

**THE INFLUENCE OF INCENTIVES ON TEACHERS' MOTIVATION IN  
TANZANIA PUBLIC SECONDARY SCHOOLS**

**LEVINA T. MAKINGE**

**A DISSERTATION SUBMITTED 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**

**2014**

**CERTIFICATION**

The undersigned certifies that has read and hereby recommends for acceptance by The Open University of Tanzania a dissertation entitled: **“The Influence of Incentives on Teachers’ Motivation in Tanzania Secondary Schools”**, in partial fulfilment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

.....

Cosmas B. F. Mnyanyi

(Supervisor)

Date .....

**COPYRIGHT**

This dissertation is copyright material protected under the Berne Convention, the Copyright Act of 1999 and other international enactments, in that behalf, on intellectual property. It may not be produced by any means, in full or in part, except for short extracts in fair dealings, for research or private study, critical scholarly review or discourses with an acknowledgement, without the written permission of the Dean, School of Graduate Studies, on behalf of both the author and The Open University of Tanzania.

**DECLARATION**

I, **Levina Theddy Makinge**, declare that, this dissertation is my own original work and that it has not been presented and will not be presented for a similar or any other degree award at any other university.

Signature.....

Date.....

**DEDICATION**

This dissertation is dedicated to my beloved husband, Mr. Francis Martin Makinge, my son Martin Francis Makinge and my daughters Magreth Francis Makinge and Innocensia Francis Makinge.

## ACKNOWLEDGEMENTS

This dissertation was made possible through wonderful contributions from many willing individuals, who professionally and personally provided me with incredible support, each in their own way.

I owe many thanks to my Supervisor, Cosmas B. F. Mnyanyi, for his support and encouragement in pursuing the study. I wish to give my gratitude to the entire Faculty of Education staff members who worked tirelessly to ensure that the programme run smoothly. I greatly appreciate the contributions from my fellow students in MED program. Special thanks go to Upendo William, for her willingness to edit my work. My thanks also go to Prof. Issa M. Omari, for encouragement and feedback on the final draft.

I also extend my appreciation to the DEO of Ilala Municipality, Mrs. Mng'ao who gave me a permission letter for conducting research in the selected secondary schools in her Municipality. My deep gratitude goes to the heads of Jangwani, Azania, Zanaki, Kisutu, Pugu, Nguvu Mpya, and Chanika secondary schools for allowing me to collect data in their schools. Thanks should also go to teachers and TTU leaders in these secondary schools for their willingness to provide information which helped me to complete my dissertation.

However, this work would not have been possible without the assistance of my husband Mr. Francis Martin Makinge, my son Martin and my daughters Magreth and Innocensia for their encouragement all along up to the moment of submitting my dissertation. MAY GOD BLESS YOU ALL

## **ABSTRACT**

The main objective of this study was to examine the influence of incentives on Tanzania secondary schools teachers' motivation. The study was mainly qualitative in nature. A total of 105 respondents were involved in the study. This included 91 teachers who filled in the questionnaires, 7 heads of schools and 7 TTU leaders who attended to my interviews. These were purposively selected from 7 secondary schools in Ilala Municipality in Dar es Salaam region. The study revealed that the availability and provision of incentives for teachers' motivation in Tanzania public secondary schools is minimal resulting to them being demoralized. Teachers are not settled, they use much of their time looking for part time jobs in order to increase their income. Therefore, teaching is of low quality and this leads to poor academic performance of the students. In addition to that, other teachers quit the teaching profession for jobs which can pay them better; hence increasing the shortage of teachers. It was found that, if teachers are motivated they can work efficiently and raise the academic performance of students. The study recommends the government and other education stakeholders to ensure that teachers are motivated by providing them with incentives which can satisfy their needs. The community also is advised to have positive attitude towards teachers by appreciating their work. By doing this, teachers can feel recognised and increase their working morale. This will result in good academic performance for the students. Further studies are needed in order to find out views on factors influencing teachers' performance other than teachers' incentives. At policy level there is a need to have incentive policy for teachers so that they can be budgeted for.

## TABLE OF CONTENTS

<b>CERTIFICATION .....</b>	<b>ii</b>
<b>COPYRIGHT .....</b>	<b>iii</b>
<b>DECLARATION.....</b>	<b>iv</b>
<b>DEDICATION.....</b>	<b>v</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>LIST OF TABLES .....</b>	<b>xii</b>
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>1.0 THE RESEARCH PROBLEM AND ITS CONTEXT.....</b>	<b>1</b>
1.1 Background to the Problem .....	1
1.1.1 Secondary Education in Tanzania.....	5
1.2 Statement of the Problem.....	9
1.3 Purpose of the Study .....	10
1.4 Objectives of the Study .....	10
1.5 Research Questions .....	10
1.6 Significance of the Study .....	10
1.7 Conceptual Framework .....	11
1.8 Limitations of the Study.....	13
1.9 Delimitations of the Study .....	13
1.10 Organization of the Study .....	14
<b>CHAPTER TWO .....</b>	<b>15</b>
<b>2.0 LITERATURE REVIEW .....</b>	<b>15</b>
2.1 Introduction.....	15

2.2 Teachers Incentives.....	15
2.2.1 Incentives for Individuals' Motivation .....	17
2.2.2 Incentives for Organisation Motivation.....	20
2.2.3 Incentives for Societal Motivation.....	21
2.3 The Teachers' Motivation.....	22
2.3.1 Work Environment and Teacher Motivation .....	23
2.3.2 Policy Areas Needing Support.....	24
2.3.3 Intrinsic and Extrinsic Motivation among Teachers.....	25
2.3.4 Motivating the Teaching Personnel .....	27
2.3.5 Status and Vocational Commitment among Teachers .....	30
2.4 Influence of Incentives in Motivation and Performance.....	31
2.4.1 Empirical Framework of the Study.....	31
2.4.2 Theories of Motivation .....	33
2.4.3 Hierarchy of Needs Theory of Motivation.....	34
2.4.4 Implications of Maslow's Hierarchy of Needs Theory.....	36
2.4.5 The Wage Theory of Motivation .....	37
2.4.6 Equity Theory of Motivation .....	38
<b>CHAPTER THREE .....</b>	<b>41</b>
<b>3.0 RESEARCH METHODOLOGY .....</b>	<b>41</b>
3.1 Research Paradigm.....	41
3.2 Research Design.....	41
3.3 Area of Study .....	42
3.4 Population .....	43
3.5 Sample, Sampling Techniques and Procedures .....	44

3.6 Data Collection Instruments .....	45
3.6.1 Questionnaires for Teachers .....	45
3.6.2 Interview for Education Leaders.....	46
3.7 Data Analysis .....	47
3.8 Validity and Reliability.....	47
3.9 Ethical Issues .....	48
<b>CHAPTER FOUR.....</b>	<b>50</b>
<b>4.0 ANALYSIS AND PRESENTATION OF RESULTS .....</b>	<b>50</b>
4.1 Respondents Characteristics .....	50
4.2 Teachers' Perception of the Terms "Incentives" and "Motivation" .....	50
4.2.1 Incentives .....	51
4.2.2 Motivation.....	53
4.3 Availability Incentives for Teacher Motivation.....	54
4.3.1 The Available Incentive Packages to Teachers.....	55
4.3.2 Causes of the Current State of Teachers Incentive Packages .....	59
4.3.3 Strategies Used to Motivate Teachers.....	61
4.3.4 Management and Administration of Incentives to Teachers .....	62
4.4 The Impact of Incentives in Teachers Motivation .....	64
<b>CHAPTER FIVE .....</b>	<b>69</b>
<b>5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>69</b>
5.1 Summary of Findings.....	69
5.1.1 Teachers' Perception of the Terms "Incentives" and "Motivation" .....	69
5.1.2 The Availability of Incentives to Teachers .....	70
5.1.3 Availability of Incentives.....	71

5.1.4 The Strategies to Motivate Teachers in Public Secondary Schools.....	71
5.1.5 Management and Administration of Incentives in Motivating Teachers.....	72
5.1.3 The Impact of Incentives in Teachers Motivation .....	72
5.2 Conclusions.....	73
5.3 Recommendations.....	74
5.3.1 Recommendations for Administration Actions.....	74
5.3.1.1 Teachers' Motivation .....	74
5.3.1.2 Availability of Incentives.....	74
5.3.1.3 Impact of Incentives in Teachers' Motivation .....	74
5.3.2 Recommendations for Further Studies.....	75
<b>REFERENCES.....</b>	<b>76</b>
<b>APPENDICES .....</b>	<b>86</b>

**LIST OF TABLES**

Table 1.1: Distributions of Secondary Schools by Ownership June, 2012.....	6
Table 1.2: General Performances in Form Four Examinations .....	8
Table 2.1: Incentives that Impact on Motivation of staff.....	18
Table 3.1: Target population.....	43
Table 4.1: Number of Teachers Involved in the Study (N=91) .....	50
Table 4.2: Teachers' Views on Incentives .....	52
Table 4.3: Teachers' views on aspects attached to incentives .....	53
Table 4.4: Order of availability of incentives .....	56
Table 4.5: Incentives Which Are Not Available in Schools.....	58

**LIST OF FIGURES**

Figure 1.1 The Conceptual Framework ..... 123

Figure 2.1 Maslow’s Hierarchy of Needs Model..... 35

Figure 2.2 Adams’ Equity Theory of Job Motivation..... 38

## **CHAPTER ONE**

### **1.0 THE RESEARCH PROBLEM AND ITS CONTEXT**

This chapter presents the historical background to the problem, the statement of the problem, the purpose of the study, objectives of the study, research questions and significance of the study. The chapter also presents the conceptual framework, limitations and delimitations of the study as well as its organization.

#### **1.1 Background to the Problem**

This study investigated the influence of incentive packages for teachers' motivation in public secondary schools in Tanzania. Like other developing countries, Tanzania is facing challenges in education which have had a negative impact on the teachers. It is this view that teacher incentives are topical agenda in both developing and developed world. The focus is on availability, provision, management and influence of incentives. There are times when incentives are availed to teachers and that there are times when incentives are not available at all.

There is an increasing number of studies on the role of teacher incentives on student achievement (Fryer, 2013; Glewwe *et al.*, 2010; Springer *et al.*, 2010; Neal, 2011). Fryer (2013) reports of a study conducted among 96,000 teachers in New York City with over one million students on the role of teachers incentives on student performance. Findings indicate that incentives need to be guided. Thus incentives alone without teacher development so that they understand strategies to increase performance are likely to increase teacher engagement in teaching. Some of the study findings concur with findings from Fryer (2010) that programs that directly incentivize inputs to the education production function are more likely to influence

student behaviour and improve student learning outcomes than those that incentivize outcome measures like test scores or grades. It is common in Tanzania teachers' incentives base on how much student performed in test scores.

Glewwe *et al.* (2010) report results from a randomized evaluation on teachers in Kenya with incentives based on test scores. The findings indicate that test scores improved during the implementation of the programme and those students gains did not continue to the end of the program. These findings can be said to indicate that incentives basing on outcomes like students grade do not last longer.

Springer *et al.* (2010) evaluated a three-year pilot initiative on teacher incentives conducted in the Metropolitan Nashville School System from the 2006-09 school years. Mathematics teachers (296) were given awards if students performed better. The findings indicated that there were no significant increases in student achievement and or teacher practices. On the other hand Neal (2011) talks about the designs of incentive scheme with a view that not all designs of incentive scheme will have the same results.

According to Clotfelter and Ladd (1996) as well as Ladd (1999), schools that implemented school-based incentive project had higher students' scores as compared to others. In similar cases, Lavy (2002) in Israel, found similar results that schools with a system of providing incentives to teachers had higher scores as compared to others. On the other hand Eberts, Hollenbeck, and Stone (2002) found that individual incentives have greater effect in reducing school dropouts and not raising school performance. A study in Kenya by Glewwe, Ilias, and Kremer (2003) found that the

provision of incentives led to teacher manipulating test scores.

Without incentives to enable learners perform better, the quality of education becomes lower (World Bank, 2001). Therefore, de-motivation of teachers is a major contributing factor to the poor learning achievements of primary and secondary school students. Incentives are driving forces for one to perform better or worse. For less performing individuals punishment can be used as a negative reinforcement to improve learning.

According to Glazerman *et al.*, (2011) it is critical that educators are aware of incentives, eligibility for an incentive, and the criteria for receiving an incentive. Assuming that the program has been well communicated, incentives could, in theory, improve teacher effectiveness through a composition effect and a productivity effect. The composition effect will attract performing teachers to excel and the less performing teachers to go to schools without incentives. In the Tanzanian case where teachers are either in public schools or in private schools, the latter attract performing teachers. The less performing one do not receive awards and feel stigmatized whereby they finally quit the profession. The converse is true in that if there are no incentives teachers are de-motivated and consequently quit the profession.

According to Scott (1987) every human being has got a push behind him/her to do something. Organizations with prudent management conduct research on such human behaviours as well as for effective and efficient achievement of organizational objectives. Motivation is important because it makes better utilization

of resources and worker abilities as well as capabilities. It is viewed that teachers constitute one of the critical variables of all in implementing educational activities. It is consequently important that they are motivated.

Armstrong (1998) argued that, in African states, teachers have low level of commitment and poor morale which stifles even the most fervent effort to initiate change. Often teachers are not fully utilized because they are not committed to work. On the other hand, Armstrong's argument is likely to have some problems. Firstly, are all African states operating within the same situation claimed by Armstrong? Are there no variations? What constitute low or high incentives? Can what is considered to be low or high in Armstrong's argument be the same to all African states? Is it not that Armstrong is a relativist in his argument?

The productivity effect could improve effectiveness of individual educators by motivating teachers to improve their performance in order to receive incentive payments. With productivity effects, incentives can have both positive and neutral or negative effects (Jacob and Levitt, 2003; Jacob, 2005) by making teachers teach with a strategy to receive incentive, and hence dwell in testing and not the content. It is likely that rewards reduces the content mastery among children. Children will be trained in strategies to answer questions and not on the mastery of content. Teachers will put much emphasis in practicing questions and answer so that children will master strategies in answering questions and topics that feature more in examinations. In this case, subjects that are non-tested will have less emphasis. This is the case in Tanzania for subjects like TEHAMA (ICT), Stadi za Kazi (Vocational skills subjects) and Haiba na Michezo (Personality and Games) in primary schools.

### **1.1.1 Secondary Education in Tanzania**

Secondary education is defined as post primary formal education offered to persons who have successfully completed seven years of primary education with requisite secondary school entry requirement (URT, 1995). The aim and objective of secondary education in Tanzania include preparing students for higher education, vocational, technical, tertiary and professional training, as well as for joining the world of work. Secondary education is subdivided into ordinary level (O-level) that is Form I to IV and advanced level (A-level) that is Form V to VI.

In respect to ownership, secondary schools in Tanzania are categorized into two major groups namely Public (Government) and Private (Non-government) secondary schools. Non-government secondary schools are owned by individuals, non-governmental and religious organizations. Private schools are owned by private companies also fall in the group and are not government aided (Chediell, 2000). Tracing the trends in the expansion of non-government secondary schools, Chediell (2000) observed that, the first non-government secondary school was established by the missionaries during the colonial regime in 1923. Since then the number of these schools has been increasing from year to year. In 2012 there were 1020 non-government secondary schools out of 4528 secondary schools in Tanzania (BEST, 2012).

Government secondary schools are those owned by the government and aided or run by the central or local government and the community. Trends in the expansion of government secondary schools in Tanzania show that, this sub-sector is a result of nationalization of private schools which were owned by various religious groups in

1960s and 1970s under the slogan of free and Universal Public Education after the Arusha Declaration (1967).

Furthermore, in recent years Tanzania has experienced expansion of secondary education due to social and increased demand for more secondary education opportunities after the declaration of Universal Primary Education (UPE). The transition rate from Standard VII to Form I, rose dramatically from 12% in 2002 to 60% in 2006, the year that the Secondary Education Development Programme (SEDP) commenced (URT, 2011b). Hence, the expansion of government secondary schools was a move to attain this transition rate. In fact, Tanzania has witnessed the fast mushrooming of secondary schools by ownership and size. Table 1.1 shows the number of secondary schools in Tanzania by ownership.

**Table 1.1: Distributions of Secondary Schools by Ownership June, 2012**

<b>Government</b>			<b>Non-Government</b>			<b>Grand</b>
Central Government	Community	Total	Private	Seminary	Total	<b>Total</b>
88	3420	3508 (77.47%)	908	112	1020 (22.53%)	4528

**Source:** BEST (2012)

It is evident from Table 1.1 that government secondary schools (Central government and Community) together contribute (77.47%) of the secondary schools in Tanzania while non-government secondary schools (private and seminary) contribute to only

(22.53%). Community secondary schools form 75.53% of the number of secondary schools in Tanzania. The reason for this can partly be due to political and social pressures.

Local communities have been motivated to establish more secondary schools in their areas on self-help basis. It can be seen that if the performance of students in government secondary schools is low, the government will suffer from lowly qualified employees who will take responsibility in different positions in the country. The government has to make sure that education provided in these schools is of high quality. In order to achieve this, teachers should be motivated.

Developing countries, including Tanzania, have realized that education is an essential tool for economic, social and political development and stability. They have also learned that teachers are key instruments in formal education system for the implementation of educational objectives through curriculum and syllabi. Therefore, efforts to motivate teachers should be made so that high quality education is provided to meet the educational demand and targets.

Statistics from the National Examination Council of Tanzania (NECTA) show that the general performance of students in Form Four National Examination is declining. As illustrated in Table 1.2 it can be seen that performance of students in public secondary schools is declining year by year. The statistics show that in 2008 students performance was 83.69% while in 2012, the performance dropped to be 31.94% and the percentage of students failed in 2008 is 16.31 % while in 2012 the percentage increased to be 68.05%.

**Table 1.2: General Performances in Form Four Examinations**

<b>Year</b>	<b>Candidates Sat For Examinations</b>	<b>Candidates Passed</b>	<b>Percentage Passing</b>	<b>Candidates Failed</b>	<b>Percentage Failure</b>
2008	151,292	126,617	83.69	24,675	16.31
2009	239,031	173,323	72.51	65,708	27.49
2010	351,214	177,021	50.40	174,193	49.60
2011	339,330	180,216	53.11	156,085	45.99
2012	397,135	126,847	31.94	270,288	68.05

**Source:** National Examination Council of Tanzania, 2009 -2012

Most parents who are in financially well do not let their children stay in government schools. They transfer their children from government to private schools because there is mass failure of students in government secondary schools. Masudi (2006) argued that while the best performers come from seminaries followed by Government special schools, the poorest have usually been the public schools, especially community secondary schools. Teachers are unable to perform their duties properly because they are demoralized. Sometimes they end up striking because they are exhausted with the situation (Kottler and Zehn, 2000).

Teaching is known as one of the most stressful professions. Feeling discouraged and disillusioned are the signs of burned-out teachers when dissatisfied with their own needs for challenges, recognition and appreciation. Humphreys (1996) says that burnout is the reason of personal vulnerability and occupational stress. Sumra (2004), in *The Living and Working Conditions of Teachers in Tanzania*, reported

that although efforts are underway toward improving teachers' professional knowledge and skills, far less attention is focussed on their material welfare.

### **1.2 Statement of the Problem**

In recent years there has been teachers' crisis in public schools including public secondary schools in Tanzania. This is a result of two opposing forces, the government in one hand and the teachers on the other.. On similar cases, students' performance in secondary schools is declining year by year and more drastically in 2012. There are many reasons that can be attributed to poor performance including school infrastructure, availability of teaching and learning resources, class size, availability of teachers and availability of incentive to teachers.

Various research reports (Masudi, 2006; Sumra, 2004; URT, 1995; URT, 1991; World Bank, 1990) indicate that teachers in Tanzania are de-motivated. The 1990 World Bank report on teachers' conditions of service concluded that in the absence of incentives to motivate better performance many teachers are providing much less and lower quality education below their capabilities. Several questions are posed as follows: "Do teachers' incentives lead to motivation to do better? Are incentives available? If available, are they provided to teachers?" At this point it is important to note that availability is not equal to provision. There are possibility that incentives might be available but not given to teachers. The question then is, Who manages and administers incentives and how do incentives influence teachers' motivation to perform better? In this study, teacher motivation is equated to increased children performance in schools. Therefore, this study aimed at examining the influence of incentive packages for teacher motivation in public secondary schools.

### **1.3 Purpose of the Study**

The purpose of the study was to investigate Public Secondary School teachers' motivation through the use of incentives.

### **1.4 Objectives of the Study**

The study was guided by the following objectives.

1. To examine teachers perception of the terms “incentives” and “motivation”
2. To determine availability of incentives for teachers' motivation in public secondary schools.
3. To determine change in teacher motivation as a result of provision of incentives in public secondary schools.

### **1.5 Research Questions**

1. What are the teachers' perceptions on the terms “incentives” and “motivation”?
2. Are there teachers' incentives in public secondary schools in Tanzania?
3. What are the changes in teacher motivation in public secondary schools in Tanzania as a result of incentives?

### **1.6 Significance of the Study**

These findings will be useful in that they will enable teachers and educational managers to assess availability of incentives and see how they influence teachers' work performance. Similarly, teachers will be able to assess their level of understanding of motivation and incentives and their relation in job performance. On the other hand, educational managers who are in most cases educationists will have

the opportunity to plan and present budgets to authorities that include incentives for teachers' motivation. Educational managers include officials from the Ministry of Education and Vocational Training (MoEVT) who prepare policies governing the education system in Tanzania.

At the ministerial level, it is important that incentives are known so that they are advocated and budgeted for. In similar cases, the Local government authority will benefit in that they will learn about the importance of incentives in managing teachers' at local level. Further it is expected that the findings will be useful to other stakeholders, including parents and students as they are the ones who receive the services from the teachers. Furthermore, the results from this study can be a door opener and a basis for the research studies concern incentives for teacher's motivation in other levels of education.

### **1.7 Conceptual Framework**

The study on the influence of incentives for teachers' motivation in ordinary level secondary schools in Tanzania requires a model which attempts to identify major attributes that might contribute to the enhancement of teacher effectiveness through motivation. The present study views motivation as an important variable in facilitating teachers' behaviour change toward teaching. It is important to note that incentive pay increases worker effort and output by aligning the interests of workers and employers providing information about the most valued aspects of an employee's job, and motivating workers to provide costly effort (Lazear and Oyer, 2010). The question about the concept of motivation and how it differs from incentives among teachers is one of the important aspects of this research.

The first component in the conceptual model involves a number of both monetary and non-monetary incentives which are concerned with teacher motivation. Incentives include professional needs, challenging work environment, salary adequacy and available resources for teaching and learning. The model assumes that there is relationship between the incentives and the teachers' motivation which is strengthened by the perception, availability, provision, influence, and management of incentives. Perception is about how teachers view and conceptualise the concepts incentives and motivation. The understanding of these terms has greater influence to teachers' motivation. There are times when incentives are not well understood. One may not understand whether being given a chance to participate in a professional development course or being rewarded for a good performance of pupils is an incentive. Figure 1.1 elucidates the concept.



**Figure 1:1: The conceptual framework**

**Source:** Researcher's construction (UNDP, 2006; Lazear and Oyer, 2010)

Understanding of the incentives can be one thing and its availability a different thing. In this aspect teachers will assess the availability of the incentives in the school. If they are available teachers are in a position to tell its effect and how they are managed. The final block about motivation tells exactly what would be expected

if the teachers are motivated at their work place. The motivated teachers are less likely to turn over their profession or absent themselves from work. They usually work diligently towards achievement of the educational goals. The outcome component tends to describe the efficiency of educational system especially when teachers are motivated or not.

### **1.8 Limitations of the Study**

This study was limited to a small sample of teachers in 7 schools in Ilala municipality due to factors including funding and time allocated for the study. Schools participated in this study represented schools that enrol boys only, girls only and co-education schools and schools enrolling children with physical disabilities. In the schools selected not all teachers participated in the study. The focus of the study was on getting teachers views and perceptions on the influence of incentive on teacher motivation. Future studies would require some comparisons so that views are compared from different categories of schools, teachers, and teacher qualifications. Due to the small/unique sample available for the study, results may not be generalizable beyond the specific population from which the sample was drawn but forms the basis for understanding the influence of incentives on teacher motivation.

### **1.9 Delimitations of the Study**

The study was made successful by easy access to teachers by researcher in gathering information regarding influence of incentives on teacher motivation in public secondary schools in Tanzania. Data were collected in seven schools in Dar Es Salaam and data collection instrument was a questionnaire for teachers and an

interview guide for head of schools. Results might have been different if more data collection tools were used such as group discussions.

### **1.10 Organization of the Study**

This dissertation consists of five chapters. Chapter one presents background information; statement of the problem; objectives and significance of the study; conceptual framework; limitations and delimitations of the study. Chapter two presents literature review related to this study, while chapter three is about research methodology. Chapter four presents results, analysis and discussion. Chapter five is about summary, conclusions and recommendations for administrative actions.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

The main aim of this study was to examine the influence of incentives on teacher motivation in public secondary schools in Tanzania. Literature review focused on the concept of teacher incentives, teacher motivation and framework for the study on motivation and performance. Moreover, theories for motivation were reviewed since they are related to incentives. Theories of motivation are linked to this study since they provide a way toward enhancing incentives for teachers' motivation. Theories of motivation by themselves cannot work without the driving force which in this case is taken to be incentives. According to UNDP (2006), motivation is a critical dimension of capacity, defined as "the ability of people, institutions and societies to perform functions, solve problems, set and achieve objectives". Incentives and their systems are fundamental to developing capacities and translating capacities into better performance.

#### **2.2 Teachers Incentives**

Incentives are external measures that are designed and established to influence motivation and behaviour of individuals, groups or organizations. They are both tangible and intangible, and in some cases monetary and non-monetary. Both monetary and non-monetary incentives need to have a critical balance in order to influence behaviour of both individuals and or organisation. Teachers are "key determinant of students' achievement in the quality of teaching. Government must design policies and programmes aimed specifically at improving teachers' incentives

to strengthen their motivation and professional commitment” (Ndawi, 1997). Various incentives such as the provision of field bursaries and scholarship to prospective teachers with specified conditions of services under contract should be adopted and guided as policy.

Incentives for schools and teachers in the public education system to perform well are frequently weak due to ineffective incentives and sanctions. It appears that teacher job satisfaction is considerably lower among secondary school teachers and that, in many ways, this does amount to a teacher motivation crisis. The 1990 World Bank survey found that, while most primary school teachers stated that they joined the teaching profession through their own choice, relatively few secondary school teachers had done so. The Haki Elimu (2004) survey reaches a similar conclusion. In the survey by Swai *et al.* (2004), only 10 percent of secondary school teachers said that they had no plans to leave and nearly half are ‘ready to leave’ straight away.

In Tanzania, Mwakilembe (1981) studied the motivational factors leading to teachers’ exodus in the teaching profession. In this study he found that lack of motivation to teachers is the reason for them to leave the profession. Mwakilembe focused generally on the factors which cause teachers to quit their profession but was silent on the availability of incentives and rewards for teachers in Tanzania public secondary schools. A study conducted by Mwolu (1981) on the source of job satisfaction and dissatisfaction among secondary school teachers showed that lack of monetary incentives, teachers interpersonal relationships, level of education, gender and length of service were reasons for teacher dissatisfaction which lead to poor job

performance or quit the job. However, the study by Mwolu concentrated on factors which satisfy and motivate teachers to remain permanently in teaching profession and what dissatisfy and make them quit. There is a need to examine the availability of incentives for teachers in Tanzania public secondary schools.

There are no enough incentives which can motivate teachers to work effectively in teaching students. Every teacher works in order to satisfy his/her needs in life, he/she constantly agitates for needs satisfaction. Adam (1963) calls for fair balance to be struck between employees' inputs (example hard work, skill levels, tolerance and enthusiasm) and employees outputs (example salary, benefits and intangibles such as recognition). It was found that government and society do not value teachers in their great contribution in educating different experts in society. The society has given low status to teaching profession. Parents have perceptions that teaching absorbs those who have failed in secondary school level examination. Also they do not value teachers' work. Teachers become frustrated by the pressures from parents due to their negative attitude towards teachers (Yero, 2002). According to UNDP (2006), there are incentives that motivate individuals, organisational incentives and society.

### **2.2.1 Incentives for Individuals' Motivation**

Incentives enhance employee performance. In economics it is commonly known that incentives matter (Gneezy, Meier, & Rey-Biel, 2011) with a view that once there are incentives work performance increases. Incentive measures, such as secondary benefits, intangible rewards, recognition or sanctions have traditionally been used to motivate employees to increase performance. Motivators may be positive and/or negative. Balancing available incentives can be of more use than inventing new

incentives. Table 2.1 indicates a menu of options from which incentives can be chosen and provided.

**Table 2.1: Incentives that Impact on Motivation of staff**

<ul style="list-style-type: none"> <li>• Pay, Salaries, “efficiency wages” etc.</li> <li>• Direct financial benefits, such as pension, illness/health/life insurance; allowances (clothing, housing, etc.), subsidies, gain sharing,</li> <li>• Indirect financial benefits such as subsidized meals/clothing/accommodation/ transport, scholarships, tax breaks; etc., deferred compensation such as seniority pay,</li> <li>• Flexible schedules, part-time/temporary work; sabbatical, study leave, holidays, vacation, etc.</li> <li>• Work environment/conditions, occupational health, safety, recreational facilities amenities, school access, infrastructure, transport, etc.</li> <li>• Job security; career/ professional development/ training opportunities</li> <li>• Solidarity, socializing, camaraderie, affection, passion</li> <li>• Status, prestige, recognition</li> <li>• Sense of duty, purpose, mission</li> <li>• Security, opportunities, stability, risk</li> </ul>
---

**Source: UNDP (2006)**

From Table 2.1 individuals benefit from the three components of individuals utility function that include extrinsic rewards, enjoy doing an activity, and care about their

image and or recognition. In this case, an individual will be motivated if there are some extrinsic motivation, enjoyment and recognition (Roland & Tirole, 2006). The individual motivation always depends on how much an individual cares about reputation and sometimes is affected by the public image. The question is “Will pay increase performance? Will increase in incentives raise pupils’ performance? What about the teachers, will they be motivated to teach if given more pay? Which incentives are likely to motivate teachers in their work?”

Important to note is that incentives might come in different forms including financial, which come in some form of payment or cash transfer. Some of the financial incentives are direct such as salary, pension, insurance, bonuses, etc. Others are indirect such as subsidized meals, clothes or housing. It is important to make a distinction between proper level of pay and special incentive pay to reward performance. In the private sector, financial incentives are generally associated with better performance although perverse impacts can also be observed. Cash awards are shown to have a higher value where remuneration is low. Conditions in the public sector differ significantly from those in the private sector.

Non-financial incentives come in many forms such as gifts, rewards, and travel. Some are more tangible than others since they are visible and/or can be compared to financial benefits. Less tangible incentives relate for instance to work flexibility, recognition of one’s work, the possibility of advancement. The value of non-financial material incentives seems to be perceived as a function of psychological processes. There is also a distinction to be made between formal incentives and

informal ones. Formal ones are for instance salary scales and staff entitlements. Informal ones may also be legitimate depending on the context but can also represent channels reaping personal benefits through corrupt practices or patronage.

### **2.2.2 Incentives for Organisation Motivation**

Incentive systems are an important part of organizational motivation and are central to helping diagnosticians understand the forces that drive the organization. Organizational incentives refer to both the reason for staff to join an organization, and the way an organization rewards and punishes its staff. Incentive systems can encourage or discourage employees and work group behaviour. Organizations must continually seek ways to keep their employees and work groups engaged in their work, motivated, efficient and productive. An organization's success can depend on its ability to create the conditions and systems (formal and informal) that entice the best people to work there. Also, a good incentive system encourages employees to be productive and creative, fosters loyalty among those who are most productive, and stimulates innovation.

In most cases, incentive systems reside within organizations, their structure, rules, human resource management, opportunities, internal benefits, rewards and sanctions whether based on perception or reality, organizational incentive systems do have a significant influence on the performance of individuals and thus the organization overall. According to Owusu (2004), the significance of internal factors in creating positive organizational cultures suggests that many of the changes needed for transforming public organizations could be initiated by the organizations themselves

without substantial external support. With reference to this study, there are possibilities of creating contextual incentives that could motivate teachers. In Tanzania, ideas from Owusu (2004) could be implemented when school encourages community members to improve life in schools by providing school feeding and or building teachers' houses.

### **2.2.3 Incentives for Societal Motivation**

There are views that most pervasive structural motivators and incentives are located at the societal level, such as security, rule of law, investment climate, civil service pay or legislation conducive to civic engagement. Whether or not an organization, for instance, is able to achieve its purpose depends not just on only whether it is adequately resourced but on the incentives generated by the *way* it is resourced under prevailing rules. Many of these cannot easily be influenced from the perspective of individuals and organizations, although these play a critical role as change agents (Duo, Rema & Stephen, 2012).

On the whole teacher incentives are multifaceted and cannot be divorced from its reality that incentives can in one way or the other contribute to increased motivation and change of behaviour. In the next section a full discussion on motivation is taken as links with incentives. Incentives are facilitating agents to motivation both positively, neutral and or negatively. To view teacher motivation in its wholeness a discussion on teacher motivation starts with the concept teacher motivation and ends with theories that guide motivation. This is to provide the reader with insights that

outcomes of incentives that in this study are regarded as motivation are the ones seem to inform teacher practices.

### **2.3 The Teachers' Motivation**

Practice shows that motivation is an essential element in optimizing effective and efficient work performance in organization (Porter, 1975; Steers, 1977; Scott, 1987; Gupta 1990; Hoy and Miskel, 1991). According to these authors, teachers' motivation is essential element for the main educational aims in the present. Dessler (2001) defined motivation as the intensity of a person's desire to engage in some activity. From the above definitions some issues are brought into mind that motivation deals with what starts and energizes human behaviour, how those forces are directed and sustained as well as the outcomes they bring about performance.

Motivation energizes behaviours by driving desires, aspirations and explains behaviour of human beings. It is the core to management which stimulate people to particular actions so as to achieve desired goals. Therefore, there is a need to motivate teachers so that they can provide high quality education to meet educational demand and targets.

Omari (2011) asserts that motivation is a complex and illusive human phenomenon which defines humanity: what we are and what we become, explains our poverty, success and failure and all goal directed behaviours are governed by it. In addition, it can make teachers to feel recognized and appreciated in what they are doing and develop interest towards teaching. According to Alidou *et al.* (2006) learning

achievements can mainly be determined in the classroom by motivated teachers who plan for teaching, and put into practice what they have learned.

### **2.3.1 Work Environment and Teacher Motivation**

Cohen (1977) argues that the closer the fit between member's needs and organization reward, the higher productivity will be. Effective teaching results from a conducive working environment. Bennel (2004) points out that the working and living environments for many teachers are poor, hence lowers their self-esteem and generally de-motivating. Housing is a major issue for nearly all teachers. Lieberman (1956) recalls one well known educator stating that the environment limitations surrounding the prospective teachers were most serious handicaps which confronted the profession. As a result, he supported that professional organization should take the lead in raising the standard and improving working conditions.

Bennel and Mukyanuzi (2005) assert that the working environment in rural areas does not attract teachers especially those with high qualifications to work in very remote areas. There is a great shortage of staff houses and there are no good houses in rural areas for teachers to rent. Due to this situation, highly qualified teachers are either in urban or semi-urban areas. Being posted to a rural school is likely to demotivate most the teachers (Ibid).

Research has shown that many teachers do not have houses in school environment. Those who have houses are often in serious need of repair and most schools are in very poor physical environment. The challenges of school improvement in rural areas are associated with the presence of teachers, but in many rural schools in

Tanzania, like other countries serving disadvantaged populations, have great difficulty attracting and retaining qualified teachers and have management systems poorly adapted to their small size (ADEA, 2006). What is expected from teachers (the 'social contract') is not pitched at a realistic level. In many countries there is increasing hours of work, larger class sizes, more subjects, few incentives and constantly changing curricula are cited as major de-motivators in many countries. In many countries, teachers are being asked to take on more responsibilities, including HIV/AIDS education, counselling, and community development (Bennel and Mukyanuzi, 2005).

### **2.3.2 Policy Areas Needing Support**

Ndawi (1997) asserts that teachers' motivation is a critically ignored factor in all levels of policy choices. He argues that we must bear in mind that the situation of motivation in sub-Saharan African is low and has been detrimental to the quality of education. Motivation plays a great role in development of teaching and learning, hence retains teachers and influencing students' academic performance. The concerned authorities such as the government and others have to satisfy teachers' drives and desires in order to achieve the set goals of educations.

The excessive politicisation of public education has had a profound impact on levels of accountability in many education systems, which has, in turn, seriously affected teacher commitment and motivation. In most of developing countries including Tanzania, teachers' wages are considerably below the level necessary to ensure their adequate motivation (Fry, 2003). There is a contention on the meaning of quality education with each organisation defining it differently. It could be looked at for a

number of areas or factors such as infrastructure which include school buildings, as well as administration, and teacher training, education materials, and teaching or student achievement (Davidson, 2005).

On the other hand, the World Education Forum (UNESCO, 1990; 2000) made a commitment on teachers' motivation by enhancing "the status, morale and professionalism of teachers" (Article 8(ix)), which also should be supported financially by donor communities instead of focusing mainly on quantitative aspect. In the Dakar Framework (UNESCO, 2000), it was agreed that governments should "develop responsive, participatory and accountable systems of educational governance and management" (Article 8 (iv)). As it has been argued by the Global Campaign for Education (GCE, 2003), the government should also increase revenue collection, fight seriously against corruption and increase more accountability for public servants entrusted to provide services to teachers.

Oluoch (2006) proposed that the government of Tanzania should have in place strategies to retain teachers in state owned schools by motivating them to remain in their profession. Various incentives such as the provision of field bursaries and scholarship to prospective teachers with specified conditions of service under contract should be adapted and guided as stated in the policy.

### **2.3.3 Intrinsic and Extrinsic Motivation among Teachers**

There is a high correlation between intrinsic motivation and teaching. Internal desire to educate people, to give knowledge and value is always in teaching as a vocational

goal. Fulfilment of teaching is provided with intrinsic rewards. Performing behaviour for its own sake in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying one's curiosity is the definition of intrinsic motivation (Dörnyei, 2001). With the help of this definition, intrinsic reward is divided into most satisfying views of teaching as a profession: a) the educational process itself, and, b) the subject matter. The first one is about the teacher's performance affected by working with students and perceiving the changes in the students' performance and behaviour. The second is related to studying a valued field and new information in it so it leads to increase one's own level of professional skills and knowledge. Such intrinsic rewards make teachers forgo high salaries and social recognition.

Professional effectiveness comes from being aware of one's strengths and limitations (Kottler and Zehn, 2000). Not only being in an autonomous manner, which means that the worker is given control of what, how and when the work is done, but also "competence" replaced by "efficacy" are crucial aspects in intrinsic dimension of teacher motivation. Wheatley (2000) states that teacher efficacy refers to teachers' beliefs about their ability to influence student outcomes. It has also been defined as teachers' general beliefs about the possibility of producing student learning in the face of multiple obstacles such as an unsupportive home environment (Dörnyei, 2001). Teacher motivation is not only about the motivation to teach but also about the motivation to be a teacher as a lifelong career (Dörnyei, 2001). It should not be forgotten that every teacher is not motivated entirely by the same demands and needs.

Job satisfaction of each employee is different from the other. Without having intrinsic motivation, lack of success is inevitable. If there are not any factors motivating teachers, the productivity will decrease dramatically. It is obvious that intrinsic rewards outweigh extrinsic ones in educator motivation and job satisfaction. Latham (1998) relates tangible benefits to aspects such as salary, fringe benefits and job security which are known as extrinsic motivation or extrinsic rewards. In addition to this, physical conditions, the amount of work and the facilities available for doing the work are regarded as extrinsic rewards (Herzberg *et al.*, 1993).

The extrinsic factors evolve from the working environment while the actual satisfiers are intrinsic and encourage a greater effectiveness by designing and developing teachers higher level needs. This gives teachers greater opportunity, responsibility, authority and autonomy Whawo (1993). Conversely, Ukeje *et al.* (1992) are of the opinion that however highly motivated to perform a teacher may be, he or she needs to possess the necessary ability to attain the expected level of performance. Nevertheless, it is hoped that if educational administrators and education policy makers can understand teachers' job satisfaction needs, they can design an incentive system both to satisfy teachers and meet the educational goals.

#### **2.3.4 Motivating the Teaching Personnel**

Motivation is an important variable in facilitating organizational effectiveness. The motivated teachers can fulfil their responsibilities as they feel respected and recognized at their work place. The effective teaching and learning in the classroom are determined by how much they are motivated towards fulfilling their responsibilities. These affect the performance of students in their final examinations.

This is because the teaching is of low quality. Fry (2003) argues that in Sub-Saharan African countries, teachers' motivation is low and it has been detrimental to the quality of education.

In enabling the Ministry to meet the goals, the question of teachers concern should be addressed as the second strategy as the foremost activities to motivate teaching resource. Teaching resource elsewhere plays a big role in ensuring maximum success in education arena. Recognizing the unique motivational styles can also help to identify the types of educational products and problems that will satisfy respective needs (Tough, 1979). So, teachers' in-service training, teaching environment nourishment, reasonable payments and retain/recognition are important factors.

Learners are motivated by teachers so teachers should be motivated in order to transmit it to learners. Apart from sufficient pre-service and in-service training, capacity building and refresher courses provision; the availability of required teaching and learning materials in one hand build teachers' morale and motivate them. Struggling in finding teaching-learning for themselves, shortage of books and other supportive materials de-motivate teachers and encourage insufficient teaching and rote learning. Tough (1979) remarks that someone can get easily distracted from the task at hand and becomes more motivated to do something else perhaps not on task.

Teachers need laboratory with recommended equipment to prepare and demonstrate practical and laboratory technician as an assistant. In the past when schools were few, a science teacher needed to have a laboratory to work in and there were also a

laboratory technician to work together. Laboratory is compulsory for science subjects; there is no way, without their availability. But these days in some schools even science teachers do not have laboratories to conduct experiments and there is no laboratory technician to help the teacher.

Pay reform to adequate salary on the other hand, settle psychological and physical unrest of teachers and motivate them concentrate in their work accordingly (Fontana, 2008). Teachers' low payment is a burning issue and recently caused periodic strikes. Fry (2003) asserts that the government should revise teachers' pay reform and come up with solution, otherwise academic fraud might emerge or persist. When teachers sell grades or require students to pay for private tutoring, most observers recognize it as corruption. But it is tolerated because everyone understands that it is necessary for survival (Fontana, 2008). Their practices may be interpreted by some as a reasonable adaptive response to a difficult situation. In some instances it is even tolerated by government, which sees it as the only way to maintain the number of teachers and the quality of teaching.

There is need to train and retain enough teachers. Fry (2003) asserted that motivation of teachers by providing both materials and psychological needs helps to retain teachers at their workplaces. Salary pay on its own does not increase motivation among teachers. However, pecuniary motives are likely to be dominant among teachers in less developed countries. In Sub-Sahara Africa, teachers' motivation is low and it has been detrimental to the quality of education. Bennel (2004) asserts that the poor and declining quality of public education has led to growing numbers of parents sending their children to non-state schools.

Learning is a process of interaction between teachers and students as they both participate in the learning process, but with more weight given to teachers to show the way, for recommended number of learners in the class. Learning achievements can mainly "be determined in classroom by motivated teachers who plan for teaching, put into practice what they have learned" (ADEA, 2006). In this outlook, teaching for better students' academic performance, depends much on profession, quality of teachers and motivation. In so doing, academic achievements may be obtained if other factors are considered normal. This has been supported by Fry (2003) who insists on the importance of incentive for teachers motivation that apart from encouraging teachers to work hard, motivation makes teachers to be retained in the work place and hence reducing the problem of shortage of teachers.

### **2.3.5 Status and Vocational Commitment among Teachers**

Occupational status and vocational commitment are inextricably inter-related. Bennel and Mukyanuzi (2005) point out that both are powerfully shaped by how teachers see themselves as a distinct occupational group. This identity is subject to multiple economic, social and political influences including traditional values, religious beliefs, political ideology, managerial approaches and educational philosophies and policies. If vocational commitment to teaching is low, it would perhaps be better that these individuals do not stay in the profession (Bennel and Mukyanuzi, 2005).

Teacher management at the national and regional levels is nothing short of chaotic in many countries. Where teachers pay large bribes to secure employment and desired postings, this may impact on job commitment and overall motivation (Bennel and

Mukyanuzi, 2005). In these situations, teaching positions are little more than sinecures, which means that teachers do not feel accountable to school managements, parents or the wider community.

Teaching is far more than a job in a school; it is a role and position in society and, as such, is associated with honour and responsibility (Barrett, 2004). But, as a consequence, teachers are vulnerable to parental and community opinion. Teacher status is heavily influenced by the attitudes of the community towards the overall value of education and the relationship between schools and the community. Traditionally, teachers in Tanzania have had a strong sense of moral accountability. 'If the parent values the teacher and the teacher values the parent, you find that the work goes well' (Barrett, 2004).

## **2.4 Influence of Incentives in Motivation and Performance**

### **2.4.1 Empirical Framework of the Study**

There are various empirical studies done by various scholars on the availability of incentives for teachers' motivation in other parts of the world and in Tanzania. Their findings, suggestions and recommendations were valuable inputs to this study.

Studies by Akinsolu (2005) in Nigeria and Eshiwani (1983) in Kenya has shown that factors affecting students' academic performance include: large class size, poor school facilities, lack of preparation of work, lack of sound and efficient leadership in schools administration, the inadequate amount of time allocation to teaching and learning, teachers' characteristics as well as environmental and social factors. All these factors contribute to poor academic performance of students. However, the

economic, social and political development in Nigeria is different from those of Tanzania, and therefore there was a need to be tested against the realities of Tanzanian socio-political environment.

Ingersoll (2001, 2003) suggested what should be done to make teachers satisfied including; better salaries for teachers, better students discipline, small classes, more faculty authority, less paperwork, more opportunity of advancement, reduced work load, more parental involvement, better classroom resources, mentoring for new comers and provide merit pay. However, this study was specifically for public secondary schools present in Tanzania. Therefore there was a need to test the realities of these arguments regarding to the situation of public secondary schools in Tanzania.

In Tanzania, Mwakilembe (1981) studied the motivational factors leading to teachers' exodus in the teaching profession. In this study he found that lack of motivation to teachers is the reason for them to leave the profession. Mwakilembe focused generally on the factors which cause teachers to quit their profession and silent on the availability of those incentives for the teachers in Tanzania public secondary schools.

A study conducted by Mwol (1981) on the source of job satisfaction and dissatisfaction among secondary school teachers showed that lack of monetary incentives, teachers interpersonal relationships, level of education, gender and length of service were reasons for teacher dissatisfaction which lead to poor job performance. However, the study by Mwol concentrated on factors which satisfy

and motivate teachers to remain permanently in the teaching profession and what dissatisfy and make them quit. There is a need to examine the provision of incentives for teachers motivation in Tanzania public secondary schools.

Nkonongo (2004) studied the retention of graduate teachers in secondary schools in Tanzania. The research findings showed mobility of teachers from public to private schools. Nkonongo found out that teachers quit from public schools due to low salaries and non-financial rewards. The author adds that few remained graduate teachers in public schools are there waiting for further opportunities. Furthermore, Chilumba (1994) examined in his study, factors affecting occupational status of teachers in Mainland Tanzania. Other studies by Temu (1995), Lugoe (1989) and Ndabise (1992) are more concerned with the factors related to school management and administration where teacher motivation and its influence on students' academic performance has been lightly explained. This study was intended to extend from other researchers investigations and recommendations on the influence of incentives for teachers' motivation.

#### **2.4.2 Theories of Motivation**

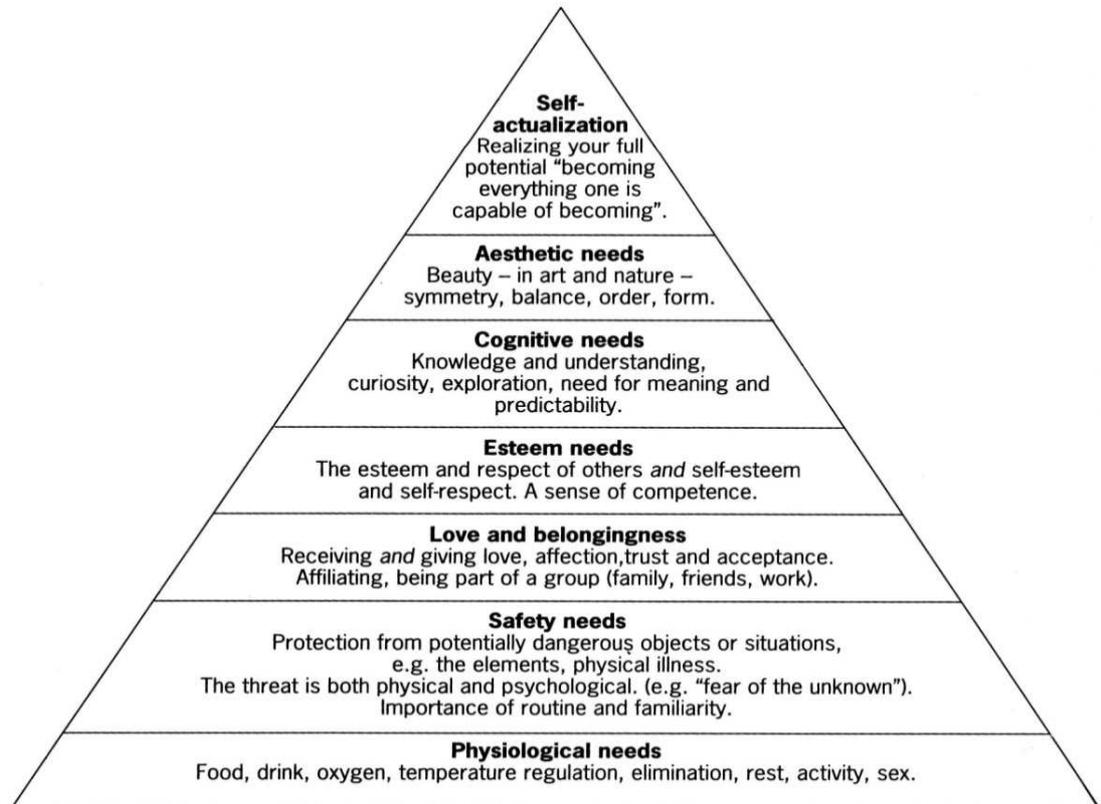
In general, theories can be directly or indirectly related to the provision of incentives for teachers' motivation as they may describe partially or in full issues relating to the study. It is the foundation on which the entire research is based, described and elaborated network of association among the variables deemed relevant to the problem situation. Experience and intuition also will guide in developing the theoretical framework (Sekaran, 2006).

### **2.4.3 Hierarchy of Needs Theory of Motivation**

This theory was propounded by Abraham Maslow who was born in New York in 1908 and died in 1970. He is well renowned for proposing the Hierarchy of Needs Theory in 1943. This theory is a classical depiction of human motivation. The theory postulates that human behaviour is influenced by an individual's unsatisfied needs. Maslow hypothesizes that human needs are ordinal in nature and can be classified in a dependent hierarchy. The theory is based on the assumption that there is a hierarchy of five needs within each individual. The urgency of these needs varies, from bottom to top of this hierarchy. Maslow explains that humans cannot fulfil higher needs until lower needs are met. Further, this theory states that to motivate individuals, the unmet needs must be identified and met (Maslow, 1970).

According to Maslow, individuals are motivated by unsatisfied needs. As each of these needs is significantly satisfied, it drives and forces the next need to emerge. These five needs are as follows: Physiological needs which are the basic such as air, water, food, clothing and shelter. In other words, physiological needs are the needs for basic amenities of life. Safety needs include physical, environmental and emotional safety and protection. For instance, job security, financial security, protection from animals, family security, and health security. Social needs include the need for love, affection, care, belongingness, and friendship. Esteem needs are of two types: internal esteem needs (self-respect, confidence, competence, achievement and freedom) and external esteem needs (recognition, power, status, attention and admiration).

On the Maslow hierarchy of needs others are Cognitive needs include knowledge and understanding, curiosity, exploration, need for meaning and predictability. Aesthetic needs that are about beauty in art and nature include symmetry, balance, order, and form. On the other hand, self-actualization need relates to the urge to become what you are capable of becoming/what you have the potential to become. It includes the need for growth and self-contentment. It also includes desire for gaining more knowledge, social service, creativity and being aesthetic. The self-actualization needs are never fully satiable. As an individual grows psychologically, opportunities keep cropping up to continue growing. Figure 2.1 indicates the Maslow's Hierarchy of Needs.



**Figure 2.1: Maslow's Hierarchy of Needs Model**

#### **2.4.4 Implications of Maslow's Hierarchy of Needs Theory**

As far as the physiological needs are concerned, the educational managers should give teachers appropriate salaries to purchase the basic necessities of life. Breaks and eating opportunities should be given to teachers. As for safety needs, the educational managers should provide teachers job security, safe and hygienic work environment, and retirement benefits so as to retain them.

On the side of social needs, management of the school should encourage teamwork and organize social events. As far as esteem needs are concerned; the school management can appreciate and reward teachers on accomplishing and exceeding their targets. The educational managers can give the deserved teacher higher job rank in the education field. On the other hand, for self-actualization needs, the school management can give the teachers challenging jobs in which the teachers' skills and competencies are fully utilized. Moreover, growth opportunities can be given to them so that they can reach the peak. The education managers must identify the need level at which the teacher is existing and then those needs can be utilized as push for motivation.

Therefore, according to this theory, unless teachers are paid enough to have security, home and all basic necessities of life, they will be unsatisfied and they will either leave the job or work in unsatisfactory manner which will contribute to poor academic performance. For a teacher to be satisfied with their wages, he or she must be receiving compensation that is reasonable to the local mean. For example, if a teacher gets Tshs 150,000 he/she will only live in the area where the living cost can either be met through the salary or less than that, otherwise, he/she will have to leave

the employment and join another in order to satisfy his/her basic needs. If the teacher is not satisfied with the salary he/she will be engaged in activities that can supplement the deficit in order to attain the targeted needs.

#### **2.4.5 The Wage Theory of Motivation**

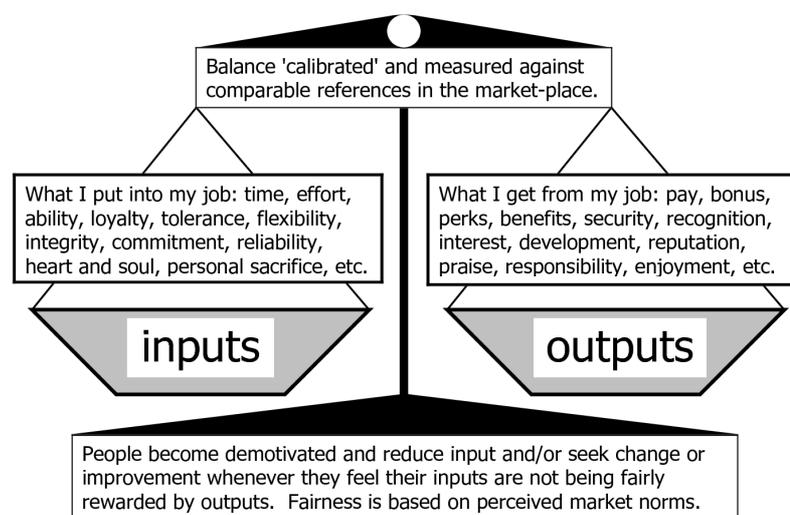
The theory states that better paid teachers are likely to work harder in order to increase the chances of retaining their more valuable jobs (Malcomson, 1999). Educators may compensate food, training or special assistance such as shelter and transport. If staff is not paid well, they will not teach regularly or will leave the profession. If compensation is irregular or frequently withheld, teachers' motivation may be affected. Therefore, established teachers compensation system helps to stabilize the education system and decrease teachers' absenteeism and improve students' academic performance (Malcomson, 1999). Salaries or wages is one of the most important motivational factors.

Reasonable salaries must be paid on time. While fixing salaries the organization must consider: Cost of living; Company ability to pay. It is normally believed that money acts as a motivator. In general the role of money as a motivator depends upon certain factors: that include: Money fails to motivate people, when there is no direct relationship between reward and effort; Economic conditions of people influence the Importance of money. For poor person, the value of certain amount of money is quite high as compared to rich; money is a significant motivator at lower level of employees. However money may not be a significant factor for senior executives who have already fulfilled their lower level of needs; employees are concerned not only with the amount of money paid to them, but it should be fair and equitable as

paid to that of other employees of same level or status; and social attitudes towards money and wealth also decide the motivation to earn more and more.

#### 2.4.6 Equity Theory of Motivation

Equity theory is a theory that attempts to explain relational satisfaction in terms of perceptions of fair/unfair distributions of resources within interpersonal relationships. It is considered one of the justice theories, it was first developed in 1963 by John Stacey Adams, a workplace and behavioural psychologist, who asserted that employees seek to maintain equity between the inputs that they bring to a job and the outcomes that they receive from it against the perceived inputs and outcomes of others (Adams, 1965). The belief is that people value fair treatment which causes them to be motivated to keep the fairness maintained within the relationships of their co-workers and the organization. The structure of equity in the workplace is based on the ratio of inputs to outcomes. Inputs are the contributions made by the employee for the organization. The relationship between the inputs and outputs are illustrated in Figure 2.3.



**Figure 2.2: Adams' Equity Theory of Job Motivation**

Source: <http://www.businessballs.com/adamsequitytheory.htm>

While obviously many of these points cannot be quantified and perfectly compared, Adams' Equity Theory calls for a fair balance to be struck between an employee's inputs and an employee's outputs. According to the theory, finding this fair balance serves to ensure a strong and productive relationship is achieved by the employee, with the overall result being contented, motivate the employees (Adams, 1965). The theory is built-on the belief that employees become de-motivated, both in relation to their job and their employer, if they feel as though their inputs are greater than the outputs. Employees can be expected to respond to this in different ways, including de-motivation (generally to the extent the employee perceives the disparity between the inputs and the outputs exist), reduced effort, becoming disgruntled, or in extreme cases, perhaps even more disruptive (Walster, Traupmann and Walster, 1978).

It is important to also consider the Adams' Equity Theory factors when striving to improve an employee's job satisfaction and motivation level as well as what can be done to promote higher levels of each. Equity theory is linked with the felt fair principle as defined by Jaques (1961), which states in effect that pay systems will be fair if they are felt to be fair. His assumptions included: there is an unrecognized standard of fair payment for any level of work. Unconscious knowledge of the standard is shared among the population at work. To be equitable, pay must be felt to match the level of work and the capacity of the individual to do it. People should not receive less pay than they deserve by comparison with their fellow workers. The equity principle has passed into the common language of those concerned with employee incentives. It is often used as the final arbiter of how a job should be graded, sometimes over riding the conclusions reached by an analytical job

evaluation exercise.

When applying the theory to teachers' motivation, the theory indicates that unless teachers are treated equitably in case of inputs and outputs, they will be demotivated. For instance teachers feel that in comparison with other graduates such as doctors, engineers, accountants etc. they are being paid less. What graduate teachers think or they ought to do is to find a way of accessing the lost opportunities which are thought to be found in other professions.

In conclusion, the literature review dealt with the important issues which influence teachers' motivation in Tanzania and elsewhere in the world. Various scholars have pointed out various matters which if they are not well monitored, may cause the downfall of teachers' work performance. Examples are lack of incentives for teachers' motivation and professional teachers who are competent and committed to teaching profession. Tanzania has been periodically making changes in teacher salaries and making policy reforms about teacher education. The question that has not been answered is on the influence of incentives on teacher motivation. This study is about filling this gap by focusing on three aspects: Are there teacher incentives? What are they? What are the impacts of the incentives on teacher motivation?

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

This chapter presents research methodology used by the researcher to meet the intended objectives. The presentation contains description of the research design, area of the study, sample, sampling techniques, sampling procedures, data collection techniques and data collection procedures. Data analysis procedures as well as ethical issues are also included in this chapter.

#### **3.1 Research Paradigm**

This study takes the form of interpretive paradigm. It is qualitative study in nature as it takes the view that there is no single reality. In developing an understanding 105 respondents from secondary schools participated. They include educational officials of different ages, and teachers with different teaching experiences. Interpretive research paradigm was used to tap information on perception of individuals and changes over time (Joubish *et al.*, 2011; Cohen & Manion, 1994; Creswell, 1994). The study aimed at describing how incentives influence teachers' motivation and performance.

#### **3.2 Research Design**

According to Kothari (1990) research design is a conceptual structure with which the research is to be conducted. It constitutes the mental blue print for data collection process, data measurement which comprises data identification, arrangement and summarization, and data analysis. The study was dominantly qualitative. The design was chosen for this study because the study's interest was to describe how incentives influence teachers' motivation. Ploeg (1999) reports that the purpose of qualitative

research is to describe, explore and explain the phenomena being studied. It takes the form of what is happening.

Furthermore, the choice of qualitative research approach was due to the fact that the study needed to obtain detailed data by interacting with teachers, Head of schools and TTU leaders in obtaining relevant information about influence of incentives for teachers' motivation in Tanzania public secondary schools. Furthermore the study focused on describing the qualities of human characteristics or behaviours which could not be manipulated experimentally. The qualitative research design involved organization of the data into relevant categories or themes before arriving at the final argument and the data was presented in narratives. On the other hand, the emerging numerical data were analysed using simple mathematical calculations such as percentages and presented in tables.

### **3.3 Area of Study**

The study was conducted in Ilala Municipal in Dar es Salaam. Ilala was purposively selected for the reason that it was the district in Dar es Salaam that had both old schools as well as schools enrolling single sex and children with disabilities. It was the only municipal in Dar es Salaam that could provide a variety of teaching experiences hence varied views about incentives for teachers' motivation. It was also the only municipal which met the criteria of having varied teacher experiences as had different categories of teachers who are representative of all types of teachers in Tanzania. Each teacher in the country has a possibility of teaching single sex school or co-education and a school enrolling children with disabilities. It was hoped

that the selection of one municipal would warrant the study to be manageable in terms of funds and time.

### 3.4 Population

The population for this study included all teachers, head teachers and Teacher Trade Union leaders. This choice was purposefully done so as to tap different experiences available in provision of incentive for teacher motivation in public Secondary schools. The teachers and Teachers Trade Union (TTU) leaders were selected on the basis of experience of at least three years. It was done on the basis of the fact that at least two years of staying in school were thought to be adequate for them to have enough knowledge on provision of incentives for teachers motivation in public Secondary schools. Table 3.1 presents the targeted population.

**Table 3.1: Target population**

SN	Name of School	Number of Teachers
1	Jangwani	118
2	Azania	103
3	Kisutu	48
4	Zanaki	95
5	Pugu	82
6	Nguvu Mpya	24
7	Chanika	24
	<b>Total</b>	<b>494</b>

**Source:** Field data, 2011

### **3.5 Sample, Sampling Techniques and Procedures**

The study used purposive sampling technique in selection and identification of participants in this study. A purposive sampling technique is a technique which accords every individual who meets set criteria an equal chance of being included in the study (Orodho and Kombo, 2002). Purposeful sampling was used to obtain teachers, head teachers and Teacher Trade Union representatives who had been in school for two years and above because they were familiar with the provision of incentives to teacher motivation in public secondary school. In this study, the criterion for selection of participants was experience in provision of incentives to teachers.

The advantages are that those people who are unsuitable for the sampling study or who do not fit the purpose of the study have already been eliminated, so only the most suitable candidates remain. As the most appropriate people for the study have been selected, this process becomes a lot less time consuming. With fewer time constraints and a more accurate subject, the costs for carrying out the sampling project are greatly reduced. The results of purposeful sampling are usually expected to be more accurate than those achieved with an alternative form of sampling. If you are looking for a very rare or much sought after group of people for a particular research study, using purposive sampling may usually be the only way you can track them down (Black, 1999). In this case the study was meant to find out perception of teachers on the influence of incentives on teacher motivation.

The disadvantage of purposive sampling is with the researcher biasness. In this study apart from being purposively selected, head of school had options of selecting

teachers in the school to participate in the study. This reduced biasness from the researcher.

### **3.6 Data Collection Instruments**

In this study, more than one technique was used for gathering information since no single technique is completely adequate by itself. Data collection technique in this study involved interviews, and questionnaires. Multiple sources of information are preferred in order to crosscheck on consistency of information that would not be available through use of other sources (Cohen, *et al.*, 2000).

#### **3.6.1 Questionnaires for Teachers**

Data collection in this study was mainly done by using questionnaires. Hessler (1992) notes that questionnaires are useful instruments in situation where the respondents are literate, and in evaluating educational programmes. According to Kothari (1990) this method is free from bias and allows collection of a large amount of data from a large population in highly economical way. Both open and closed questions were used. The responses from this study were teachers' perception and views on provision of incentives to teachers. The closed questions provided data that can be quantified. The open ended questions provided data that could be analysed using content analysis.

Advantages of questionnaire are that large amounts of information can be collected from a large number of people in a short period of time and in a relatively cost effective way. The study can be carried out by the researcher or by any number of

people with limited affect to its validity and reliability. The results in questionnaire can usually be quickly and easily quantified by either a researcher or through the use of a software package. Also data can be analysed more 'scientifically' and objectively than other forms of research (Popper, 2004).

The disadvantages of questionnaire according to Popper (2004) are that the respondent may be forgetful or may not be thinking within the full context of the situation and that researcher cannot study emotions and behaviour of respondents. These disadvantages in this study were minimised by asking teachers to respond to both closed and open ended questionnaires.

### **3.6.2 Interview for Education Leaders**

Interview was another instrument used to collect the primary data. Love (1999) asserted that interview is a conversation between two or more people initiated by the interviewer for specific purposes of obtaining relevant information. A combination of structured and unstructured questions was used. Like in the case of questionnaires, structured questions were used for tapping very specific information on provision of incentives for teacher motivation. On the other hand, unstructured questions were meant to give respondents some freedom of self-expression. Key (1997) points out that detailed data are gathered through unstructured questions that provide direct quotations and interviewer is the integral part of the investigation. In this study only Heads of schools and leaders of Teacher's Trade Union (TTU) were interviewed. Information from interview included how head teachers and TTU leaders view the influence of incentives on teachers' motivation.

Advantages are that most people would rather talk than write, allows greater flexibility in wording, sequence and direction, easier to explore highly complex or abstract topics and allows the monitoring/evaluation of interpersonal skills, nonverbal and paralinguistic behaviour, emotional tone, and behaviour under stress. The disadvantages are that it consumes more time and it is expensive (Opdenakker, 2006). To minimise the effects of interview in this study interview was conducted to educational officers who were a small number in the selected population.

### **3.7 Data Analysis**

Information related to different objectives were summarised and analysed in accordance with the research objectives. Data were analysed mainly by using content analysis which according to Denscombe (1998) helps the researcher to analyse text in form of writing, sounds or picture. Content analysis gave the researcher an opportunity to organise information into relevant categories or themes before arriving at the final argument. Obtained data in this study included respondents feelings, opinions and suggestions by quoting individuals without disclosing their names. Leedy (1980) points out that content analysis to a large extent restrict the subjectivity of the researcher in the process of data collection and analysis. The qualitative data were presented in narratives. While the emerging numerical data were analysed using simple calculations by a calculator and presented in tables in a percentage form.

### **3.8 Validity and Reliability**

Validity refers to the extent to which the findings accurately describe the relationship

of variables (Hoepfl, 1997). In qualitative studies an assumption is made on the presence of multiples of realities in explaining a phenomenon. For example, what are the views of teachers on provision of incentives for teachers' motivation? In this context multiples of aspects contributed to the teachers motivation. However, it should be noted, that credibility in qualitative research does not depend on the size of the sample. What matters in this respect is the richness of information collected, and how that information underscores the purpose and objectives of the study.

In this study information was collected from teachers, head of schools and TTU leaders. There were some form of triangulation in terms of respondents and as discussed in the section for data collection, there was some form of methodological triangulation. Triangulation was also used in terms of types of schools which participated in the study that included old schools, new schools, schools enrolling boys, schools enrolling girls, schools enrolling students with disabilities and schools enrolling both girls and boys (co-education).

### **3.9 Ethical Issues**

The study observed all necessary ethical standards in its conduct which helped the researcher to avoid unnecessary psychological and physical harm to the respondents. The researcher processed research clearance permit from all responsible authorities including the Deputy Vice Chancellor Academic (DVC Acad.) of OUT, District Education Officer (DEO) from Ilala Municipality and heads of schools. letters to ask for the consent of the respondents so that they can willingly be involved in the study were wrtten. In addition to that, the researcher ensured confidentiality of the

respondents' information by restricting its access and by not asking them to write their names in a questionnaire. On the other hand, respondents were asked for their consent both for interview and filling in the questionnaire. Only the respondents who were ready and willing to be engaged in the study were recruited for the study.

## **CHAPTER FOUR**

### **4.0 ANALYSIS AND PRESENTATION OF RESULTS**

This chapter presents findings of the study, according to the research objectives. The study investigated the influence of incentives in enhancing teachers' motivation in Tanzania public secondary schools. The study focused on examining teachers' perception of motivation and incentives. It is the understanding of the motivation and incentives that determines its availability, provision, its influence and how they are administered.

#### **4.1 Respondents Characteristics**

The participants in this study were 91 secondary school teachers of whom 48 females and 43 males. The participants were selected from 7 secondary schools in Ilala Municipality. The researcher asked the heads of schools to provide a list of teachers, their experience and academic qualification. Table 4.1 presents the number of teachers, their academic qualifications and experience. Apart from the 91 practicing teachers, there were other staff members who participated in an interview, including 7 heads of schools and 7 TTU members. Both head teachers and TTU leaders were teachers with an added responsibility and that one of the qualifications to become head of school is to be a secondary school teacher. Above all, head teachers administer, control and evaluate teachers' performance whereas TTU leaders are responsible for safeguarding teachers' rights.

#### **4.2 Teachers' Perception of the Terms "Incentives" and "Motivation"**

In developing understanding of what teachers know about incentives and motivation, the first objective of the study was to investigate teachers' perception of the terms

“incentives” and “motivation”. The terms are commonly used in education, especially when discussing issues about teachers’ work and students’ performance.

**Table 4.1: Number of Teachers Involved in the Study (N=91)**

Name of secondary school	Total No. of Teachers	Academic Qualification			Experience in Years		
		Diploma	Degree	Post Graduate	5-10	11-20	21+
Azania	15	2	13	0	2	8	5
Jangwani	15	6	7	2	2	7	6
Kisutu	17	9	4	4	3	9	5
Pugu	17	7	7	3	2	9	6
Zanaki	14	2	8	4	3	7	4
Nguvu Mpya	7	5	2	0	4	2	1
Chanika	6	5	1	0	4	2	0
<b>Total</b>	<b>91</b>	<b>36</b>	<b>42</b>	<b>13</b>	<b>20</b>	<b>44</b>	<b>27</b>

Source: Field Data, 2011

#### 4.2.1 Incentives

Teachers had qualitatively different views on incentives including recognition; driving force to performance; and extra pay. Some of their responses include,

*“Incentives include anything that can make teachers/ workers develop interest toward work. Incentives increase morale to work. Through incentives, teachers can develop the capacity of doing work and result in quality education. Incentives increase work interests.. it is all about fringe benefits....payment to the employees....”* [Respondents]

There were teachers who believed as follows:

*“Incentives are about action that can be made to make somebody perform work while happy...”*

There were also teachers who believed that incentive is about extra pay and those who believed that with availability of incentives packages, people work better.

*“If there are incentives, teachers will like their work because what they earn will enable them survive. ...Teachers’ basic needs are met through incentives... In most cases, teachers’ attitudes toward work is influenced by their incentives... incentives are not satisfactory... teachers’ incentives have to be improved so that teachers can work hard otherwise their efficiency is reduced to subsidize income.... where available incentives are not provided at the right time for example, teachers can be promoted and remain without being paid their new salary for quite a long period.... sometimes teachers perceive that government does not recognise teachers contribution...” [TTU Leaders]*

Respondents, including the TTU leaders, believe that incentives make people work more than expected and or fulfil their obligation. In some cases, respondents feel extra pay will increase people morale to performance. Individual, organisation and society needs are likely to be met when incentives are available. It is expected upon completion children be able to develop competence necessary for managing their life in and after school. On the whole, teachers perceived incentive as reinforces teachers to act in a different way toward improving performance.

**Table 4.2: Teachers’ Views on Incentives**

<b>What is incentive</b>	<b>Number</b>
Things which make an employee increase work performance	15
A situation where an employee is enabled to work effectively	10
Extra pay	25
A situation that stimulates the worker to continue working	12
A situation where somebody’s accountability is rewarded	8
It is a positive reward	20
Something given to teachers to indicate that they are recognised.	15

**Source:** Field Data, 2011

On the other hand, teachers said that incentives are the benefits obtained from one's job. There are other respondents who believe that incentives are payment given to employees after completing a certain task.

**Table 4.3: Teachers' views on aspects attached to incentives**

Aspect in incentive	Respondents
Good income	15
Extra money	12
A profit that teachers get such as salary	10
Income paid after completing a task	8

**Source: Field Data, 2011**

Aspects of incentives in most cases are based on monetary and sometimes very little on non-monetary because monetary incentive is so direct to the person and is a tool to meeting human basic needs.

#### **4.2.2 Motivation**

Teachers perceived motivation as follows:

*“Motivation is more than salary...about developing interest toward work...about being given rights without problems like money, recognition, and respect, ... Things which increase the morale for workers to work efficiently..... a present that is given to a person after he/she had done a certain task so that can work better....a situation which stimulates a worker to continue with the job.... a situation where accountability of a person is appreciated and rewarded.... a situation where worker morale is stimulated...”* [Respondents]

In many cases one notes that, motivation is a result of some external force. In this case then motivation is internal whereas incentives can be said as reinforces or external motivation. In general, motivation is the driving force which makes a teacher to increase his/her efforts in the work implementation. In responding to the question about perception of the term “motivation,” 95% of the respondents said that it increases work capacity of teachers and increases efficiency which results to improved quality education or students’ academic performance. They added that if they are motivated they can perform their work accordingly by planning what they are going to teach and make students participate in the learning process by providing enough exercises and give students feedback of their learning. Moreover, motivation was found to be important because it makes better utilization of resources and worker abilities and capabilities.

Motivation is the force that initiates, guides and maintains goal-oriented behaviours. Provided teachers’ work is a goal oriented change of children behaviour through teaching and learning, motivation has a role to play. In one way motivation enhances teachers performance in the classroom and hence toward improving performance. Teaching and learning process is an action that calls for collaborative efforts between the learner and the teacher. However, teacher has greater role to play as controls the whole process of learning. The forces that lie beneath motivation can be biological, social, emotional or cognitive in nature.

### **4.3 Availability Incentives for Teacher Motivation**

In investigating availability of incentives, teachers were asked to rate availability of incentive packages for teachers, to state with reasons if availability of incentives is a

source of teachers leaving the profession, causes of current level of incentive packages to teachers, and assess the level of availability of specific incentive packages. In the case of availability of incentive packages for teachers in public secondary schools, it was found that its availability is poor. Most of the respondents (73.6%) rated the available incentives package as poor. However, no one rated excellent or very good.

This poor availability of incentives makes many teachers to look for part time jobs for extra income thus teachers are not settled in their work place. Other teachers decide to quit the teaching profession due to poor incentives. Since some teachers failed to pay for education of their children, house bills and transport they decide to look for another job. Experienced teachers move from the teaching profession for better jobs which can pay them well. As a result, most parents who are financially in good position do not register their children to study in government schools. They transfer them to private schools because of mass failure in government secondary schools. Masudi (2006) argued that while the best performers come from seminaries followed and Government special schools, the poorest have usually been the public schools, especially community secondary schools.

#### **4.3.1 The Available Incentive Packages to Teachers**

In responding to the question about the state of availability of incentives teachers were asked to rank the availability of incentives using a scale 1 to 10, where 1 represents high availability and 10 not available at all.

It was found that few incentives are available for teachers. Table 4.4 shows that paid leave and payment for extra periods are the most available incentive. However, this alone cannot be used to motivate teachers because it is given after every one year. Professional training is also available for teachers who aspire for further education, but it is not enough to motivate teachers since they have many needs.

**Table 4.4: Order of Availability of Incentives**

Incentives	Order of Availability (From 1 - Most available, to 10 - poor or not available)									
	1	2	3	4	5	6	7	8	9	10
Housing	10	10	2	2	3	1	46			
Housing allowance						1	2	2	17	52
Teaching allowance							2	3	19	42
Payments for extra periods	6	3	11	49	4	5				
Transport allowance								2	21	51
Professional training	7	16	47	8	5					
Overtime payment			6	4	5	54	6	4		
Health care						3	4	14	51	6
Paid leave	71	20	2	4						
Loans		10	15	7	40	6	3			
Welfare support					2	3	2	40	17	6
Break tea/coffee					4	3	42	11	5	4

**Source:** Field Data, 2011

On the other hand, housing, transport and teaching allowances as well as lunch are not available at all. These incentives are very important to teachers because they assist in getting the basic needs (See Table 4.5).

One of the respondents said;

*“....How can I teach effectively when my land lord has told me to vacate the room where I am living before tomorrow while I am financially in bad situation? Is it possible to teach effectively? I think I will be in the class physically but mentally I will be thinking on how to solve that problem....”*

[Respondents]

Teaching involves thinking. If a teacher is not mentally settled it is difficult for him/her to teach properly. As a result, this can end up in low academic performance of the students. Learning is a process of interaction between teachers and students as they both participate in the learning process, but with more weight given to teachers to show the way. Learning achievements can mainly “be determined in classroom by motivated teachers who plan for teaching, put into practice what they have learned” (ADEA, 2006).

In addition into that, without lunch in schools, it is difficult for teachers to work effectively. Teachers can attend classes for teaching physically but mentally they may be out of the class. Sometimes teachers fail to go to class and end up searching for food in places where it is cheaper. This affects learning of students because for this kind of teachers it will be impossible to cover the syllabus on time and students may not do well in their final examinations. In addition to that, assignment and tests will not be enough for them to be confident during final examinations. As a result, students will perform poorly in their examinations. Therefore, lack of lunch in schools is among things that de-motivate teachers.

**Table 4.5: Incentives Which are Not Available in Schools**

Incentives	Number	%age
Housing	22	24.2
Housing allowance	84	92.3
Teaching allowance	82	90.1
Payment for extra period	70	76.9
Transport allowance	85	93.4
Professional training	24	26.4
Overtime payment	45	49.45
Health care	46	50.55
Paid leave	20	21.98
Loans	26	28.57
Welfare support	66	72.53
Break tea/coffee	30	32.97

**Source:** Field Data, 2011

In interviewing head teachers and TTU leaders, it was found that few incentive packages for teachers are available due to the reason that the government had not enough funds. They mentioned incentives which are available for teachers to include: subsistence allowance, paid leave, housing, funeral services, maternity leave, promotion, release for in-service training, health care- especially HIV victims, pension, allowance for teaching extra periods, tax exemption when teachers import cars and up-keeping allowance for teachers travelling outside the country. However, housing, transport and teaching allowances, health care and loans as well as tea break and lunch are not available for teachers. They added that break tea/ coffee depend on the type of school leadership/head's decision. One of the TTU leaders said the following;

*“...Teaching involves a lot of thinking, which uses a lot of energy, therefore*

*how can I teach while I am hungry? When I look in my pockets, I find only bus fare to return me home. Where can I get something to eat if the school has no plans of providing tea or lunch....”? [Respondents]*

#### **4.3.2 Causes of the Current State of Teachers Incentive Packages**

Teachers were further asked to give reasons as what causes the current availability of teachers' incentive packages. Some teachers (about 30%) attributed low incentive packages to the big number of teachers as compared to other profession.

They said that “... the big number of teachers caused the government to see to it that they are paying more money compared to other types of profession...” In turn this de-motivates teachers and the general public in joining the teaching profession. Most of the respondents (about 60%) said that poor planning results to poor distribution of resources leading to few people getting higher wages as compared to others. In addition there are respondents (about 35%) who said that teachers' incentive packages are not a priority to the government of Tanzania. They said as follows:

*“.....Without incentives there is no need to work. It is impossible for a teacher to continue with work if the salary is not enough to meet basic needs for a month. Reasons for poor incentives include: high number of teachers that make the government unable to locate teachers and award them accordingly. There is poor management at the Ministry of Education that results to poor planning hence poor teachers' incentives. There is poor distribution of resources in Tanzania government resulting to larger*

*share going to the few and very small share to teachers, an important profession for life...*” [Respondents]

Apart from that, it was found that there are other several causes of the current level of incentives. Respondents argued that the prevailing economic situation prevents the government from paying higher salary to teachers. Furthermore, the government values the increase of schools than teacher’s incentives and does not take teachers incentives as a burning issue. In addition, the ways used by TTU leaders in claiming teachers’ rights that is striking and round tables discussion with government does not bring any changes.

The situation is due to the problem of mixing education with political issues which results in poor recognition of teachers’ work by the government. In the scale of preference, the government concentrates on political than on education issues, hence more resources are being spent in politics and few in education sector. A nation that cannot give priority to education has the possibility of having people who will work for others (low class people). Furthermore, the society has given low status to teaching profession. Parents have perception that teaching absorbs those failed in secondary school level examination. Also they don’t value teachers work. For example, parents are heard nowadays using the derogative language saying that: *“Walimu wa sasa hivi ni bomu kabisa, hakuna kitu! Watoto wanafeli hawafanyi kazi”*. Teachers become frustrated by the pressures from parents due to their negative attitude towards teachers (Yero, 2002).

### **4.3.3 Strategies Used to Motivate Teachers**

In this aspect, teachers were asked to describe the strategies used in motivating teachers in public secondary schools in Tanzania. They were also asked whether or not there is a system of providing financial incentives to teachers whose students perform better. In this study the availability of strategy and systems to motivate teachers were linked to provision of incentive packages to teachers. As described in section 4.2, there were incentives that were missing and some were inadequately provided. In this section a description of strategies of providing incentives and if there are developed systems that support teachers are presented and discussed. In describing their understanding about strategies through which incentives are provided, teachers mentioned the following strategies: provision of teacher houses especially to old schools and in new schools; permission to pursue further studies; teachers' promotion; laws, policies and procedures for teacher's incentives.

The findings revealed several improvement measures that can be taken in order to motivate teachers. The respondents said that first priority should be given to teachers needs and be given in appropriate time on the intended one. This should go together with data cleaning for teachers in order to know the exact number of teachers teaching in schools. In addition to this, teachers should be treated equally with other workers in government sectors, for example to increase teachers' salaries so that it can match with the high cost of living. Also employment of teachers should be based to their performance.

Furthermore, the Ministry responsible for teachers should consider teachers' problems and solve them on time. For instance, infrastructure in schools should be

well set and increase of classrooms should go together with the increase of teachers' houses. In addition, teachers should be allowed to go for further studies, pay teachers good salary, give teachers soft loans, give allowance for extra period, provide teaching allowance, lunch, tea/coffee, appreciation for good results and provide in-service training more frequent and leave travel allowances should be paid on time.

In interviewing TTU leaders and heads of school they said that, there is a great need to improve the incentives package for teachers. The improvement measures to be taken should include; support for teachers joining in service training, improvement of working environment, transparency in provision of health services as well as employer to provide soft loans to teachers. Moreover, there must be recognition of teachers' contribution in the society and society to change negative attitude towards teachers. This is because teacher status is heavily influenced by the attitudes of the community towards the overall value of education and the relationship between schools and the community. Traditionally, teachers in Tanzania have had a strong sense of moral accountability. 'Teaching is far more than a job in a school. It is a role and position in society and, as such, is associated with honour and responsibility' (Barrett, 2004).

#### **4.3.4 Management and Administration of Incentives to Teachers**

It was found that administrators in public secondary schools are the key point when it comes to the issue of motivating teachers. According to the respondents, there are several authorities responsible for motivating teachers. These include PMO-RALG/MoEVT, DED, DEO, TSD/TTU, School Boards and Heads of school. All these authorities have got different responsibilities in motivating teachers.

In responding to the question on management and administration of incentives for teachers' motivation one respondent said:

*DED in TAMISEMI is responsible for motivating teachers and availing information for employees, paid leave, funeral services, provide support in-service training and promoting teachers. In the part of MoEVT, the responsibility is to set and monitor evaluation on implementation of policies on incentive for teachers and prepare budget for education. [Respondents]*

Respondents see to it that organs for motivating teachers are available and their trade union is in-place. The challenge is why teachers' incentives are not available at the expected rate. Is it that those who are appointed to manage other teachers have a tendency to forget challenges faced by teachers? Respondents further mentioned responsibilities of head teachers in managing teachers' incentives that included:

*Head of schools are responsible for rewarding teachers. In some cases they reward other teachers who manage to achieve better results for Form II, Form IV and Form VI; in some cases do make follow up for teachers' incentives and toward improving school conditions like buying teaching and learning materials; do recommend teachers for in-service training; do forward letters to and from employee to higher authorities.... all in all incentive provision and management depend more on type of leadership. [Respondents]*

In addition, management and administration of public secondary schools is not uniform for all schools. It depends on the kind of administrator present as Head of

school in that particular secondary school. Heads of schools are not free to make major decision on issues concerning teachers' welfare. There are other issues where administrators depend on directives from higher authority and sometimes decisions are based on political influence. However, some of those politicians have no knowledge on educational matters. Their decisions demoralize teachers. Sometimes teachers present their problems to the heads of schools but this depend on the attitude of that head of school. Others make follow up to the higher authority in solving teachers problems if they are not within their capability. There are other problems where Heads of schools organize teachers to support each other. However, most of the respondents 98.9% agreed that administration and management of teachers' incentives are generally weak at all levels.

#### **4.4 The Impact of Incentives in Teachers Motivation**

When teachers were asked to explain the influence of the current incentives for teachers' motivation in secondary schools, over 90% of the teachers said that the low morale in teaching is what resulted from the poor provision of incentives. About 45% of respondents said the current provision of incentives to teachers makes the teaching profession to be no longer attractive hence some teachers are leaving the profession. According to the respondents, other factors include poor attention for students who are academically weak (30%); shortages of teachers (10%); teachers are engaging themselves in other economic activities in order to generate some more income (5%); poor performance of many government secondary school students (30%); teachers' contribution are not appreciated (5%); teachers' position in the society is not recognised (34%); and education matters mixed with politics (6%).

In answering the second part of the question that asked respondents to give reasons why incentive packages was a source of teachers' attrition, most of them (70%) said that teachers, like any other employees, have rights to look for jobs which pay them well in order to satisfy their needs and to fulfil their responsibilities. They said that every human when working, sets goals to be achieved in a certain period of time. Therefore, when teachers realize that it is difficult for them to meet these goals set, they decide to quit the profession. Whereas others (55%) said that it is impossible for teachers to continue with work if the salary is not enough to meet daily needs. As such it is right to seek for other jobs, where they can be well paid.

In an interview with heads of schools one of them said the following;

*"....Whereas there is incentives like overtime pay or establishing special shops for other professions, it is not the case for teachers. There are no special shops for teachers where they can find special prices set for them. Teachers are in the society, they buy their needs in the shops where bankers and other well paid people are buying. How can a teacher survive with that small salary? Always teachers end up in debts at the end of each month. They send their children in schools where well paid people send their children. How can a teacher manage to survive with a salary which does not satisfy his needs? It is difficult to stay on this job if he realizes that there is something else that can be done to increase his/her earnings...."*

[Respondents]

Additional, low teachers' salaries and highly salary deductions are another cause of teachers' attrition. About (45%) of the respondents viewed that, our country has poor

distribution of resources which do not consider teachers' incentives. In view of less consideration in the government budget of teachers' salaries are low and deductions are very high in comparison to the hard work of the teacher and its importance to the benefit of the society and the nations as a whole. If a teacher realizes that, he cannot pay for education of his children, house bills and transport decide to look for another job. Nkonongo (2004), found out that teachers quit from public schools due to low salaries and non-financial rewards and the remained graduate teachers in public schools are there waiting for further opportunities.

One of the respondents said that;

*“...Because if you continue being a teacher, you will drive back your development in such a way that those who joined another sector will be ahead of you; and let me tell you, one cannot leave a job if it pays better....”*[Respondents]

In responding to an interview, most of heads of schools said that teachers have a feeling that the government does not recognize the importance of teachers work and do not pay them according to what they deliver or weight of their work. As a result teachers are not satisfied with the situation. If it happens that there is another job, where a teacher can be well paid, it becomes easier to quit the teaching profession or quit the public school.

Moreover, what teachers get as their salaries does not satisfy their needs and they do not get them on time. They said that teachers' incentives should be improved so that they can work hard otherwise they will be doing other activities in order to get some

extra income. In addition, there are some teachers who will shift to other jobs as consequence, public schools will continue to suffer for shortage of teachers although majority graduate in education. This argument agrees with that of Fry (2003), where he insists on importance of motivation, that apart from encouraging teachers to work hard, motivation makes teachers to be retained in the work place and hence reducing the problem of shortage of teachers.

In interviewing heads of schools on how incentives packages influenced teachers' attitude towards work, most of them said that a teacher's attitude towards work is influenced by their incentive package. One of them argued as follows:

*"...If there was enough incentives, teachers would like their work because what they get could enable them to survive and their basic needs be met through incentives. If a teacher claims for incentives and not given he ends up in absenteeism in the classroom because he is always seeking for his rights in higher authority. It is difficult to make that teacher settle...."* [Respondents]

Similarly respondents had the view that, availability of incentives for teachers arises their interest towards teaching. As a result, teachers become settled in their work place and concentrate on lesson preparation. About 65% of respondents said if teachers are supplied with incentives they will be able to provide enough exercises, assignment and tests to students. Therefore, effective teaching will be observed and this will raise students' academic performance. For instance, when teachers are paid for teaching extra periods, it acts as a catalyst for them to volunteer. If a teacher gets accommodation in school environment it is easier to stay in school for long time and help students instead of looking for other sources which can increase income to pay

for house rent. For the case of in-service training when teachers get more education they can perform their duty confidently. As a result students' performance is increased. Most of them said that incentives make teacher to be competent in their work and do his work willingly.

Furthermore, if these incentives are provided to teachers, it makes them to be out of frustration and not to feel rejected. Teachers valued themselves and feel recognized. This means that teachers can solve their own problems and reduce cost of living. Malcomson (1999) says that, "...better paid teachers are likely to work harder in order to increase the chances of retaining their more valuable jobs..."

## **CHAPTER FIVE**

### **5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the summary of the major findings, conclusion and recommendations for actions as well as recommendations for further studies.

#### **5.1 Summary of Findings**

Effective teaching and learning in the classroom is determined by how much teachers are motivated towards fulfilling their responsibilities. One of the thinking might be that in order for the teachers to be motivated there must be enough incentives that can satisfy everyday needs, and make teachers overcome life challenges. Despite the importance of teachers' motivation in provision of quality education, little attention is paid in most developing countries (Worldbank, 1990, Mwakilembe, 1981; Adelabu, 2005; Kadzamira, 2006). Many reasons are attributed to lack of resources; as a result quality of education decrease and students perform poorly in national examination. Teachers' incentives are said to develop interest towards teaching profession, which result in better performance of the students in national examinations. On the other hand, if teachers are not motivated work morale will be lowered which will result in poor academic performance of the students as teachers will not concentrate in teaching. The findings from this study are summarized according to the objectives of the study as follows.

##### **5.1.1 Teachers' Perception of the Terms "Incentives" and "Motivation"**

In this study teachers' viewed incentives as actions made to increase somebody job performance; driving forces to performance and as extra pay. They are actions as there must be somebody who provides who does the action of giving or

administering incentives. On the whole teachers perceive incentives as the tool that reinforces individual's performance. The better the incentives provision system the higher the performance is expected. Driving forces to better performance are either monetary and or non-monetary. Monetary are direct pay including salary, house allowances, and other direct pay to teachers. Non-monetary include recognition, praise, being given good working environment like provision of food in schools and teacher houses.

According to Humphreys (1996) teachers' turnout is the reason of personal vulnerability and occupational stress. Therefore, teachers' incentives should be improved so that they can work hard, otherwise they will be doing other activities in order to get some extra income, or shift to other jobs; as a result schools especially public schools will continue to suffer the shortage of teachers although majority graduate in education. On the other hand, teachers perceive motivation as outcome of incentives. There are teachers who said motivation is above salary increase. This might mean that motivation is about a person, intrinsic motivation, the motivation within an individual. This motivation is created or influenced by external stimuli called incentives. According to Fry (2003) motivation encourages teachers to work hard and makes teachers to be retained in the work place and hence reducing the problem of shortage of teachers.

### **5.1.2 The Availability of Incentives to Teachers**

In investigating availability of incentives to teachers, the researcher focused on availability, strategies used to provide incentives and management of teacher incentives. Issues in this objective were that there are times where incentives might

be available and not provided to teachers and or provided in forms that are not acceptable; that is incentives need to be well managed for better results.

### **5.1.3 Availability of Incentives**

Incentives available for teachers included: subsistence allowance, funeral services, maternity leave, promotion, health care especially for HIV victims, pension, allowance for teaching extra periods, tax exemption when teachers import cars and up-keeping allowance for teachers travelling outside the country. But these incentives are available to few teachers. Break for tea/coffee depend on the type of school administration.

On the other hand, incentives which can satisfy the basic needs like house, transport and teaching allowances are not available at all. These incentives are very important to teachers because these are among the basic needs. It should be noted that teaching involves thinking, therefore if a teacher is not mentally settled it is difficult to him/her to teach properly, as a result, this can end up in low academic performance of the students. In addition to that, working and living environments for many teachers are poor; this tends to lower self-esteem and is generally de-motivating. According to Sumra (2004) teachers are dissatisfied as a result of working conditions. Being intrinsically and extrinsically motivated increases job satisfaction.

### **5.1.4 The Strategies to Motivate Teachers in Public Secondary Schools**

Teachers in Tanzania are motivated through different ways including use of monetary and non-monetary schemes. The monetary schemes are through paid leave, and increases in salary. The question is that they are inadequate and unrealistic.

However, there are several improvement measures that can be taken in order to motivate teachers. For example, to increase teachers' salaries so that it can match with the higher cost of living, improved school infrastructure, access to soft loans, providing allowance for extra period and providing teaching allowance and frequent professional development courses.

#### **5.1.5 Management and Administration of Incentives in Motivating Teachers**

It was found that the majority of the respondents (98.9%) agreed that, the management and administration of teachers' incentives are generally weak at all levels. In many public secondary schools management of teachers' incentives depend on the type of leadership and attitude of the heads of school to teachers. Head of schools are responsible for rewarding teachers in some cases who managed to achieve better results in Form II, Form IV and Form VI; make follow up for teachers' incentives and toward improving school conditions like buying teaching and learning materials; recommend teachers for in-service training; forward letters to and from employee to higher authorities. However few head of schools implemented such responsibilities.

The government claimed that, the number of teachers is large therefore it is difficult to provide them with financial incentives. Others believe that teaching profession is a call, therefore there is no need to motivating teachers even if it is possible to do so.

#### **5.1.3 The Impact of Incentives in Teachers Motivation**

It was found that teachers' incentives, if provided, makes teachers to develop interest towards teaching profession. They use much of their time in preparing students by

teaching effectively, cover syllabus and provide students with enough exercises and tests. As a result students perform well in national examinations. On the other hand, the poor supply of incentives lowers teachers' work morale and performance. Therefore, resulting in poor students' academic performance, for this reason teachers will use most of their time in finding extra income out of their working place to satisfy their basic needs. Furthermore, low provision of incentives makes teaching profession to be no longer attractive hence some teachers are leaving the teaching profession as a result public secondary schools experience shortage of teachers.

## **5.2 Conclusions**

Teachers perceive incentives as forces that increase motivation and on the other hand motivation is seen as driving force to job performance. Effective teaching and learning in the classroom is determined by how much teachers are motivated towards fulfilling their responsibilities. In order for the teachers to be motivated there must be enough incentives that can satisfy their everyday needs and make teachers to overcome life challenges. Despite the importance of motivation in obtaining quality education over students the motivation of teachers in the public secondary schools is very low. This is because there are few available incentives for teachers in these public secondary schools.

With lack of incentives and unclear administration many teachers are de-motivated resulting to high teacher attrition and poor performance among students. In this study which was qualitative in nature, respondents (teachers, head teachers, and TTU leaders) view that, with increased availability, good administration and management

of teachers' incentives, teachers are likely to develop interest towards teaching profession, hence improvement in quality of education in Tanzania.

### **5.3 Recommendations**

#### **5.3.1 Recommendations for Administration Actions**

Based on the findings the following recommendations were made.

##### **5.3.1.1 Teachers' Motivation**

Motivation energizes behaviours by driving desires, aspirations and explains behaviour of human beings. It is the core to management which stimulate people to particular actions so as to achieve desired goals. Administrators and other educational stakeholders should motivate teachers so that they can provide high quality education to meet educational demand and targets.

##### **5.3.1.2 Availability of Incentives**

Teachers' dissatisfaction has been observed in Tanzania Public Secondary School for a long time. Such dissatisfaction result from low availability of incentives for teachers' motivation. Therefore administrators and other educational stakeholders are advised to improve teachers' incentives because incentives motivate teachers to work harder. This will help to stabilize the education system and decrease teachers' absenteeism and improve students' academic performance.

##### **5.3.1.3 Impact of Incentives in Teachers' Motivation**

The de-motivation of teachers is a major contributory factor to the decrease in quality of education and teachers' work performance. The low availability of

incentives on the teacher motivation in the public secondary schools, result in low teaching morale hence poor students' academic performance. Therefore administrators and other educational stakeholders need to motivate teachers in order to raise and maintain teachers work morale and quality of education in public secondary schools.

### **5.3.2 Recommendations for Further Studies**

1. This study focused on influence of incentives for teachers' motivation in public secondary schools in Tanzania. In that case there is a need to conduct study on other factors that are likely to increase teachers' work performance, hence increase in students' academic performance.
2. A similar study should be conducted for Advanced Level in Tanzania Public Secondary Schools.
3. Likewise, since the current study was qualitative in nature, with a small sample there is a need to conduct a quantitative study with a large sample on the push and pull factors that affect teachers' performance in their profession.

## REFERENCES

- Adams, J.S. (1963). Towards Understanding of Inequity. *Journal of Abnormal and Social Psychology*, 67, pp. 422-436.
- Adams, J.S. (1965). Inequity in Social Exchange. *Adv. Exp. Social Psychology*, 62:335-343. Adams' Equity Theory on Job Motivation, Retrieved from <http://www.businessballs.com/adamsequitytheory.htm> on 7<sup>th</sup> January 2013.
- Adams, N. (1987). *Secondary School Management Today*. Century Hutchison Group Ltd: New Zealand.
- ADEA (2006). Africa Biennial Meeting on Education in Africa. Libreville, Gabon, March 27-31, [www.allafrica.com/gabon/bydate](http://www.allafrica.com/gabon/bydate). Retrieved on 13<sup>th</sup> January, 2010
- Akinsolu, A. O. (2005). Resource utilization and internal efficiency of public secondary schools in Osun State, Nigeria. Unpublished PhD dissertation. Department of Educational Management, University of Ilorin
- Alidou, H., Boly, A., Brock-Utne, B., Diallo, S.Y., Heugh, K. and Wolff, H.E. (2006). Optimizing Learning and Education in Africa – the Language Factor A Stock-taking Research on Mother Tongue and Bilingual Education in Sub-Saharan. ADEA (2006), Africa Biennial Meeting on Education in Africa, Libreville, Gabon, March 27-31.
- Armstrong, M.A. (1998). *Hand book of Human Resource Management*. London: Kogan Press.
- Ashiwa, G.S. (1983) Factors Influencing Performance among Primary and Secondary School Pupils in Western Province of Kenya: A Policy Study, Nairobi [value.education.nic.in/biblio.htm](http://value.education.nic.in/biblio.htm).

- Barrett, A. M. (2004). Teacher accountability in context: Tanzanian primary school teachers' perceptions of local community and educational administration. *Compare*, 35(1), 43-61.
- Bateman, T.S. (1999). *Management, Building comparative Advantage*. MC Graw Companies: USA.
- Bennel, P. and Mukyanuzi, F. (2005). *Is there a Teacher Crisis in Tanzania?* HR-CONSULT: Dar- es- Salaam. Tanzania
- Bennel, P. (2004). *Teacher Motivation and Incentives in Sub-Saharan Africa and Asia*. London: Department for International Development.
- Best, J.W. and Khan, J.V. (2003). *Research in Education*. Beston, M.A  
ema.sagepub.com/egi/content/refs/36/1/85
- Black, T. R. (1999). *Doing quantitative research in the social sciences: An integrated approach to research design, measurement, and statistics*. Thousand Oaks, CA: SAGE Publications, Inc.
- Chediell, R. W., Sekwao, N., and Kirumba, P. L. (2000). Private and community schools in Tanzania (Mainland). Mechanisms and Strategies of Educational Finance Retrieved August 2, 2005, from <http://unesdoc.unesco.org/images/0012/001224/122460f.pdf>
- Chilumba, J. J. (1994). Factors Affecting Occupational Status of Teachers in Tanzania Mainland: an Opinion Survey of Tutors in Colleges of Education in the Southern Zone. Masters thesis, The Open University of Tanzania.
- Chipman, D.W. (1992). *Reducing Teacher Absenteeism and Attrition: Causes consequences and responses*. UNESCO: Paris.
- Clotfelter, C. and H. Ladd (1996). "Recognizing and Rewarding Success in Public

- Schools.” in H. Ladd (ed.), *Holding Schools Accountable: Performance-Based Reform in Education*. Washington, D.C.: Brookings Institution.
- Cohen, J. (1977). Sources of peer group homogeneity. *Social. Educ* 50:227-41
- Cohen, L. and Manion, L. (1994). *Research Methods in Education*. London: Routledge
- Cohen, L. Manion, L. and Morrison, K. (2000). *Research Methods in Education* (5th Edition). London: Routledge Falmer.
- Creswell, J. (1994). *Research Design: Qualitative and Quantitative Approaches*, London: Thousand Oaks, (Calif), Sage
- Dailey, R.C. (1988). *Understanding People in Organization*. West Publishing Company: U.S.A.
- Davidson, E. (2005). Understanding and Improving Quality in Tanzanian Primary Schooling. School of Development Studies, University of East Anglia, Unpublished PhD Thesis.
- Denscombe, M. (1998). *The good research guide for small-scale social research project*. Buckingham: Open University Press
- Dessler, G. (2001). *Management: Leading People and Organization in the 21<sup>st</sup> Century*. Harlow: Prentice Hall.
- Dörnyei, Z. (2001b). New Themes and Approaches in Second Language Motivation Research. *Annual Review of Applied Linguistics*, Vol.21, 43-59
- Duo, E., Rema, H. and Stephen, P. R. (2012). Incentives Work: Getting Teachers to Come to School. *American Economic Review*, 102(4): 1241-1278.
- Eberts, R., Hollenbeck, K. and Stone, J. (2002). “Teacher Performance Incentives and Student Outcomes.” *Journal of Human Resources*. Vol. 37. Fall 2002. 913-

27.

Engersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 37(3), 499– 534.

Engersoll, M.R. (2003). Is there really a teacher shortage? Center for the Study of Teaching and Policy and The Consortium for Policy Research in Education. Retrieved from <http://depts.washington.edu/ctpmail/PDFs/Shortage-RI-09-2003.pdf> on 12.12.2013

Fontana, G. (2008). *Money, Uncertainty and Time*. London: Palgrave Macmillan

Fry, L. (2003). “What makes Teacher Tick?” VSO, No. 317 [www.uso.org.uk](http://www.uso.org.uk). Retrieved on 10th, April 2010.

Fryer, R. (2010). Financial Incentives and Student Achievement: Evidence from Randomized Trials. *NBER working paper number 15898*

Fryer, R. (2013). Teacher Incentives and Student Achievement: Evidence from New York City Public Schools. *Journal of Labor Economics*. 2013;31(2):373-427.

Glazerman, S., Chiang, H., Wellington, A., Constantine, J. and Player, D. (2011). *Impacts of Performance Pay Under the Teacher Incentive Fund: Study Design Report*, Washington: Mathematical Policy Research.

Glewwe, P., N. Ilias, and M. Kremer (2003). “Teacher Incentives.” *NBER working paper 9671*.

Glewwe, Paul, Nauman Ilias, and Michael Kremer. (2010). "Teacher Incentives." *American Economic Journal*, 2(3): 205-227

Global Campaign for Education (2004), GCE response to World Development Report 2004 outline. Mimeo.

Gneezy, U., Stephan Meier, S. and Rey-Biel, P. (2011). When and Why Incentives

(Don't) Work to Modify Behavior, *Journal of Economic Perspectives*, 25 (4)  
191–210

Haki Elimu and TTU (2004). Living and working condition of teachers in Tanzania  
[www.hakielimu.org-25/03/2006](http://www.hakielimu.org-25/03/2006)

Hall, K. and Marchant, P. (2000). Predictors of the Academic Performance of  
Teachers Education students, *Research in Education*, Nr. 63 pp. 88-99.

Harmer, J. (2001). *The Practice of English Language Teaching*. Essex: Longman  
Press

Herzberg, F., Mausner, B. and Snyderman, B.B. (1993). *The Motivation to Work*.  
New Jersey: Transaction Publishers.

Hessler, R. (1992). *Social Research Methods*, New York and Los Angeles: West  
Publishing Company, St Paul (Jowel)

Hoepfl, M. C. (1997). Choosing Qualitative Research: A Primer for Technology  
Education Researchers. *Journal of Technology Education*, 9 (1), 1-23.

Hoivelle, G. and Jowel, R. (1978). Survey Research Practice. Heinemann  
Education Books. *London Journal*, pp. 2 – 15

Humphreys, T. (1996). *A Different Kind of Teacher*. Dublin: Gill Macmillan.

Jacob, B. A. (2005). "Accountability, Incentives, and Behavior." *Journal of Public  
Economics*. vol. 89, no. 5-6, 761-795.

Jacob, B. A. and Steven Levitt, S. (2003). "Rotten Apples: An Investigation of the  
Prevalence and Predictors of Teacher Cheating." *Quarterly Journal of  
Economics*, vol. 118, no. 3, 2003, pp. 843-877.

Jaques, E. (1961). *Human Behaviour at work: Organisation Behaviour*, 8<sup>th</sup> Ed. New  
York: Mc-Graw Hill.

- Johnson, S. M. (1986). Incentives for Teachers: What Motivates, What Matters. *Educational Administration Quarterly*, 22/3, 54-79.
- Joubish, M. F., Khurram, M. A., Ahmed, A., Fatima, S. T. and Haider, K. (2011). Paradigms and characteristics of a good qualitative research. *World Applied Sciences Journal*, 12, 2082-2087.
- Kothari, C. R. (1990). *Research Methodology*, 2<sup>nd</sup> Ed. New Age International (P) Limited: New Delth.
- Kottler, J.A. and Stanley, J. Z. (2000). *On being a teacher: The Human Dimension*. California: Corwin Press.
- Ladd, H. (1999). "The Dallas School Accountability and Incentive Program: An Evaluation of its Impacts on Student Outcomes." *Economics of Education Review*. Vol. 18. February. 1-16.
- Latham, A.S. (1998). Teacher Satisfaction. *Educational Leadership*, Vol.55, 82-83.
- Lavy, V. ( 2002). "Evaluating the Effect of Teachers' Group Performance Incentives on Pupil Achievement." *Journal of Political Economy*. Vol. 110. December 2002. 1286- 317.
- Lazear, Edward P. and Paul Oyer (2010). Forthcoming. Personnel economics. In *Handbook of organizational economics*, (ed.) Robert Gibbons and D. John Roberts. Princeton, NJ: Princeton University Press.
- Leedy, P.D. (1980). *Practical Research*. New York: Macmillan.
- Love, A. J. (1999). *Education methods sourcebook*, Canada: Canadian Evaluation society, Ottawa.
- Lugoe, W. (1989). The Provision of Educational Guidance and Counselling in Diploma Teacher Training Colleges in Tanzania. Unpublished M. A.

- (Education) Dissertation, University of Dar es Salaam, Tanzania.
- Malcomson, J. (1999). Individual Employment Contracts: “Handbooks of Labour Economics” *New York Volume 3B* issue 2291-3372.
- Maslow, A. H. (1970). *Motivation and Personality*, 2nd. Ed. New York: Harper & Row.
- Masudi, A. (1999). *Curriculum and Quality in Tanzania secondary Education*. Dar es Salaam: University of Dar es salaam.
- Munane, R.J. and Olsen R. (1990). Henenstein, (1999). *The Effects of Salaries and Opportunity on Length of Stay in Teaching*. Evidence from Caroline *Journal of Human Resources*, 25 (1): 106 – 124
- Mwakilembe, A.S. (1981). “Lack of Motivation as a factor leading to Teacher Exodus: An Opinion Survey of Secondary School Teachers in Tanzania”, Unpublished M.A. Dissertation, University of Dar-es-salaam.
- Mwolu, N. (1981). *Sources of Job Satisfaction and Dissatisfaction among Government Secondary Schools in Tanzania*, Dar es Salaam: Dar-es salaam University Press.
- Ndabise, D.M. (1993). Schools Quality and Performance. Paper prepared for the Tadgred Workshop on Quality and Equity Issues in Tanzania Educational Policy and Practices; Insights in Tanzania Education Policy and Practice: Insights from recent research. Dar es Salaam December 15<sup>th</sup> - 16<sup>th</sup>
- Ndabise, D.M. (1992). A study of Leadership Styles and their Effects on the Management of Teachers’ Colleges in Tanzania. MA (Education) Dissertation. University of Dar es Salaam.
- Ndawi, O. (1997). Education for all by the year 2000. *International Journal of*

*Educational Development* 17 (2): 121 - 128

Nkonongo, P. (2004). *Retention of graduate teachers in secondary schools in Tanzania*. Dar es Salaam: DUP.

Oluoch, E. (2006). “Tanzania Teachers Union (TTU)”, A paper presented at the seminar of Norwegian Post – Primary Education.

Omari, I. M. (2011). *Motivation, Instruction, Learning, and Human Performance. A Practical Guide for Teachers on How to Improve Students’ Performance*. Dar es Salaam Tanzania: Delah Educational Publishers.

Opdenakker, R. (2006). Advantages and Disadvantages of Four Interview Techniques in Qualitative Research [44 paragraphs]. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 7(4), Art. 11

Orodho, A.J. & Kombo, D.K. (2002). *Research methods*. Nairobi. Kenyatta University, Institute of open learning.

Owusu, F. (2004). “Organizational Culture and the Performance of Public Organizations in Ghana: Learning from ‘Good Performers’”, a report submitted to PREM Public Sector Department, Governance Knowledge Sharing Program, The World Bank

Ploeg, J. (1999). Identifying the Best Research Designs to fit the Question. Part 2: Qualitative Designs, *Evidence Based Nursing*, 2, 36-37.

Popper, K. (2004). *The Logic of Scientific Discovery*. London: Routledge,

Roland, B., & Tirole, J. (2006). Incentives and Prosocial Behavior. *American Economic Review*, 96(5): 1652–78.

Sandres, M., Lewis, P. and Thoru Hill, A. (2007). *Research Methods for Business Students*, 4<sup>th</sup> Edition. London: Prentice Hall.

- Scott, W. R. (1987). *Organizations: Rational Natural and Open System*. Englewood Cliff, New Jersey: Prentice Hall International.
- Sekaran, U. (2006). *Research Methods for Business: A skill building Approach*, 4<sup>th</sup> Ed., India: John Wiley and Sons.
- Sumra, S. (2004). *Implementation of the Primary Education Development Plan: Voices from the Community*. Dar es Salaam: Haki Elimu
- Swai, F., Mtavangu, A. and Shami, N. N. F. (2004). Study on Job Satisfaction and Motivation in Teaching in Relation to Quality EFA Initiatives. FSSS International, Dar es Salaam
- Temu, E. B. (1995). "Successful Schools in Tanzania: A Case Study of Academic and Production Programs in Primary and secondary Schools. (Studies in Comparative and International Education, 34. Stockholm University: Institute of International Education.
- Theories of Wages & Salaries Retrieved from [http://www.ehow.com/info\\_8073444\\_theories-wages-salaries.html](http://www.ehow.com/info_8073444_theories-wages-salaries.html) on 7.1.2013
- Tough, A. (1979). *The Adult's Learning Projects*, 2nd ed. Toronto: Ontario Institute of Studies in Education.
- Ukeje, B. O., Okorie, N. C. & Nwagbara, U. A. (1992). *Educational Administration: Theory and Practice*. Abuja: Totan Publishers.
- UNDP (2006). *Incentive Systems: Incentives, Motivation, and Development Performance: A UNDP Capacity Development Resource*. Working paper Number 6, New York: UNDP
- URT (1995). *Education Training Policy*. Dar es Salaam: MoEVT,
- URT (2003). *Joint review of the Primary Education Development Plan*. Ministry of

*Education and Culture*. Dar es Salaam: MoEVT

URT (2007). *Basic Education statistics in Tanzania (BEST)*. Dar es Salaam: MoEVT

Walster, E., Traupmann, J. and Walster, G.W. (1978). Equity and Extramarital Sexuality. *Archives of Sexual Behavior*. 7;2: 127-142.

Walter, R. B. (1989). *Research in Education*. New York: Longman

Whawo, D. D. (1993). *Educational Administration: Planning and Supervision*. Benin City: Jodah Publications.

Wheatley, K. F. (2000). Positive Teacher Efficacy as an Obstacle to Educational Reform. *Journal of Research and Development in Education*, 34 (1), 14-27

World Bank. (2001). *Primary Education Development Program*. Washington D.C: World Bank

Yero, J. (2002). *Teaching in mind, how teacher thinking shapes education* (1<sup>st</sup> Edn), Hamilton, MT: Mondflight publishing.

## **APPENDICES**

### **RESEARCH INSTRUMENTS**

#### **Appendix A: Interview Schedule for the Heads of Schools and Teacher's Trade Union**

##### **Leaders (TTU)**

This interview is aimed at collecting data for the research on the provision of incentives for teachers' motivation in Tanzania public secondary schools. You are kindly requested to answer the following questions according to your understanding. The information which you will provide will be treated as confidential and in no way will it be conveyed to any other person.

1. a) Do you believe that teachers attitude towards work is influenced by their incentive package?  
b) Is there any special incentive package for teachers in this country?  
c) Tell me more about it.
2. What are teachers' feelings towards their incentive package?
3. a) What are the authorities responsible for motivating teachers'?  
b) Explain how each authority fulfils this responsibility.
4. a) Do teachers inform heads of school on their individual needs and seek assistance from them?  
b) How do Heads of schools usually respond to teachers' request?
5. What do you think are the factors influencing students' performance in National Form Four Examinations?
6. a) How do you rank teacher motivation as a factor influencing students' performance in Form Four National Examination? Example; Very high, High, None of the two?

- b) Of all motivational incentives for teachers, what are the most critical when it comes to student performance in National Form Four Examinations?
7. How are changes and innovations introduced in schools?
8. What are your views regarding the following?
- a) Communication in schools
  - b) The way teachers' needs are dealt with.
  - c) The relationship between teachers' motivation and student's performance in National Form Four Examinations.
9. Which of the following incentives are not available for teachers?
- a) Housing
  - b) Housing allowance
  - c) Teaching allowance
  - d) Payment for teaching extra periods/ classes
  - e) Transport allowance
  - f) Further professional training
  - g) Overtime payment
  - h) Health care
  - i) Paid leave
  - j) Money borrowing
  - k) Welfare support
  - l) Break tea/coffee
10. Mention types of incentives which exist for teachers in ordinary level secondary schools in Tanzania.
11. Do you believe that there is a great need to improve the incentive package for

teachers in public ordinary level secondary schools in Tanzania?

YES / NO

If the response is YES, suggest improvement measures.

12. Why should the incentive package for teachers in ordinary level secondary schools in Tanzania be improved?

## Appendix B: Questionnaires for Secondary School Teachers

This questionnaire is aimed at collecting data for the research on the provision of incentives for teachers' motivation in Tanzania public secondary schools. You are kindly requested to give your support by providing responses to every question as it demands. All the responses will be held confidential and be used for research purpose only and no part or whole of it will be availed to anybody.

Your name should not be indicated. I thank you in advance for your co-operation. Please tick the answer where choices are provided, fill in the blank places where necessary and give a brief description where it is asked.

### PERSONAL PARTICULARS

- |                           |                      |                          |
|---------------------------|----------------------|--------------------------|
| 1. SEX                    | Male                 | <input type="checkbox"/> |
|                           | Female               | <input type="checkbox"/> |
| 2. PROFESSIONAL TRAINING: |                      |                          |
|                           | Diploma              | <input type="checkbox"/> |
|                           | First Degree         | <input type="checkbox"/> |
|                           | Post graduate Degree | <input type="checkbox"/> |

### RESEARCH QUESTIONS

3. What do you perceive to be the meaning of the term "motivation?"
4. What do you perceive to be the meaning of the term "incentives?"
5. How do you rate the available incentive package for teachers?
 

(a) Excellent	<input type="checkbox"/>
(b) Very Good	<input type="checkbox"/>

(c) Good

(d) Poor

6. Do you believe that those teachers' leaving the teaching profession on the pretext of poor incentives are right?

YES

NO

If the response is YES explain

.....

7. What are the causes of the current level of incentives of teachers in Tanzania?

.....

8. What are the effects of the current incentives for teachers in public secondary schools in Tanzania?

.....

9. How do you rank the motivation of teachers in ordinary secondary schools in Tanzania?

(a) Very high

(b) High

(c) Low

(d) Very Low

10. Mention strategies that are used in motivating teachers in public secondary schools in Tanzania.

.....

.....

11. Is there a system of providing financial incentives to teachers whose students have better academic performance in their final examinations?

YES

NO

If the response is NO explain why and if it is YES, how does this system satisfy you?

.....

12. Arrange the following incentives in the order of your preference the way they are available to teachers. Use numbers 1, 2, 3, etc. where 1 signifies the incentive with the first priority.

Incentives	Order of Availability
a) Housing	
b) Housing allowance	
c) Teaching allowance	
d) Payment for teaching extra periods/classes	
e) Transport allowance	
f) Further professional training	
g) Overtime payment	
h) Health care	
i) Paid leave	
j) Loans	
k) Welfare support	
l) Break tea/coffee	

13. Which of the following incentives is not available to teachers?

- (a) Housing
- (b) Housing allowance
- (c) Teaching allowance
- (d) Payment for teaching extra periods/classes
- (e) Transport allowance
- (f) Further professional training
- (g) Overtime payment
- (h) Health care
- (i) Paid leave
- (j) Loans
- (k) Welfare support
- (l) Tea/coffee break

14. How do you rate the management and administration of your school?

- (a) Excellent
- (b) Average
- (c) Bad
- (d) Very bad

Explain the reasons there of.

.....

15. Do you believe that there is a relationship between teachers' motivation and National Form Four students academic performance?

- a) YES
- b) NO

If the response is YES explain.

.....

16. Mention types of incentives which exist for teachers' in ordinary level secondary schools in Tanzania.

.....

17. Explain how these types of incentives influence teachers' work.

.....

18. What do you believe influenced your students' academic performance in their final examinations in the last three years?

.....

19. Do you believe that there is a great need to improve the incentive package for teachers in ordinary level secondary schools in Tanzania?

(a) YES

(b) NO

If the response is YES, suggest improvement measures.

.....

20. Why should the incentive packages for teachers in ordinary level secondary schools in Tanzania be improved?

.....