

**THE INFLUENCE OF NON-FINANCIAL INCENTIVES ON TEACHER  
PERFORMANCE IN RURAL PRIMARY SCHOOLS IN TANZANIA:  
A CASE OF KISARAWA DISTRICT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
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**2014**

**CERTIFICATION**

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania, a Dissertation titled *“The Influence of Non-Financial Incentives on Teacher Performance in Rural Primary Schools in Tanzania: A Case of Kisarawe District”* in partial fulfillment of the Requirements for the Degree of Master of Education in Administration, Planning and Policy Studies (MED APPS) of the Open University of Tanzania.

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(Supervisor)

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Date

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**DECLARATION**

**I, Lujiga Tabitha Enock Isanzu,** do hereby certify that this dissertation is my own original work and that it has not been submitted and will not be presented to any other university for similar or any degree award.

.....

Signed

.....

Date

**DEDICATION**

To my husband, Stanley Isanzu and my beloved children Janeth, Jenifer, Juliana, Elisha, George and Richard for their encouragement, love, moral support, prayers and financial support which have been instrumental to the successful completion of this dissertation.

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## **ABSTRACT**

The purpose of this study was to examine the influence of non-financial incentives on teacher performance in rural primary schools in Kisarawe District. The study involved a sample of 72 respondents selected using purposive and random sampling techniques. Data collection instruments were interviews, questionnaires and documentary review. Qualitative and quantitative data analysis methods were used. Data presentation was done in a narrative form with direct quotations from the voices of the respondents. The findings revealed that medical services, presentable houses, transport, electricity, sufficient teaching and learning materials, availability of clean safe water, recreation and market places were mentioned to be the main motivators for teachers. However, the provisions were not adequate and some of them were not available. This was due to lack of a clear incentive policy on teachers both at District and National levels. The study revealed that there was a positive relationship between the provision of non-financial incentives and teacher performance. Based on the findings, it was recommended that the Government and the Council should formulate a clear policy on teacher motivation including; provision of cooking utensils, beds and mattresses for newly appointed teachers, frequent visits and meetings with fellow teachers to discuss challenges they face. There was also a need to allocate adequate financial resources at Council and community levels in order to increase teachers' access to soft loans. It was also recommended that a study on similar research area to be done to involve both public and private primary schools especially for comparative purposes.

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## LIST OF ABBREVIATIONS

BEDC	Basic Education Development Committee
BEST	Basic Education Statistics in Tanzania
CAS	Curricular Assessment System
CPD	Continuing Professional Development
DAS	District Administrative Secretary
DEOs	District Education Officers
EFA	Education for All
FGD	Focus Group Discussion
IAS	Incentives Accreditation System
ICT	Information and Communication Technology
INSET	In-Service Education Training
LICs	Low Income Communities
MED-APPS	Masters of Education Administration, Planning and Policy Studies
MHEST	Ministry of Higher Education Science and Technology
MoEVT	Ministry of Education and Vocational Training
NGOs	Non-Governmental Organizations
NHIF	National Health Insurance Fund.
OUT	Open University of Tanzania
PEDP	Primary Education Development Programme
PETS	Public Expenditure Tracking System
SIDA	Swedish International Development Agency

SLDCs	Schools Located in Difficult Conditions
SSA	Sub- Saharan African Countries
TAG	Tanzania Assemblies of God
TDMS	Teacher Development and Management Strategy
TPR	Teacher Pupil Ratio
TSD	Teacher Service Department
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
URT	United Republic of Tanzania
VEOs	Village Executive Officers
VSO	Voluntary Service Organization
WECs	Ward Education Co-coordinators
WEOs	Ward Executive Officers

## **CHAPTER ONE**

### **1.0 INTRODUCTION**

#### **1.1 Background to the Study**

Monetary and non-monetary incentives for attracting teachers to work in remote and isolated rural areas and retaining them are prominent features in the education systems of many developing countries. Studies on the teaching profession in developing countries have noted that rural areas present more difficult living and working conditions than urban areas (McEwan, 1999; Mulkeen, 2005). For example, many teachers in rural areas are often subjected to social isolation, risks to personal safety, heavy workloads and challenging living conditions.

The poor working conditions with no additional compensation have been a major setback for attracting and empowering teacher performance in the teaching profession. Studies by Mwolo-Ntalima (1981), Muze (1987), and Sumra (2003) observe that the poor working conditions of teachers without additional compensation have been a key determinant in the teaching profession losing its manpower to other occupations more than it had been gaining from them. According to the educational policy, the remuneration and motivation packages have also been a source of conflicts, complaints and dissatisfaction amongst employees in the higher education institutions, especially when the rightful incentives are not fulfilled (MHEST, 2007). It can, therefore be concluded that the working conditions of teachers in Tanzania are failing to attract academically able young women and men, while at the same time failing to supply such incentives to enhance teacher performance.

Currently, the working conditions of teachers vary from country to country. In many developed countries teaching is a highly respected, highly paid and prestigious profession. In Japan, for example, teachers receive significantly better salaries, fringe benefits and incentives compared to those in other developed countries (Kaneko, 1992). In developing countries, teachers have relatively low prestige, their salaries are often meager, their incentive packages are uncertain and their working conditions in remote, rural areas are generally poor and unattractive. SIDA (2000) has found out that teachers' salaries in developing countries are too low to sustain the survival needs of their households.

The difficult working conditions for teachers are characterized by two factors, namely alterable and the unalterable elements (McEwan, 1999). The alterable factors are the difficulties that can be easily changed by the education policy makers, for example, absence of appropriate housing, high Teacher-Pupil Ratio (TPR), the absence of basic school inputs and infrastructure such as libraries, laboratories, electricity, sanitary and water facilities which make teacher performance extremely challenging. The alterable elements can affect both rural and urban schools.

The unalterable elements largely affect the rural schools and these factors cannot be easily changed and are beyond the reach of educational policy makers, such as, climate lack of public transport and physical isolation. The non-native rural teachers become isolated from their families and are considered by the rural community as outsiders. Public transport might be poor, unreliable or not available. Rural schools may lack amenities like educational opportunities for teachers' children, employment opportunities for teachers' spouses and lack of recreation centers, shopping centers,

play grounds and health facilities. Furthermore, rural communities might be characterized by parents who are of low economic status and who are also indifferent to their children's education.

Teachers in rural schools are faced by double-edge difficult working conditions; the alterable and the unalterable elements. In the context of this study, therefore, Schools Located in Difficult Conditions (SLDCs) are rural schools situated in hard-to-reach villages where public transport is either unreliable or not available at all. They also include isolated schools on islands, in mountainous locations, or places where teachers have to travel long distances on foot in search of basic needs. In rural schools, teachers live in dilapidated houses and where safe water, health facilities, electricity and recreation/shopping centers are not available. In rural areas, teachers' lives and properties are in danger due to crime.

### **1.1.1 Teachers' Motivation as a Global Concern**

In some countries for example, the United Kingdom, Australia, France, and Germany there are shortages of teachers in general or in specific fields (Stoel and Thant, 2002) while in other countries for example, Japan, the Czech Republic, Portugal, and Hong Kong, the supply of teachers is adequate. Teaching is still an attractive career in these countries and draws enough teachers to replace those leaving the system. For example, each state in the United States bears responsibility for licensing its own teachers and managing the balance between supply and demand, with the result that a variety of different policies exists. The supply of teachers also depends on several factors, including salaries and benefits, working conditions, difficulty of licensure

standards, presence or absence of incentives to attract teachers, and public perception of the teaching profession (Cooper & Alvarado, 2006).

Although the cost of living varies from country to country, incentives to teachers are important in raising teacher performance and morale. It should be noted that teachers in some countries get allowances, in addition to the basic salary. For example, in Zambia and Gambia, teachers get housing and hardship allowance although payment of allowances in Zambia was seriously lagging behind and becoming a source of frustration to most teachers.

Evidence shows that in most SSA countries, teacher performance and morale is low as it is attributed to low salaries and poor conditions of service. Lack of accommodation and other incentives has de-motivated teachers in most of the countries (Sinyolo, 2007). In Zambia, for example; it was reported that sometimes teachers from remote districts travel to urban areas hoping to collect their pay, only to find that payment has not yet been processed. Due to their meager salaries, these teachers are normally without bus fare to go back to their schools, so they are forced to wait until the money has arrived. This may take up to a week or more, hence leading to high level of teacher absenteeism in class. This kind of teacher absenteeism was also reported to be a problem in Lesotho and Tanzania, and mainly affects teachers teaching in rural schools.

### **1.1.2 Teachers Working and Living Conditions in Tanzania**

The working environment is important to teacher's job satisfaction and subsequent career decision. It affects many teachers both inside and outside of the classroom. General classroom condition (number of pupil and working hours), colleague and

management support, geographical location and distance to work, play a great role on teacher morale. Housing and travel are the most influential factors that lead to low teacher performance. Most of rural areas have no decent accommodation while in urban areas the rates of renting houses are extremely high, for example the rent is as high as 200,000 Tshs in Dar es Salaam city. Reaching at working place in urban areas is a major problem due to high traveling costs and inadequate transport, since the number of commuters is high compared to number of town buses. Inadequate transport and high costs contribute to teacher's absenteeism and lateness in most urban schools (Bennell and Aleyeampong, 2007). It has been noted that 40% of teachers working in rural schools are not satisfied with their working environment (Towse *et al.*, 2002).

The implementation of the Universal Primary Education (UPE) goal has both positive and negative impact on teacher performance. The effort to attain UPE goals are accompanied with the increased enrolment of students which do not keep pace with teacher's recruitment. Workload and class size have increased as a result of the implementation of UPE in Tanzania. The teacher pupil ratio in primary schools is 1:53 (BEST, 2007) and in secondary is 1:38 (BEST, 2007). However, the ratio differs depending on the location of a school. Very large class sizes increase the work load of the teachers in managing, controlling and the whole process of teaching and learning, thus lowering teacher performance.

Unfortunately, teaching is regarded as a profession of low status, and this is attributed to the way the government and the public regards teaching as the lowest profession. This is caused by poor perception and negative attitude of the society

toward the teaching profession. To most parts in Tanzania teaching is regarded as employment of the last resort (Towse *et al.*, 2002).

In 2008, the Ministry of Education and Vocational training requested the support of UNICEF in developing an INSET Strategy and Operational Plan based on the Teacher Development and Management Strategy (TDMS) 2008-2013). A team of consultants was engaged for 3 months to carry out a baseline evaluation of INSET provision and the quality of teaching and learning in Tanzanian (UNICEF, 2009a).

Among the major recommendations emerging from the INSET Strategy and Operational Plan (based on the TDMS) included an agreed set of professional values and practices; an effective scheme of Continuous Professional Development (CPD) which includes developing a series of training modules and the use of a variety of learning opportunities (blended learning) appropriate to conditions put in place and a workable and agreed Incentive and Accreditation system in place. This study intended to investigate the influence of the non-financial incentives on teacher performance in Tanzania rural primary schools.

The motive for undertaking this study is the fact that teachers work performance has been unsatisfactory mostly because of lack of work motivation. Teachers especially in rural areas are becoming more demoralized due to lack of incentives such as transport facilities, uncondusive work conditions and lack of social facilities such as decent houses and clean water. The government has however taken several strategies to address these limitations including building more classes, upgrading some teachers to grade IIIA through crash programs and build houses to accommodate

teachers through PEDP. In response, some of the teachers from rural schools have been applying for transfer to urban school (Lusekelo, 2009) in search for conducive work environment. Unfortunately however, there have been limited and unsatisfied government efforts especially on non-financial incentives to motivate teachers in rural schools. The establishment of the TDMS as a strategy was geared to motivate teachers so as to improve their work performance. Little however has been done to evaluate its efficacy especially in improving teachers' work performance. This study intended to investigate the influence of the non-financial incentives on teacher performance in Tanzania rural primary schools.

## **1.2 Statement and Definition of the Problem**

Statement of the problem provides what is known and what is not reported adequately in relation to research problem (Locke, *et al.*, 2007). This research intended to find out the influence of non-financial incentives on teacher performance in rural primary schools in Tanzania. Failure of the government to provide incentives to teachers would likely undermine the government's attempt to achieve high quality sustainable education, UPE significant influence on teacher performance is lack of motivation among teachers (Sumra, 2004 & Davidson, 2005). Teacher motivation is the key factor that has been neglected in government policies and plans.

World Bank report on teachers' conditions of service concluded that 'in the absence of incentives to perform better, many teachers are currently providing much less and lower quality education than they are capable of. The de-motivation of teachers is a major contributing factor to the abysmally poor learning achievements of primary and secondary students (World Bank, 2001). This implies that the concerns of EFA

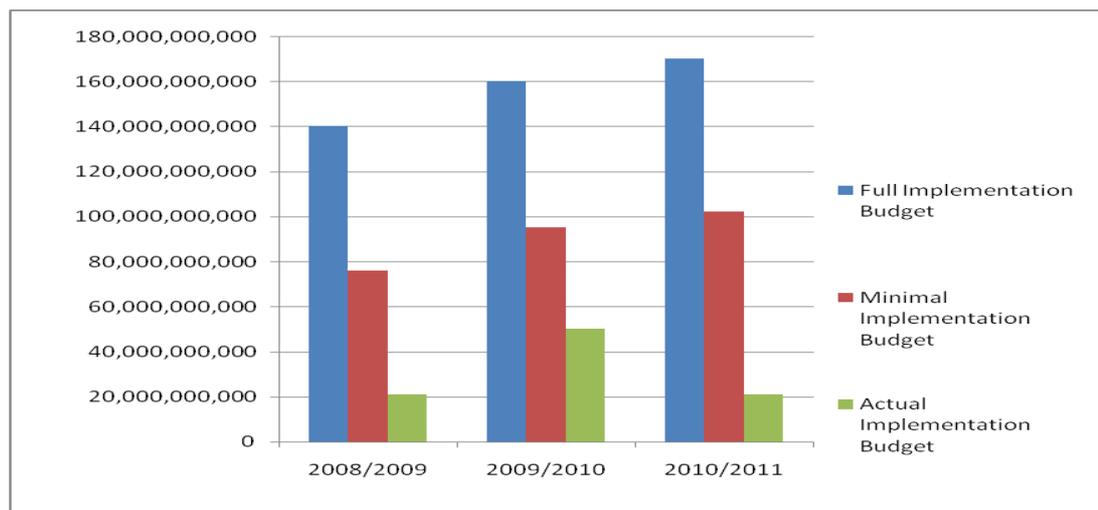
to improve the quality of education have generally failed to recognize the pivotal role of teachers.

In Tanzania, motivation and pay to teachers who are deployed to work in rural schools have been skimmed over and, at times, ignored altogether (Bennell, 2004). As a result, most teachers posted to rural schools particularly those with difficult conditions report in low numbers, and those who are already there seek transfers to urban areas (URT, 2008). To counter this, Teacher Development and Management Strategy (TDMS) was developed among others to offer an attractive incentive package for teachers at all levels with special consideration to those working in difficult environments (MoEVT, 2008).

TDMS is a five year plan formulated by the Basic Education Development Committee (BEDC) of MoEVT in 2008. Its aim was among others, “to address the existing demand for teachers such as quality related to teacher’s professionalism management and motivation (MoEVT, 2008). One of the TDMS objectives is to have and sustain adequate numbers of competent teachers and tutors to effectively support the pre-primary, primary, secondary, adult and non-formal education as well as teachers’ colleges (MoEVT, 2008).

According to the TDMS, teachers are supposed to be provided with non-financial incentives and motivations which would influence their performance including the provision of adequate teaching and learning materials, conducive school infrastructure in terms of good staff houses, classrooms, laboratories, desks and chairs, tables, safe drinking water, electricity, as well as adequate type and number of

latrines (Claussen & Assad, 2010). Licensed and paraprofessional teachers are supposed to be upgraded to degree level by 2013 (MoEVT, 2008). They are supposed to be provided with transport and bestowed with dignity. However the TDMS has not received even 1% allocation in the national budget to provide for even a minimal level of its implementation which could improve teacher performance the main reason being scarce financial resources. A target without resources is hard to achieve (Smith, 2010). Figure 1.1 shows the trend in budgetary allocation for the teaching profession.



**Figure 1.1: Trends in Budgetary Allocation for the Teaching Profession**

Source: Haki Elimu (2010)

The above chart shows that while the demands on teachers are increasing, the budgetary allocation is declining. As such the non-financial incentives cannot be provided. This trend tends to adversely influence teacher's morale and status (VSO, 2002; Towse, *et al.*, 2002). Declining morale has serious implications on teacher performance. It is on this basis that the researcher found it necessary to examine the influence of non-financial incentives on teacher performance.

### **1.3 Main Objective of the Study**

The main objective of the study was to examine the influence of non-financial incentives on the teacher performance in rural primary schools in Tanzania.

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

The specific objectives of the study were to:

- (i) Investigate the types non-financial incentive packages provided to teachers in the rural primary schools in Kisarawe District
- (ii) Examine the criteria used to provide to the non-financial incentive packages to teacher in respective school in Kisarawe District.
- (iii) Find out the relationship between non-financial incentives and teacher performance in rural Primary Schools.
- (iv) Find out the challenges faced by different stakeholders in providing and managing non-financial incentives to teachers in rural primary school in Kisarawe.
- (v) Suggest ways to enhance the provision of non-financial incentive in promoting teacher performance in rural primary schools.

### **1.5 Research Questions**

The following questions were raised in the course of carrying out the study:

- (i) What types of non-financial incentive packages are provided to teachers in rural primary schools in Kisarawe district?
- (ii) What criteria are used to provide the non-financial incentive packages to teachers in rural primary schools in Kisarawe district?

- (iii) Is there any relationship between non-financial incentives and teacher performance?
- (iv) What are the teachers' and other stakeholders' views on the effect of non – financial incentives on teacher performance in respective schools in Kisarawe District?
- (v) What challenges are faced by different stakeholders in providing and managing non-financial incentives to teachers in rural primary schools in Kisarawe?
- (vi) How can the provision of non-financial incentives to teachers be enhanced in rural primary schools?

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

This study is in line with the implementation of EFA goals in which emphasis is on access to quality basic education. First, the study is particularly helpful to policy makers in developing and implimenting policies which are able to motivate teachers so that they will improve their performance. Secondly, the findings will highlight various limiting factors to teachers job satisfaction. Thirdly, the study will help to establish a better motivational strategy to raise not only teacher performance but also increase students' academic performance. Finally, the study is expected to expand the existing body of knowledge in the field of teachers work motivation and stimulate further research on the non-incentive as a strategy for teachers' motivation.

### **1.7 Limitations of the Study**

The study encountered the problem of lack of cooperation by some respondents to provide required data. They demanded payments for their time to participate in

interviews. To overcome such a problem the researcher with help from head teachers, encouraged them to participate for the improvement of their school, eventually they agreed to provide required information. The female teachers were few in remote rural schools so researcher could not extract as much from them as from male teachers.

### **1.8 Delimitations of the Study**

The researcher carried out this study in Kisarawe district in the Coast Region. However, the study findings may not be generalizable to other Councils due to the fact that every Council has its own unique motivational and environmental characteristics. Secondly, this study confined itself to non-financial incentives offered to teachers, thus overlooking other equally important factor such as financial incentives which have significant effects on teacher performance.

### **1.9 Operational Definitions of Key Terms**

*Difficult Working Conditions* are places situated in working environment where schools are hard to reach (MoEVT, 2010) or distant from the paved road. In the current study, difficult working conditions included all places usually in the rural areas where social and physical infrastructures such as poor housing, lack of reliable health services, safe drinking water and communication networks negatively influence teacher performance.

*Hard-to-Reach Schools* are schools located in remote and isolated rural areas where public transport is not available or unreliable (Crozier & Davies, 2007). Due to lack of incentives, schools located in hard-to-reach areas are difficult to retain staff and so

the few teachers are over burdened by heavy teaching load and long working hours. In this study hard to reach schools referred to those schools that are located more than 45 kilometers from the district headquarters where due to their geographical locations they are rarely visited by school inspectors and other district education officials.

**Teachers' motivation** refers to psychological process that influences individual behavior with respect to the attainment of education goals. However measuring the outcome and consequences of teachers' motivation is complex because these psychological processes are not directly observable as there are numerous organizational and environmental obstacles that affect goal attainment. Work motivation is a combination of factors that start and maintain work related behavior towards achievement of personal goals, (Hoy and Miskel, 1991).

**Job Satisfaction** is a combination of psychological, physiological, and environmental circumstances that cause a person to truthfully say 'I am satisfied with my job' (Gupta, 2003). If the opposite happens, then it results into job dissatisfaction. In the current study Job satisfaction referred to teacher's mindset with regard to the extent his/her job fulfills his or her dominant needs and is consistent with his or her expectations and values. It is this mindset that is assumed to affects teacher performance.

**Non-financial Incentives** are non- monetary motives that give respect to teachers such as better housing, better school infrastructure and school materials, training, transfers and material rewards given to teachers working in difficult conditions in

order to retain them and attract other teachers to work in such conditions (Mulkeen & Chen 2008).

*Teacher performance* refers to the ability of teachers to perform their duties in expectations of the stated results on pupils learning which needs knowledge, skills and creativity to be improved (Bolarinwa, 2002). In this study teacher performance refers to ability of teachers to fulfill their teaching obligations and therefore helping pupils to learn and acquire necessary knowledge and life skills.

### **1.10 Conceptual Framework**

Le Compte & Preissle (1984) describe a conceptual framework as an abstract indication of basic concepts and constructs that are expected to interact on actual settings and experiences that form a foundation of a good research study. This conceptual framework used in this study is a synopsis of literature review that intended to explain the influence of non-financial incentives on the teacher performance in rural primary schools in Tanzania.

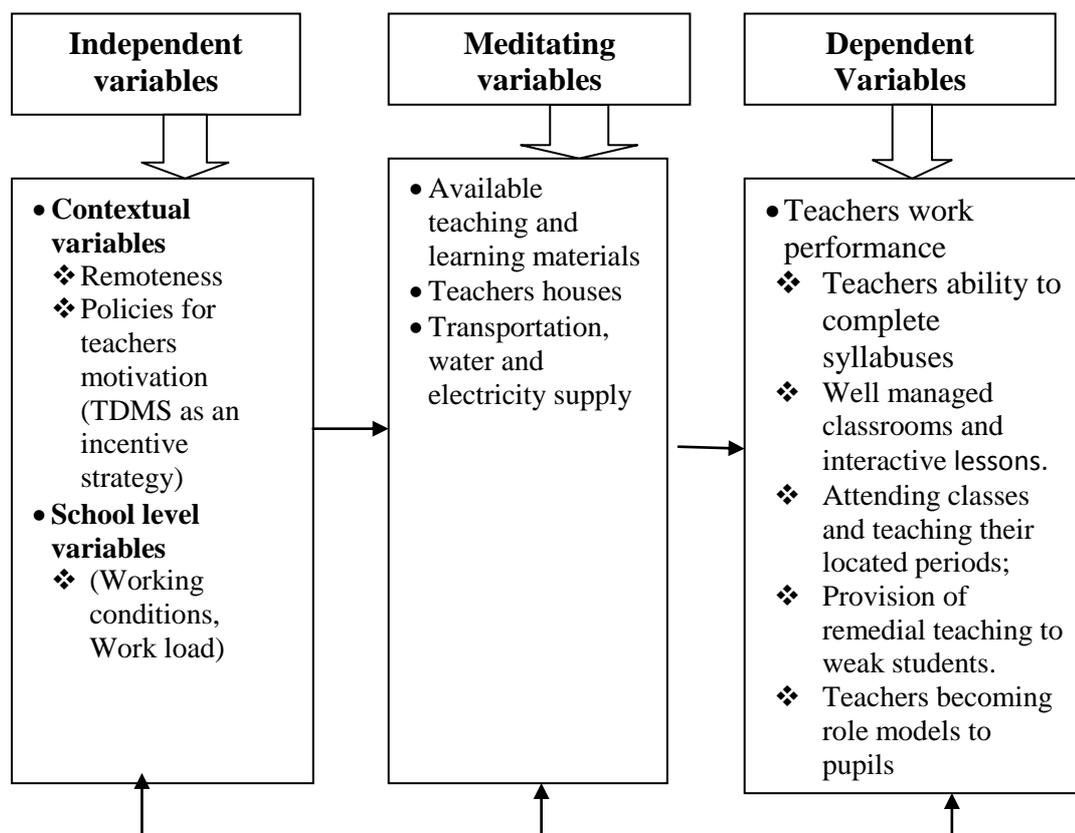
The conceptual framework provides clear links from the literature to the research goals and questions. Hence this conceptual framework can be put in two parts: firstly, the independent variables for teachers' motivation which are the contextual variables and school level variables. The contextual variables such as the remoteness and school level variables such as working condition, Leadership style, Work load to be the reason for teachers demotivation and poor work performance. It is also assumed that policies for teachers motivation and strategies such as TDMS as an

incentive strategy has been put in place to address the situation. It is however, not clearly known how much has been done to implement the strategy.

In Tanzania, TDMS was established to stabilise and synchronise training and teacher motivation. There is also evidence that the teaching profession does not attract the best achievers due to a number of reasons, including poor working conditions. Most teachers posted to rural areas and particularly those with difficult conditions report in low numbers, and those who are already there seek transfers to urban areas (URT, 2008).

The second part of the conceptual framework is outcome from different literature reviewed and consequently developed by the researcher, and points out mediating variables as facilitated by independent variables. In this part conceptual framework assisted the researcher to make meaning of subsequent findings. The mediating variables were the available teaching and learning materials at school to make conducive teaching environment; availability of teachers' houses; transportation; and food supply for teachers at school.

These variables are linked in such a way that their availability can affect teachers work performance and level of teachers motivation towards work. Teacher performance is thus measured by teachers' ability to complete their syllabuses, pupils' acquisition of necessary skills and knowledge including passing their examinations; preparation and appropriate use of teaching-learning aids. Details are presented in Figure1.2.



**Figure 1.2: Conceptual Framework on the Influence of Non-Financial Incentives on the Teacher Performance in Rural Primary Schools in Tanzania**

Source: Field Data (2013)

### 1.11 Organization of the Study

The study is organized into five chapters. Chapter One introduces the background to the study, statement and definition of the problem, research objectives and research questions. Chapter Two provides the review of related literature to the current research topic. Chapter Three covers the research methodology including data collection instruments and data analysis procedures. Chapter Four presents research findings while Chapter Five gives the summary, conclusion and recommendations of the study.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

There are longstanding concerns about the overall management of the public education system in Tanzania including poor management and motivation of teachers. This Chapter contains a review of various documents related to non financial incentives and motivation for teachers working in difficult conditions; particularly for those in remote rural schools. It begins by providing overview on the conception of non-financial incentives and motivation for teachers working in difficult conditions, theories of motivation and the importance of teachers in the implementation of EFA goals. Secondly, the chapter provides a detailed exploration of various studies conducted outside Africa, in Africa, and in Tanzania in relation to teachers' working conditions and incentives for rural attraction. Finally, the researcher highlights the knowledge gap that the study intended to fill.

#### **2.2 Conceptualization of Incentives**

##### **2.2.1 Incentives as Reinforces**

An incentive is something that motivates an individual to perform an action. The study of incentive structures is central to the study of all economic activity (both in terms of individual decision-making and in terms of cooperation and competition within a larger institutional structure). Economic analysis of the differences among societies (and between different organizations within a society) largely amounts to characterizing the differences in incentive structures faced by individuals involved in

these collective efforts. Ultimately, incentives aim at providing value for money and contribute to organizational success (Armstrong, 2002).

While a body of scientific and experimental literature relating to the use of non-financial incentives doesn't exist, there is a substantial fund of scientific data relating to organizational behavior modification, based up on the reinforcement theory developed by B.F Skinner (1904-1990). Reinforcement is what incentives are all about, and a great deal is known about how reinforcement works, with some people and not with other people and what happens when reinforcement is not used. Reinforcement theory is the key to answering the questions that should be asked about incentives.

Incentives are reinforcers, when a behavior is followed by a reinforcer, the behavior increases in frequency, strength, or duration. A reinforcer is always defined in terms of its effects up on the behavior which immediately preceded it if the behavior increases in frequency. It was, by definition, reinforced by the reinforcer. Reinforces/Incentives increase the frequency of behavior. On the other hand, if the behavior does not increase, the consequence of that behavior was not a reinforcer. In general, positive reinforcers are rewards, pleasant outcomes, or good things that happen as a result of a behavior, this might increase teacher performance.

Reinforcement theory, the scientific study of behavior, provides the psychological rationale for understanding incentive programs. Incentives function as reinforcers; this can be explained in terms of the contingencies of reinforcement, the antecedents, behavior and consequences, for different individuals under different circumstances.

Properly designed evaluations of incentive programs can provide organizations with very precise answers to the questions like do incentive programs really work? What would have happened if we hadn't used an incentive program, especially to teachers? This would demoralize teacher performance.

### **2.2.2 Incentives as Satisfiers or Motivator**

### **2.2.3 Herzberg Motivation and Hygiene Factors**

A theory is a set of interrelated concepts that present a systematic view of phenomena. Herzberg (1959) performed studies to determine factors leading to job satisfaction or dissatisfaction. In his studies Herzberg found that the factors causing job satisfaction and presumable motivation were different from that causing job dissatisfaction.

As a result, he developed the motivation-hygiene theory to explain these results. Herzberg called the satisfiers *motivators* and the dissatisfies *hygiene factors*, using the term "hygiene" in the sense that they are considered maintenance factors that are necessary to avoid dissatisfaction but themselves do not provide satisfaction. The following table presents the top six factors causing dissatisfaction and the top six factors causing satisfaction, listed in the order of higher to lower importance. The motivator and the hygiene factors is shown in Table 2.1.

The motivator factors are laid within the job itself while the hygiene factors are the environments of the job those prevent from being dissatisfied. Thus, Herzberg reasoned that because the factors causing satisfaction are different from those causing dissatisfaction, the two feelings cannot simply be treated as opposites of one another.

**Table 2.1: The Motivator and the Hygiene Factors**

<b>Motivator Factors</b>	<b>Hygiene Factors</b>
<i>The job itself</i>	<i>Environment</i>
Achievement	Good Policies and administration
Recognition and accomplishment	Supervision
Challenging work	Working condition
Increased responsibility	Interpersonal relation
Growth and development	Money, status, security

Source: Herzberg (1959)

The opposite of satisfaction is not dissatisfaction, but rather, no satisfaction. Similarly, the opposite of dissatisfaction is no dissatisfaction. While at first glance this distinction between the two opposites may sound like a play on words, Herzberg argued that there are two distinct human needs portrayed. The first is that there are physiological needs that can be fulfilled by money, for example, to purchase food and shelter. Moreover, there is the psychological need to achieve and grow, and this need is fulfilled by activities that cause one to grow. On this basis, the research assumes that teachers in Tanzania may be satisfied with their job or not depending on the motivator and the hygiene factors.

### **2.3 Categories of Incentives**

According to Burgess & Metcalfe (1999) incentives are nothing but the inducements provided to employees in order to motivate them. Incentives can be classified according to the different ways in which they motivate agents to take a particular course of action. One common and useful taxonomy divides incentives into four broad classes:

### **2.3.1 Financial Incentives**

Financial incentives which are said to exist where an agent can expect some form of material reward especially money in exchange for acting in a particular way. Based on this category teachers are expected to be paid monetary allowances for they will be committed to work harder. Financial incentives may be of two types. First it involves money payments by the employers either directly or indirectly. High wages and salaries, bonus, profit sharing, commission increment are examples of direct financial incentives. Second is the provision of high quality furniture subsidized food, separate telephones, air conditions and water coolers are examples of indirect financial incentives.

### **2.3.2 Moral Incentives**

Moral incentives are said to exist where a particular choice is widely regarded as the right thing to do, or as particularly admirable, or where the failure to act in a certain way is condemned as indecent. A person acting on a moral incentive can expect a sense of self-esteem and approval or even admiration from his community; a person acting against a moral incentive can expect a sense of guilt and condemnation or even isolation from the community. A society with good morals and respect to teachers will strengthen teacher performance.

### **2.3.3 Coercive Incentives**

Coercive incentives which are said to exist where a person can expect that the failure to act in a particular way will result in physical force being used against them (or their loved ones) by others in the community for example, by inflicting pain in form

of punishment, or by imprisonment, or by confiscating or destroying their possessions. Coercive incentives will rectify lazy irresponsible teachers and enhance their performance.

#### **2.3.4 Natural Incentives**

Natural Incentives such as curiosity, mental or physical exercise, admiration, fear, anger, pain, joy, or the pursuit of truth, or the control over things in the world or people or teacher. Good natural incentives will promote teacher performance and bad ones will demoralize teacher performance. Rao (2011) has categorized incentives into individual incentives, group incentives and organizational incentives.

- (i) Individual incentives include the status, the ranking of position, rights and duties in the organization. Research indicates that middle and higher level employees prefer increase in status to increment in pay. Promotion is vertical movement of a person in the organization. Promotions are accompanied by increased responsibilities enhanced prestige and power. Since promotions depend on good performance most employees try to attain these if the organization provides the opportunities. Responsibility is when people want to handle responsible and challenging jobs. If the job is responsive it satisfies people in more than one way.
- (ii) Recognition of work is when managers can motivate people by using this in their ways to show appreciation when an individual does an outstanding job, compliment individuals in front of others, compliment individuals when the incident is still fresh in their mind. Recognitions and appreciation will have a tonic effect on psychology. Interesting work is when jobs that are varied,

pleasant and enjoyable motivate people thoroughly. Jobs allow people to satisfy their natural instincts. Work in such cases becomes as natural as play or recreation and stimulate people to reach greater height. Job security is when people want to be sure about their future income and job continuity. For the same reason, some people prefer government jobs to private jobs, where the security is good but not the income.

- (iii) Group incentives include social importance of work when people want jobs with high social status. They are prepared to accept such jobs, even when the pay is comparatively less. Team spirit is when people prefer to work in well-knit groups. Those organizations that encourage their employees to do the jobs in a cooperative manner attract people automatically. When team spirit is encouraged among employees they will put their maximum in the service of the organization. Finally, healthy competition in which promote healthy performance among employees through carefully chosen reward schemes spurs people to work harder.
  
- (iv) The organizational incentives include participation where people prefer organizations that offer them good opportunities to participate in the decision making process. Participation enables people to offer valuable suggestions and concrete ideas and see that these are actually translated into action. Sound Human relations: A positive work climate where people are treated as human beings is an important reward. It permits people to work with enthusiasm and spirit and contribute their best. Morale: refers to the atmosphere created by the attitudes of the members of an organization. Poor morale is an organizational

malady. The warning signals to be noted here are in the form of absenteeism, tardiness, high turnover strikes and sabotage, lack of pride in work. Communication and Discipline: Proper communication and good disciplinary procedures enable people to work with confidence and along the prescribed routes. The behavior is consistent where goals and the chances of meeting the goals are high (Rao, 2011).

#### **2.4 Conceptualization of Non-Financial Incentives**

Non-financial incentives are that which cannot be offered in terms of money are known as non-monetary / non-financial incentives. Often money alone is not sufficient to satisfy higher level needs such as status, recognition, realization of one's potential. People working at higher levels do not always work for money.

They expect a challenging job, interesting work that grants them enough power to control environments, work that allows them to use their talents, fully. Over the years, organizations have developed a variety of incentives to meet the higher order needs of people working in the organization (Rao, 2011).

Non-financial incentives do not involve money payments. The following are also important in motivating employees.

*On Job security*, it is believed that nothing can motivate a worker, appointed temporarily, better than provision of job security. Even if a temporary worker puts in greater efforts, lack of job security will always pose a threat. If such a worker is given job security, he will be grateful to the management.

*Challenging work* where it is believed that workers, who are dynamic in nature, do not show preference for routine jobs. They are always ready to accept challenging assignments. It is, therefore, the duty of the employer, to understand the capabilities of every individual in the organization and accordingly assign him work. If a conservative person is given a job that requires a dynamic approach, he may not have any motivation to take it up. On the other hand, if a dynamic person is given a routine job, he too would not feel induced.

*Recognition*, it is important that the employer recognizes hard work. Even a word of appreciation from him would motivate the employees to maintain the same level of performance or do even better. Recognition need not necessarily be in the form of tangible benefits to employees. It may be any gesture from the employer which should come at the right time.

*Opportunities for advancement*, there should never be a stagnation point for any employee during the prime time of his career. The employer must always provide opportunities for his employees to perform well and move up in the hierarchy.

*Participation in decision-making* is another non-financial incentive that stimulates any employee is his involvement in certain crucial decisions. For example, if the management decides to buy new machinery for the factory or computers for the organization the workers' viewpoints may be secured before making the final decision. The management should avoid unilateral decisions on such matters.

*Competition*, the management can encourage healthy competition among the employees. This would, certainly, motivate them to prove their capabilities. The

management can also rank the employees according to performance, education and qualification. Such of those employees who have performed very well may be given merit certificates. All these non-financial incentives may influence teacher performance.

## **2.5 Importance of Teachers in the Implementation of Educational Policies**

Numerous research studies have proved that educators play a pivotal role in ensuring high quality education for students, regardless of the country in which they are teaching (O'Sullivan, 2002; UNESCO, 2005). For example, the Dakar Framework for Action, to which Tanzania is a signatory, stated, teachers are essential players in promoting quality education. The Tanzanian government's official acceptance of the importance of teachers is most evident in its Education and Training Policy (URT, 1995) and, subsequently, its PEDP.

According to Davidson (2005), teachers are the key determinant of student achievement in the quality of teaching thus the governments must design policies and programmes aimed specifically at improving teacher performance. Incentives strengthen teachers' motivation and professional commitment. On the other hand, the World Education Forum made a commitment on teachers' motivation by enhancing "the status, morale and professionalism of teachers, which also should be supported financially by donor communities instead of focusing mainly on quantitative aspect. In the Dakar Framework, it was agreed that governments should develop responsive, participatory and accountable systems of educational governance and management.

Bennell and Akyeampong (2007) argue that there is a need for the government to have in place strategies to retain teachers in state owned schools by motivating

teachers to remain in the profession. Various incentives such as the provision of scholarships for education related courses with a contract of service to the government for a period of five years should be adopted and guided by the policy (Oluoch, 2006).

The failure to provide attractive additional incentives to work in remote rural schools is a key factor. Relatively very large incentives may be necessary to attract teachers to hard-to-staff schools, but these are not likely to be affordable in most countries (Bennell, 2004). In addition, there is a possibility of failure of the government to improve teachers' lives will undermine the government's attempt to achieve high-quality, sustainable UPE.

## **2.6 Teacher Development and Management System (TDMS) as an Incentive Strategy**

Teacher Development and Management System is an integrated delivery system for primary education reform services focusing on improved pupil learning. It is conceived as a project, to alleviate the problem of untrained teachers, Continuing Professional Development (CPD) improve management of primary schools with a focus on improved pupil learning. Uganda was the first country in the region to develop a national CPD strategy in 1994.

A major part of the strategy was the development of a Teacher Development Management System (TDMS), which led to the institutionalization of a coherent pre- and in-service approach to the primary teacher education system in order to address weaknesses in classroom pedagogy. In 2004, the TDMS was succeeded by the

primary Teacher Development and Management Plan, with a greater focus on CPD and accountability by strengthening the role and functions of parent- teacher association, school management committees and head teachers in school-based training.

However, one of the main challenges in raising the quality of primary education in Uganda has been to improve the technical capacity of the coordinating centre tutors and inspectors at national and district level to implement new initiatives. In addition, it is not clear how far the TDMS system does, and has, managed to drastically change the focus in the provision of incentives to teachers for the purpose of retaining the teachers in hard to reach schools usually located in rural remote areas.

In Tanzania, In-service Education Training (INSET) was operationalized in line with the Teacher Development and Management Strategy (MoEVT, 2006). The Budget Speech for 2007/08 by the Minister for Education and Vocational Training (MoEVT) began to address this by increasing teachers' salaries and increasing the budget for constructing teachers' houses. More importantly, MoEVT has drafted the Teacher Development and Management Strategy (TDMS) to stabilise and synchronise training, accreditation, teacher recruitment, deployment and motivation. We look forward to its adoption and implementation.

TDMS was developed in 2008 as the basis for developing competency amongst teachers and tutors through its varying range of pre-service and in-service training programmes. This was accomplished through: review of teacher education curriculum at certificate and diploma levels; provision of in-service training for

primary school teachers to emphasize active learning approaches in Mathematics, Science, English language and French; and review of Information and Communication Technology (ICT) and Curricular and Assessment System (CAS). However, the implementation of TDMS in Tanzania has faced a number of challenges including the financial limitations. For example, to achieve this, TDMS calls for Tsh. 7.5 billion (MoEVT, 2008), but again, lack of budgetary commitment is preventing the full realization of this target. Tsh. 7.5 billion sounds like a lot of money, but in terms of the education budget, it is not.

There is a growing consensus among researchers and educators that the single most important factor in determining student performance is the quality of his/her teachers, therefore, if the national goal of providing an equitable quality education to children across the nation is to be met, it is critical that efforts be concentrated on developing and retaining high quality teachers in every community and at every grade level. There is also evidence that the teaching profession does not attract the best achievers due to a number of reasons, including poor working conditions. Most teachers posted to rural areas and particularly those with difficult conditions report in low numbers, and those who are already there seek transfers to urban areas (MoEVT, 2008).

To counter this, (TDMS) was established to offer an attractive incentive package for teachers at all levels with special consideration to those in difficult environments, instituted by 2009 (MoEVT, 2008). However, TDMS has consistently lacked the funds to be fully initiated. There are quite differing views about the impact of PEDP on teacher job satisfaction and motivation. There are those who argue that teachers

are now happier because the government is now ‘taking primary education seriously’ and that working conditions have improved appreciably during the last three years. Teacher recruitment has also expanded exponentially, which is in marked contrast to the situation in the late 1990s when the government planned to downsize significantly the overall teaching force in primary schools.

On the other hand, it is argued that most of the additional resources provided by PEDP have been devoted to classroom construction and textbooks and very little attention has been given to the needs of teachers. According to Sumra (2003) many teachers feel demoralized as they shoulder much of the responsibility of the PEDP, including having to deal with enormous numbers of pupils and longer working hours, without additional compensation. Teachers also complain about having little opportunity to participate in key decisions regarding the implementation of PEDP.

## **2.7 Teachers Incentives and Motivation in Tanzania**

In Tanzania, strong evidence exists that the vast majority of teachers are unhappy with their salaries, housing arrangements, benefits, workload, and status within their communities (Davidson, 2005; Sumra 2004; Haki Elimu, 2005). These poor living and working conditions have, over time, seriously eroded many teacher performance and motivation to carry out their teaching and non-teaching roles in an acceptable manner. Improving teacher performance working and living conditions is critical in improving teacher motivation one of the missing pieces in the jigsaw puzzle of achieving high-quality sustainable UPE. To bring about these improvements, attempts must be made to improve the incentives that teachers receive in exchange for the hard work they are expected to undertake. Serious efforts also must be made

to ensure that all teachers know the benefits to which they are entitled and that they actually receive them. In return, teachers should be made aware of their roles and responsibilities. Checks and balances need to be created to ensure that these are fulfilled. Once these incentives are in place, teachers will enjoy greater status, have much higher levels of motivation and, in turn, become key players in implementing quality improvement initiatives that are essential if high-quality, sustainable UPE is to be achieved.

In Tanzania, teacher absenteeism has cited to be a result of poor teacher motivation and morale. The irregularity of pay days in the country where the payment of primary teachers' salaries is decentralized to districts is one of the reasons. Since the pay day is not clearly known, educators, especially rural teachers, are forced to spend the whole week in urban areas or at district centers waiting for their salary cheques to be processed. Students lose a lot of valuable learning time when teachers are away. This type of teacher absenteeism can be addressed by fixing regular pay days for teachers. Such days should be made known to the teachers in advance and respected by the paying authorities (Sinyolo, 2007).

In addition, the living conditions for most teachers are unsatisfactory and, for many, they are 'intolerable'. The availability of reasonable quality and affordable housing within easy travelling distance of the school is a key issue for nearly all teachers. Housing conditions for primary school teachers are generally poor. The scarcity of 'decent accommodation' is a constant refrain of nearly all reports, both official and by independent researchers. The 1990 World Bank report states that 'typically, rural primary teachers live in dilapidated, poorly-maintained school or government

accommodation on or near the school compound. Previous surveys conclude that most houses are in a sorry state of disrepair (World Bank, 1990). However, despite the government commitments to improve teacher's housing, very little progress has been made in improving the housing situation. In addition, the overall share of primary school teachers who could be housed only increased from 24 to 27%. Most teachers still have to find their own accommodation. To date, PEDP has also failed to tackle the housing issue (Bennell & Mukyanuzi, 2005).

The work and living environments for many teachers remain to be poor, which tends to lower self-esteem and is generally de-motivating. Housing is a major issue for nearly all teachers, high proportions of teachers remain untrained in many LICs, which adversely affects 'can-do' motivation, too often, teachers are 'thrown in at the deep end' with little or no induction (Bennell, 2004) as in the case of Tanzania. This study looks at the influence of non-financial incentives on teacher performance in rural primary school in Tanzania.

## **2.8 Synthesis and Research Gap**

The provision of quality education in Primary and Secondary education in Tanzania has many challenges, which need to be addressed. Lack of motivation to teachers has evidenced many dedicated teachers going to more caring employers and professions. As per the 1990 World Bank report on teachers' conditions of service, it has been concluded that 'in the absence of incentives to perform better, many teachers are currently providing much less and lower quality education than they are capable of ...the de-motivation of teachers is a major contributory factor to the abysmally poor learning achievements of primary and secondary students. In particular, the key

issues of teacher incentives, motivation and pay have been skimmed over and, at times, ignored altogether.

Some empirical studies have been conducted in Africa on the teachers' motivation and motivational strategies (Sinyolo, 2007; Bennell, 2004; Davidson, 2005; Sumra, 2004; Haki-elimu, 2005 and Bennell & Mukyanuzi, 2005). In Tanzania however, little has done to evaluate TDMS strategy since its inception in 2008 especially in improving teachers work performance in rural schools. In response to that, this study attempted to investigate how non-financial incentives can improve/lower teacher performance in remote rural primary schools in Tanzania.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

Research methodology is a way to systematically address the research problem. It indicates the practical ways in which the whole research project has been organized (Oliver, 2004) and reveals the various steps that are generally adopted in studying the research problem, along with the logic behind them. This Chapter, therefore, provides details of the methodology and fieldwork undertaken in this study.

It describes the methods and procedures that were employed in generating and collecting information relevant to research objectives and research questions. The Chapter, particularly, focuses on the research design, selection of area of study, target population, sampling and sampling procedures, instruments for data collection, validity and reliability of the data collection instruments, data processing and analysis as well as ethical issues.

#### **3.2 Research Design and Methods**

Creswell and Garrett, (2008) define research design as a programme that guides a researcher in collecting, analyzing and interpreting research data. It is a detailed plan that indicates all steps on how the scientific inquiry into the research problem is to be conducted. This study utilized a descriptive survey design. This design is preferred because of its strength in interpreting conditions, practices, beliefs, views, perceptions and effects that exist in the real world. The design suits both qualitative and quantitative approaches (Creswell, 2009). The use of survey design enabled the

researcher to obtain a wide range of respondents' views and opinions on the topic under study.

The study utilized a mixed research approach in data collection and analysis. The mixed approach provides the researcher with opportunity to deal with qualitative and quantitative data. Mixed approach is suitable when the study demand to appropriately address both qualitative and quantitative issues. The qualitative approach made it possible for the researcher to get the picture of the pertinent issues associated with the influence on non-financial incentives on teacher performance in rural primary school as perceived and interpreted by the teachers, councilors and other education officers.

Quantitative approach is the numerical method of quantifying and describing observation of materials or characteristics (Creswell, 2009). The quantitative research approach was adopted because numerical data would be obtained through a questionnaire which provided an immediate picture of the phenomena studied by quantifying them.

### **3.3 Area of Study**

The area of study was Kisarawe District, one of the districts in Coast region in Tanzania. Other districts in the region include Mkuranga, Bagamoyo, Mafia, Kibaha and Rufiji. The district borders Kibaha District to the west, Temeke district to the north, Mkuranga District to the east and reserved forest to the south. Kisarawe District was purposefully selected on the criteria that it has unfriendly work environment that negatively influence teachers retention. In 2014, the Kisarawe

district got 341 for new employment and placements of teachers of which 178 were for primary and 163 for secondary schools to meet the requirement of 780 primary and secondary school teachers shortage that is facing the district (Daily News Reporters, 2014). This implies that the district fails to attract and retain teachers. In addition, most of schools in rural schools of Kisarawe district are hard to reach where social services such as transport are poorly provided to discourage teachers.

### **3.4 Target Population**

According to Opie (2007) a target population is the entire cohort of subjects that a researcher is interested in. In this study the researcher selected representative from different categories of stake holders namely; District Education Officers (DEOs), Head teachers, Primary School Teachers, School Inspectors and Councillors.

### **3.5 Selection of Respondents**

#### **3.5.1 Sampling Techniques**

A sample is a group of respondents selected from the target population. According to Best and Kahn (2006) sampling techniques refer to the process of selecting a subgroup from a larger population with elements necessary for the study. This study employed purposive and simple random sampling techniques for the selection of respondents and schools respectively.

##### **3.5.1.1 Purposive Sampling**

Punch (2006) argues that purposive sampling enables the researcher to select respondents on the basis of his/her judgment. Purposive sampling is considered as the most important kind of non-probabilistic sampling to identify the primary

participants. Generally, the sample selection is based on the purpose of the research or critical characteristics (Oso and Onen, 2005). In this study the purposive sampling was used in order to get primary respondents according to their roles and responsibilities in planning, management, supervision and monitoring the implementation of non-financial incentives at school and district levels. Through the use of purposive sampling, respondents that were identified included DEOs, Head teachers, Primary School Teachers, School Inspectors and Councilors. Teachers were involved in the study because they directly or indirectly benefit from the non-financial incentives in schools thus, they can provide adequate and relevant information on how it affects their performance.

### **3.5.1.2 Simple Random Sampling**

In this study primary schools were randomly selected to form schools' sample. Simple random sampling entails selecting any element with each member of the target population having an equal and independent chance of being included in the sample (Cohen, et al, 2000). Five schools were randomly sampled. The names of all primary schools were written on pieces of paper and dropped in an empty box and a person other than the researcher was asked to pick out 5 pieces of papers one at a time until all 5 schools names were selected

According to Bertaux (1981) cited on Guest *et al.*, 2006) for all qualitative researches fifteen is the smallest acceptable sample size. Ritchie and Lewis (2003) argue that to provide some idea of the scale of qualitative investigation one might expect to achieve between 20 and 50 interviews for a one-to-one investigation and around 60 to 100 participants at group interview, depending on the research question.

For that reason researcher found it convenient to involve a total sample of 72 respondents as summarized in Table 3.1.

**Table 3.1: Composition and Size of the Sample**

<b>S/No</b>	<b>Respondents</b>	<b>Sample Size</b>
1	District Education Officer (DEO)	1
2	Ward education coordinators (WECs)/WEOs	5
3	Head Teachers	5
4	Primary School Teachers	40
5	School Inspectors	4
6	Councilors	2
7	Village executive officers (VEOs)	15
<b>Total</b>		<b>72</b>

Source: Field Data (2013)

### **3.5.2 Selection of Schools**

Five (5) community primary schools which are 6.25% out of (80) in Kisarawe District were sampled for the study. These were Koresa, Kisanga, Sanze, Chanzige A and Chanzige B. The researcher employed random techniques for the sampled primary schools. Names of primary schools were written on pieces of paper and put in an empty box where they were mixed up. A person other than a researcher was asked to pick out five pieces of paper. One at a time until all five names of schools were selected.

## **3.6 Data Collection Tools**

The following tools were used to collect data:

### **3.6.1 Semi- Structured Interviews**

An interview is a tool for collecting information through oral or verbal communication on face-to-face relationship between the researcher and the

respondent. The researcher used semi-structured interviews with both closed and open-ended questions. Open-ended questions enabled the researcher to probe into the subject matter for first hand in- depth information. Interviews allowed the researcher to enter into another person's world inner perspective and meaning they made (Patton, 2002). Semi structured interviews were administered to District Education Officer (DEO) and Head teachers. This tool was specifically important for collecting qualitative data on the types, criteria, effects, challenges and suggestions to enhance the provision of non-financial incentives at school and council levels.

### **3.6.2 Questionnaires**

This tool was used to supplement other methods of data collection. According to Cohen et al, (2007) a questionnaire is preferred because it can collect large amounts of data from larger samples within a short time. Both closed and open ended questionnaires were used to obtain data. The preference on this tool is due to the fact that respondents can be free and flexible in delivering whatever quantitative information on students' performance. Questionnaires were administered to primary school teachers, school inspectors, councilors, WEOs, WECs and VEOs.

### **3.6.3 Documentary Review**

Documentary review involved reading a variety of documents regarding non-financial incentives to teachers and teacher performance. The review was concerned with a critical examination of available written texts, records of actual events, such as, teacher attendance records, absenteeism, complaints of teachers and lateness in reporting to schools. This information helped to shed light on how teachers' performance was related to the provision of non-financial incentive packages.

### **3.7 Validity of Research Instruments**

Orodho & Kombo (2002) assert that validation of data collection instruments is the process of establishing documented evidences, which provide a high degree of accuracy that a specific process consistently produces to meet its predetermined specifications and quality attributes. In this study, validity of the instruments was obtained through piloting the interview schedules and questionnaires at Kiromo primary school in Bagamoyo, Coast region. Also the language used in the instruments was assessed by educational experts including the supervisor of this study in order to establish content validity.

The pilot involved eight (8) participants including two school inspectors, two Councilors, one District Education Officer, and one Head teacher and two primary school teachers. Before getting the participants involved in the study, the researcher met them, explained the purpose of the study and asked for their informed consent to participate. The pilot study was conducted to assess reliability and validity of the instruments (interviews and questionnaires). Participants spent about thirty to forty five minutes to complete the questionnaires while interview sessions took about an hour to complete. The main goal was to identify problems with the instruments such as grammatical and spelling errors, unclear instructions or items and content coverage.

### **3.8 Data Analysis Plan**

Data analysis is a systematic way of transforming the raw data through interpretation and analysis to make them more meaningful for official / public consumption. As data would be both qualitative and quantitative, the analysis would be done both

qualitatively and quantitatively. The data collected from interviews, documentary review and questionnaires were subjected to content analysis. This was done through organizing them around specific themes or subheadings based on the research objectives and research questions and drawing conclusions. Quantitative data from the closed questionnaire was tabulated and converted into frequencies and percentages. The reason for preferring both approaches was that, they complemented each other (Best & Kahn, 2003).

### **3.9 Ethical Considerations**

This study paid serious attention to the following ethical matters:

Confidentiality where by the investigator would be responsible for keeping in confidence all information obtained about research participants. Particular care was exercised when confidential data were made available for discussion. Secondly, it is the anonymity of respondents, whereby real names would not be used. Upon dissertation writing, the only people who would have access to the raw data were the principal researcher (myself) and the faculty supervisor, if he/she so wanted. The researcher also observed the privacy of the respondents. Thirdly, the researcher made it clear to participants about their right to withdraw from the research at any time.

Fourthly, the researcher took the necessary steps to ensure that all participants in the research understood the process in which they were to be engaged, including why their participation was necessary, how it would be used and to whom it would be reported. Finally, appropriate consent was sought from local authorities or organisations from which their members were involved in the study. Formal letters

were written to ask for permission from the organizational authorities including the Open University of Tanzania; District Administrative Secretary and Kisarawe District Education Officer. The researcher learnt to observe the culture the culture of participants during the data collection process.

## **CHAPTER FOUR**

### **4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents, analyzes and discusses the findings as related to the objectives of the study. The main objectives of the study were to examine the influence of non-financial incentives on teacher performance in rural primary schools in Kisarawe District, Tanzania. In this chapter, data is presented and analyzed under four sections, namely.

- (i) Types of non-financial incentive packages provided to teachers in the rural primary school.
- (ii) Criteria used to provide non-financial incentive packages to teachers in the rural primary schools.
- (iii) Effect of non-financial incentive packages to teachers in the rural primary schools.
- (iv) Challenges faced by different stakeholders in providing and managing non-financial incentives to teachers.
- (v) Suggestions on the way to enhance the provision and effectiveness of non-financial incentive in promoting teacher performance.

#### **4.2 Types of Non-Financial Incentive Packages Provided to Teachers in the Rural Primary Schools in Kisarawe District**

Responses were collected through questionnaires administered to Head teachers and primary school teachers.

**Table 4.1: Provision of Non-Financial Incentives to Teachers (N=45)**

<b>Types of Non-financial incentives</b>	<b>Provision status</b>	<b>Frequency</b>	<b>Percentages</b>
Teachers houses	Provided	18	40.0
	Not provided	27	60.0
Teaching – learning materials	Provided	26	57.8
	Not provided	19	42.2
Beds and mattresses and cooking utensils	Provided	5	11.1
	Not provided	40	88.9
Lunch	Provided	12	26.7
	Not provided	33	73.3
Transport	Provided	10	22.2
	Not provided	35	77.8

Source: Field Data (2013)

Table 4.1 shows the status of provision of non-financial incentives in the selected Primary Schools. The respondents mentioned teachers' houses, mattresses, beds, cooking utensils and teaching learning materials as some of the non-financial incentives that should be provided to teachers especially those who were on first appointment. The reiterated that provision of these incentives would most likely motivate these teachers to willingly stay in the schools for many years and work harder.

More than half 27(60.0%) of the respondents reported that teachers houses were not provided as they were not available. It was found out that the government and local communities did not allocate funds for the construction of teacher's houses in the District. The non-availability of non-financial incentives in Kisarawe was attributed to lack of a clear policy on how to motivate teachers. The lack of a clear policy on

incentives to teachers made the local community and the district council less concerned about the need to avail those incentives to teachers.

On the other hand 18 (40.0%) of the respondents said that their school provided houses for teachers, Chanzige 'A' Primary School had six houses for teachers which were habitable as a way to attract teachers to work in the District, Medical services were also available to teachers. However, both housing and medical services were inadequate for the teachers and their families. One of the respondents confirmed that in some schools; however these houses were few and could not meet teacher demand as some were shared by single and married couples.

The respondents reckoned teachers' houses to be one of the non-financial incentive that should be provided to teachers but very little efforts was being made to provide this facility.

In Sanze Primary School the researcher observed that there were four houses for teachers, however only two of them were complete, one incomplete and one inhabitable. Chanzige 'B' did not have even a single house for teachers. Teachers complained that the houses were of low quality for them to reside in. In some cases teachers refused to be accommodated in those houses as they lowered their dignity.

Both primary school teachers and Head teachers were on opinions that lack of clear a policy on non-financial packages in Kisarawe District provided little chance for teachers to demand and get such incentives. The respondents said that in schools or wards where non-financial incentives such as housing, mattresses and cooking

utensils were being provided, it was a matter of the courtesy and good will of the school leaders. The respondents insisted that if a policy on incentives was not put in place, there was a danger of even those leaders who do so to fall back. In other worlds if a policy on incentives became operational the school leadership and the council would be forced to provide non-financial incentives to teachers because the latter would see it as their right.

More than three quarters 33 (73.3%) of the teachers and Head teachers said that their schools did not provide food to teachers. If food was provided, it would be a good motivator to teachers. The respondents said that their schools, local communities and the District Council had no plans to provide food at school as one of them said;

*“In our school five teachers are residing in quite distant places that they cannot always go back to their homes for tea or lunch for fear of being late to classes. If teachers had their personal transport they would have stood a better chance to rush quickly to and from school to get lunch within reach. These teachers are forced to remain at school and spend the whole day without eating”.*

The respondents regarded the provision of food was an important incentive as it would make teachers remain in school and concentrate on their work. It would also cut down costs of living for teachers whose salaries were relatively low. The teachers and head teachers were of the view that local communities and the District Council should bear the responsibility of providing food to teachers at school.

Only 12 (26.7%) of the respondents said that food was provided for teachers although it was not palatable. This food was not being provided by the District Council or the local community. Schools had their own plan to provide food for

teachers at School through personal contributions and a little financial support from school funds.

The researcher wanted to know why other schools did not have similar plans to provide food for teachers at school. It was found out that most schools had no variable sources of funds to provide food for teachers at School. It was also difficult to organize teachers to contribute for food as many of them seemed to be less interested in such plans.

Table 4.1 also shows that 40 (88.9%) of the teachers and Head teachers who participated in the study, found the provision of mattresses and cooking utensils and domestic furniture to be crucial incentives but were not provided to teachers by their schools. Provision of these facilities was seen to be even more important to the newly appointed teachers mainly because salaries take time to be processed and delivered to teachers particularly those in remote areas. It was very unfortunate that employers including the central government and local authorities were less concerned with the provision of such facilities as part of teacher motivation.

According to Table 4.1 26 (57.8%) of the respondents said that teaching-learning materials were being provided to teachers, while 19 (42.2%) of the respondents said that their schools were lacking the necessary teaching and learning materials. One teacher in Koresa Primary School said that he was working under very difficult conditions because he was the sole teachers in that remote area and all the responsibilities of teachers fell on his shoulders.

The findings coincide with Lusekelo (2009) which indicated that the quality of housing for teachers in rural schools did not match with the status of the teaching profession. The houses were found to be poorly roofed, poorly ventilated, low quality walls, small room partitions with poorly constructed pit latrines, bath rooms and kitchens. Teachers were forced to accept the accommodation in those houses as they had no other alternatives.

In general the accommodation in remote rural schools seemed to degrade the status of the teaching profession because when people find that teachers live in such houses they tend to despise them. Likewise villagers who surrounded those schools did not have plans to provide food, bedding facilities and cooking utensils for teachers. Teachers used their meager salaries to purchase them. On the other hand teaching learning materials were being provided by the District council and Local community.

#### **4.2 The Criteria used to Provide the Non-Financial Incentive Packages to Teachers in Rural Primary School in Kisarawe District**

This objective was intended to examine the criteria used to provide the non-financial incentive packages to teachers in the rural primary schools. Responses were collected through interviews and questionnaires administered to the DEO, Head Teachers, Primary Schools Teachers, Counselors and Schools Inspectors.

More than three quarters of the teachers 36 (80.0%) mentioned two criteria that were used by Head Teachers to provide non-financial incentives to teachers in Kisarawe District. In the first place the incentives were given to teachers on the basis of punctuality, teacher's attendance, preparation of lesson plans and teaching aids,

marking pupils work, teaching their located periods and completing pupil's reports in time. When the researcher asked the teachers to comment on the effectiveness of these criteria, they said that they were not satisfied as it was full of favoritism and biasness.

### **4.3 Effects of / Relationship between Non-financial Incentives on Teachers Performance**

In order to establish the relationship between incentives and teachers performance, the study sought stake holders' views and opinions. Data were collected to address the question:

“What was the relationship between non-financial incentives and teacher performance?” The response to this question was as follows:-

- (i) Absence of houses of schools make teachers use a lot of time travelling to and from their working places which reduce teacher performance. Poor construction of teachers houses lead to unattractive conducive environment which hindered school management readiness to teach leading to negativity of teacher performance.
- (ii) Insufficient of teaching and learning materials lead to in effective teaching. Teachers spent a lot of time searching for material. This lead to truancy and late coming to school leading to low teacher performance.
- (iii) In adequate of incentives act as a hurdle to depict teachers' talents and commitment leading to low teacher performance.
- (iv) Transport in remote rural areas was not only safe but also degraded teacher professional status. Teachers used a lot of time on the way instead of setting

tests, assignments, marking pupil's examinations and sending reports to parents / guardians. Absence of transport reduced teacher performance.

- (v) Absence of electricity hindered teachers to use electronic devices such as computers, internets, televisions and tape recorders. This hindered teacher's access to information thus reducing teacher's performance.
- (vi) Lack of Health centres, doctors and medicine in rural remote areas weakened health of teachers when they fell sick leading to ineffective teaching and lowering teacher performance.
- (vii) In availability of clean safe water made teachers to spend a lot of time searching for it. A lot of time is wasted by teachers outside the academic issues thus leading to low teacher performance.

Teachers are human beings need to be motivated. Once the teachers are highly motivated regardless of where they were posted could work hard despite all odds. This clearly shows that there is a relationship between non-financial incentives and teacher performance.

#### **4.4 Challenges Faced by Different Stakeholders in Providing and Managing Non-Financial Incentives to Teachers in Rural Primary School in Kisarawe**

In objective four, the researcher wanted to examine the challenges faced by different stakeholders in providing and managing non-financial incentives for teachers in rural primary school in Kisarawe. Data were collected to address the question "What challenges are faced by different stakeholders in providing and managing non-financial incentives to teachers in rural primary school in Kisarawe"? The responses

were provided by DEO, Head teachers, Primary schools teachers, School Inspectors and Councils and were summarized and presented in Table 4.2.

Table 4.2 provides responses which were ranked according to the frequency of the responses. More than three quarters 52 (72.2%) of the respondents mentioned the lack of a clear policy on incentives to primary school teachers as one of the challenges which caused incentive programs to teachers not to be given priority by the local authorities and central government. This was an indication that councils and the central government did not have implementable strategies of addressing issues of motivation to teachers. For example in some schools the construction of teachers' houses under PEDP (2002-2006) was incomplete.

**Table 4.2: Challenges in providing and managing Non-financial Incentives to Teachers in Rural Primary Schools (N=72)**

Challenges	Frequency	Percentages
Lack of a clear policy on motivational incentives to teachers	52	72.2
In adequate allocation of financial resources at Council and Community level	48	66.7
Limited teachers' access to soft loans under the guarantee of the employer	39	54.2
Unfair promotion system	26	36.1
Less value accorded to non-financial incentives by the teachers (such as letters of congratulation and recognition).	22	30.6

Source: Field Data (2013)

Lack of a clear policy hindered the institutions to systematically monitoring the follow up of implementation. One of the respondents had this to say:

*“It is difficult to monitor consistency in the provision of non-financial incentives to teachers if there is no clear policy on it. It seems that provision of such incentives depend on the willingness and courtesy of the school leadership”.*

The lack of a clear policy to guide the provision of incentives to teachers was not only in Kisarawe District but also national wide. The respondents added that the existence and operationalization of the policy would make it easier for institutions and districts to monitor implementation and the provision of incentives in the district.

48 (66.7%) of the respondents mentioned the in adequate allocation of financial resource at Council and Community levels to be another challenge. This implies that there was limited participation of Head teachers and WEOs in the provision of non-financial incentives to teachers. In addition many schools did not have their own initiatives for generating their own income to motivate teachers with a variety of non-financial incentives.

39 (54.2%) of respondents mentioned the lack of soft loans to teachers as another critical challenge to teacher motivation. The respondents emphasized that teachers lacked access to soft loans because there was limited guarantee from the employer. The said that soft loans were important because they did not demand huge interest like those currently demanded by the financial institutions such as the banks. These loans could be used to purchase building materials and transport facilities like motor bike on affordable costs as a part of motivation. Thus lack of soft loans to teachers

tended to create dissatisfaction and frustration which could adversely affect teacher performance.

26 (36.1%) of the teachers and Head Teachers mentioned the teachers' negative attitude towards their profession was caused by unfair promotion. In rural remote areas, some files of teachers' documents were misplaced thus leading to delayed promotion. This annoyed teachers and said that promotion was full of biasness and nepotism. It goes without saying that an annoyed and frustrated teacher cannot be expected to perform well.

22 (30.6%) teachers and Head teachers responded that many of them would usually want to receive material incentives such as bags of cement and corrugated irons rather than letters of recognition. Teachers needed to possess their own houses. Teachers had social and economic problems to be addressed. The provision of these materials would make them happy and more settled.

#### **4.5 Strategies for Enhancing the Provision of Non-financial Incentive to Teachers**

In objective five, the researcher wanted to investigate the question "What should be done to enhance the provision of non-financial incentive to teachers in rural primary schools?" Data were collected from the DEO, Head teachers, teachers, school inspectors and councils and the responses are summarized in Table 4.3.

**Table 4.3: Strategies for Enhancing the Provision of Non-Financial Incentive to Teachers (N=72)**

Strategy	Frequency	Percentages
Employer conducting frequent visits and meetings to discuss challenges and difficulties faced by teachers	62	86.1
Establishing shops and supermarket selling commodities at affordable prices which are free from tax	52	72.2
Establishing different sources of income generating activities to motivate teachers.	50	69.4
Putting in place a clear incentive policy for teachers	43	59.7
Free medical services to teachers (should not be deducted from their monthly salaries)	32	44.4

Source: Field Data, 2013

Table 4.3 shows the suggested strategies for enhancing the provision of non-financial incentive to teachers in rural primary schools. More than three quarters that is 62(86.1%) of the respondents said that in order to enhance the provision of non-financial incentive to teachers, the employer was supposed to conduct frequently visits and meetings to discuss challenges and difficulties facing the teachers. They maintained that in many cases teachers were facing challenges and difficulties in their work stations but it was difficult to have opportunity to meet with their employers particularly the DEO to discuss them.

The respondents added that frequent visits and meetings (at least twice a year) between the teachers and the employer would help to ease stresses among the

teachers. They maintained that there were occasions where administrators and leaders discouraged teachers by their bad language especially when the teachers approached them in their offices asking clarifications or support as one of the teachers was quoted saying:

*“There was a day I went to the office of the district headquarters to see the DEO or his representative for my personal family problems. Unfortunately, I did not receive a fair welcome and I was harshly rebuked that the problems I presented to him/her did not necessitate me to leave my work station”.*

If the statement in the quotation was correct then the officials did not understand their responsibilities as administrators. As leaders and administrators, they were supposed to attend teachers’ problems and help to address them in their capacity. On the contrary, the administrators and leaders at different levels used to rebuke teachers whenever they wanted to see them on their problems or challenges. The respondents warned that harsh language from the leaders would discourage teachers from performing well. This habit should be rectified through seminars in order to boost teacher performance.

52 (72.2%) of the respondents said that in order to enhance the provision of incentives to teachers, shops and supermarket should be established selling commodities at affordable prices which are free from tax. The respondents added that teachers needed shops and supermarkets similar to those which serve the military personnel. Such shops are designed to sell all commodities to military personnel such as building materials, foodstuff, cooking utensils and others alike at affordable prices that do not include taxes. They suggested that these shops should only serve teachers and their families as one respondent said:

*“We, teachers are less privileged to the extent that we suffer from the costs of living. It would be better if the governments or District Council could deliberately establish shops to sell commodities to teachers at affordable prices. Most teachers would have access to commodities at cheap and affordable prices.”*

The quotation above indicates that teachers want the government to consider establishing shops for teachers and other civil servants like those serving the military personnel. They added that these shops should be established and owned by the government in which commodities would be sold at prices free from taxation. This would raise teacher performance.

50(69.4%) of the respondents said that in order to enhance provision of incentives to teachers, different sources of income generating activities to motivate teachers were to be established at school. They also added that teachers who teach in hard to reach schools for more than ten years should be provided with transport facilities and building materials and a piece of land. These incentive packages could motivate teachers including the newly appointed and experienced teachers to work in rural schools. This would boost teacher performance.

43 (59.7%) of the respondents mentioned lack of a clear incentive policy at different levels of implementation to be one of the reasons for the teacher in effectiveness. Some teachers responded that the nation is lacking a clear incentive policy for motivating teachers. To overcome this, District officials, community members, Business people, parents should have collective leadership. All people should be involved in providing incentives for teachers. 32 (44.4%) of the respondents said that inadequate medical facilities provided to teachers seemed to increase costs of living

to teachers when their families needed medication. It was learnt that many teachers and Head teachers were of opinion that medical services to be offered free of charge to teachers and their families. The respondents said that the current system of deducting from the teacher's monthly salaries under the National Health Insurance Fund (NHIF) was a form of exploitation. The respondents added that their contributions were much more than the quality of medication they received as one of the teachers lamented.

*“There are too many deductions in my salary which reduces my ability to afford high living costs. My membership in the National Health Insurance Fund is not of good quality. In many occasions we are required to buy medicine from private owned pharmacies”.*

The response above suggests that deductions from teachers' monthly salaries caused a lot of problems in their lives. In some cases teachers who could not afford the costs of medication from private owned pharmacies were forced to borrow money from friends. This brought about shame because of their inability to pay back. They added that there were teachers who had taken loans or borrowed money from more than two sources in which case deductions reduced their purchasing power of basic needs. Therefore the employer should increase teachers' salaries, collective leadership should have plans to introduce softer loan schemes where teachers should be sensitized and mobilized to join.

These findings support what Lusekelo (2009) observed that the problems that teachers faced in the remote rural areas included lack of entertainment and communication particularly in the use of cellular phones. In remote areas teachers could not use their phones as the network were lacking and they were required to

walk several kilometers to a place where the network could be accessed or they had to climb a hill or a tree. The transport was of low quality, embarrassing and unreliable. For example, the majority of teachers depended on lorries, bicycles and motor cycles as their major means of transport to the District headquarters. The transport facilities in the remote rural areas were found not only unsafe but also degraded teachers' professional status. The situation was not different from what Mabala and Kamazima (1996) said that remoteness is another aspect of working condition whereby teachers needed to walk long distances to receive their monthly salaries. This undermined teachers' morale and commitment to their jobs leading to low teacher performance.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

Chapter five summarizes the research findings and provides the conclusion and recommendations on the influence of non-financial incentives on teacher performance in rural primary schools. The conclusion and recommendations are consistent with research questions and objectives advanced in the study.

#### **5.2 Summary of the Research Findings**

The objective of this study was to examine the influence of non-financial incentives on teacher performance in rural primary schools using Kisarawe District as a case study. This study involved a sample of 72 respondents selected using purposive and random sampling techniques. The study was informed by a case study design where interviews, questionnaires and documentary review were used as data collection methods. Both qualitative and quantitative data analysis methods were used. The study was designed to address the following research objectives:

- (i) To find out the types of non-financial incentives packages provided to teachers in rural primary schools in Kisarawe District.
- (ii) To investigate the criteria used to provide non-financial incentive packages to teachers,
- (iii) To find out the teachers' and other stakeholders views and opinions on the extent to which the non-financial incentives has promoted / lowered teacher performance in primary schools,

- (iv) To assess the challenges faced by different stakeholders in providing and managing non-financial incentives to teachers,
- (v) To suggest the strategies that could be used to enhance the provision and effectiveness of non-financial incentive in promoting teacher performance. The following were the major findings from the study:

- (a) The findings showed that in many rural primary schools in Kisarawe District there were not enough non-financial incentives provided to motivate teachers. In some schools non-financial incentives were provided such as housing, and medical services although they were neither adequate nor free. Non-provision of non-financial incentives to teachers was partly due to lack of a clear incentive policy both at District and National levels.
- (b) The study showed that there were two major criteria used to provide non-financial incentive packages to teachers in the rural primary schools in Kisarawe District. First, incentives were given to teachers on the basis of punctuality, teachers attendance, preparation of lesson plans, teaching their located periods, and completing pupils' reports in time. Such incentives were letters of recognition, or prizes such as a new piece of cloth or *Kitenge*. A ceremony was conducted to congratulate those teachers. The second criteria involved whereby newly appointed teachers entry point was provided with housing. These houses were very few and most of them were in miserable conditions.
- (c) The provision of incentives to teachers was hindered by lack of a clear incentive policy on motivation to teachers. Inadequate financial resource at

Council and Community levels; unconducive working environment with inadequate office space, insufficient teaching and learning materials such as text books discourage teachers. Water that was available was neither clean nor safe to drink. Houses were dilapidated without proper latrines.

- (d) The findings also showed that teachers could not access soft loans under the guarantee of the employer. There was insufficient budgetary allocation for the teaching profession at District and Community level.
- (e) There were various suggestions / strategies that could be employed to enhance the provision of non-financial incentives to teachers. Some of these involved;
  - (i) Establishment of shops or min-supermarkets which would sell commodities at prices free from taxes.
  - (ii) Employer to conduct frequent visits and meetings to discuss challenges and difficulties faced by teachers.
  - (iii) Establishing different sources of income generating activities at school.
  - (iv) Establishing and implementing a clear incentive policy for teachers' provision of free medical services to teachers instead of the current National Health Insurance Fund whereby deduction are made from teachers' salaries.
  - (v) Self-help house scheme should be introduced in remote rural areas.

### **5.3 Conclusions**

Based on the research findings it was concluded that:

- (i) There were not enough non-financial incentives provided to teachers in rural primary schools. Very few schools provided incentives to teachers which were also in adequate.

- (ii) The criteria used to provide non-financial incentives to teachers in rural primary schools were insufficient full of bias. It had little impact on teacher performance.
- (iii) The provision of incentives to teachers was poorly implemented in many schools due to lack of a clear incentive policy to guide consistent and fair provision of non-financial incentives to teachers.
- (iv) There was a relationship between non-financial incentives and teacher performance whereby in schools where incentives were provided, teachers tended to put more time on task.

## **5.4 Recommendations**

### **5.4.1 Recommendations for Administrative Action**

Based on the research findings the following recommendations are made.

- (i) The central government or local authorities (Councils) should establish facilities such as shops and min-supermarkets which would sell commodities at prices free from taxes. The commodities in these shops would help to release stress and tensions caused by hardship in teachers' lives.
- (ii) The central government and local authorities should take deliberate efforts to formulate a clear incentive policy to guide, regulate and implement incentive programs in schools.
- (iii) The employers should conduct frequent visits in order to meet with teachers to discuss their problems and find solutions to the problems. This would provide a forum for teachers to express their concerns and problems in the presence of their employers.

- (iv) In order to make motivational incentive effective, it was recommended to combine both financial and non-financial incentives when motivating teachers.

#### **5.4.2 Recommendations for Further Research**

Since this study limited itself on the influence of non-financial incentives as motivation to teachers in remote public primary schools, it is recommended that a similar study be conducted to examine the situation of private primary schools in Tanzania.

Secondly, it recommended that a study should be conducted to look into the influence of financial incentives to promote teacher performance in public Primary Schools. This would help to provide a wider and general picture on how financial incentives can influence teacher performance in public primary schools in Tanzania.

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## APPENDICES

### **Appendix 1: Semi-Structured Interview Guide for District Education Officers**

1. What are the types of non-financial incentive packages provided to teachers in the rural primary schools in Kisarawe district?
2. What criteria do you use in providing the above mentioned non-financial incentive packages to teachers in the rural primary schools in Kisarawe district?
3. What is the significance of providing of non-financial incentives to teachers in Kisarawe?
4. Do you see any relationship between the incentives and teacher performance?
5. What are your opinions and perceptions about the provision of non –financial incentives in promoting teacher performance?
6. What challenges are you facing in providing and managing non-financial incentives to teachers in rural primary schools in Kisarawe?
7. What measures can be taken to improve the provision and management of non-financial incentives to teachers in rural primary schools in Kisarawe?

**Appendix 2: Questionnaires for Councilors and School Inspectors**

1. Does the District Council have any strategy for providing non-financial incentive packages such as houses, transport, security and medical care to teachers in the rural primary schools in Kisarawe district?
2. What criteria are used to provide non-financial incentive packages to teachers in the rural primary schools in Kisarawe district?
3. What are your opinions and perceptions on the significance of provision of non-financial incentives on teacher performance?
4. Do you see any relationship between non-financial incentives and teacher performance?
5. Are there any challenges that you face in the provision and management of non-financial incentives to teachers in Kisarawe?
6. What are your suggestions for enhancing the provision of the non-financial incentive to teachers in the rural primary schools?
7. How can the non-financial incentives be used to promote teacher performance in rural primary schools?

**Appendix 3: Questionnaires for WECS/WEOS and VEOS**

- (i) What is your role in the school?
- (ii) How do the teachers get accommodation in your school in Kisarawe District?
- (iii) What other non-financial incentives are available to teachers in Kisarawe District?
- (iv) What criteria do you use in providing non financial incentive packages to teachers in your school?
- (v) Do you see any relationship between the provision of non-financial incentives to teachers and teacher performance in your school?
- (vi) What are the challenges facing the management in the provision of non-financial incentives to teachers in schools in Kisarawe District?
- (vii) How can the situation be improved?

**Appendix 4: Semi-Structured Interviews for Head Teachers**

1. What non-financial incentive packages are provided to teachers in your school?
2. How do you motivate teachers in your school?
3. Do you see any relationship between the provision of non-financial incentives and teacher performance?
4. How can you describe the working conditions of teachers in your school?
5. How can the working conditions be improved in order to promote teacher performance?
6. What measures can be taken to improve the provision and management of non-financial incentives to teachers in your school?
7. How does the provision of non-financial incentives to teachers help to promote teacher performance in your school?
8. What suggestions and recommendations would you make to the Ministry of Education and Vocational Training on the issue of non-financial incentives given to primary school teachers in Tanzania?

## Appendix 5: Questionnaire for Primary School Teachers

1. Name of school.....

### A: Personal Background

Please tick only once (✓), against the answer of your choice.

2. Male  Female

3. Your Educational Qualifications

Certificate  Diploma  Degree /Masters  Any other

4. Experience at work (years)

1 – 5	6 - 10	11 – 20	21 and above
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5. What types of non-financial incentives are provided to teachers in your school?

- (i) .....
- (ii) .....
- (iii) .....
- (iv) .....

6. How do you access them?

- (a) They are free ( )
- (b) We pay for them ( )
- (c) We contribute for them ( )
- (d) No systematic way of accessing them ( )

7. Answer the following questions by putting a tick (✓) where convenient

Item	Response category		
	Yes	No	Not sure
Are the teachers provided with accommodation?			
If provided, are they comfortable for teachers?			
Are there any transport facilities for teachers?			
Are the medical facilities available for teachers?			

8. Personally what non-financial incentives would you prefer to be given to teachers in schools/district?

- (i) .....
- (ii) .....
- (iii) .....

9. Do you think the provision of non-financial incentive have significance in promoting teacher performance in your school/District?

Yes  No

Explain your response.....  
.....  
.....  
.....

10. What are your suggestions about the provision of non-financial incentives to teachers in rural primary schools?

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.....  
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