

**Exploring the influence of incentives on secondary school teachers' work performance in
Kinondoni district-Tanzania**

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This study explored the present status of incentives provision and work performance of secondary school teachers in Kinondoni district. It specifically assessed relationship between incentives provision and teachers' work performance. Besides the study examined whether incentives provision and teachers work performance differ significantly in public and private secondary schools. Finally, it examined teachers' perceptions regarding the provision of incentives at their respective schools. The study was guided by Herzberg Two-Factor Theory and Maslow Hierarchy of Needs Theory. It employed a mixed methods approach based on convergent parallel design. The sample of the study consisted of 107 (N = 107) teachers from twelve (12) public and private secondary schools. Data were solicited through questionnaires, interviews and focus group discussions. Descriptive statistics, inferential statistics and thematic approaches were used to analyse the data. The results revealed a positive and very strong relationship between incentives provision and teachers work performance. The simple linear regression analysis showed 63.3% of teachers' work performance is determined by incentives. Also, it was revealed that incentives and teachers' work performance levels are significantly higher in private as compared to public secondary schools. Teachers reported the incentives provided especially in private schools to be motivating. The study concludes that the low level of work performance among public secondary school teachers is the result of low level of incentives being provided. It is therefore recommended that heads of public schools should focus on developing and implementing effective teacher-incentive schemes at school level in order to make teaching more attractive.