.	I get support from management so I do not plan to quit the teaching profession.	1	2	3	4	5

2.	Policies governing job security are clearly implemented by administrators.	1	2	3	4	5
3.	I am working hard because I get promotion on time.	1	2	3	4	5

Thank you for your cooperation

APPENDIX IV
OBSERVATION CHECKLIST

Types of non-monetary incentives available in secondary schools

No	Item	Comment
i.	Transport	
ii.	Housing	
iii.	Breakfast and lunch	
iv.	Availability of teaching and learning materials	
v.	Classrooms	
vi.	Staff offices	

THE OPEN UNIVERSITY OF TANZANIA
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12/06/2015,

District Executive Director

Korogwe District Council,

Korogwe.

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. Mary Tumaini; HD/E/1099/T.13**, who is a Master student at the Open University of Tanzania. By this letter, **Ms. Mary Tumaini** has been granted clearance to conduct research in the country. The title of his research is "**The Contribution of Non – Monetary Incentives to Teachers' Retention in Public Secondary Schools in Korogwe Urban**". The research will be conducted in Korogwe District Council. The period which this permission has been granted is from 12/06/ 2015 to 12/08/2015.

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 Hossea Rwegoshora

For: VICE CHANCELLOR

OPEN UNIVERSITY OF TANZANIA



KOROGWE TOWN COUNCIL

P. O. BOX 615, TELL: - 027 2640705 FAX: 027 2650075

Email: korogwetc@tanga.go.tz

KOROGWE – TANGA, TANZANIA

Ref.No.KTC/E.1/76/129

27/07/2015

MISS .MARY T.IRIRA,
P.O.BOX 533,
KOROGWE.

REF:PERMISSION TO CONDUCT A RESEARCH IN KOROGWE TOWN COUNCIL.

Reference is made to the above mentioned heading. I have received your letter requesting a permission of conducting a research in Korogwe Town Council especially in Secondary Schools.

I am glad to inform you that permission is granted to conduct research on the topic;
"THE CONTRIBUTION OF NO – MONETARY INCENTIVES TO TEACHER RETENTION".

I wish you all the best in your research.

SOPHIA J. MSANGI.

For Town Director,

KOROGWE TOWN COUNCIL.

**FOR TOWN DIRECTOR
KOROGWE TOWN COUNCIL**