

Effects of non-financial incentives on teachers' motivation in public secondary schools in Tandahimba district, Tanzania

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The purpose of the study was to investigate the effects of non-financial incentives especially housing, in-service training and promotion to teachers' motivation in public secondary schools in Tandahimba district. The main contribution of the study was to disclose the effects of specific non-financial incentives on teachers' motivation in public secondary schools in Tanzania. The study intended to determine the current availability of teachers' houses, in-service trainings and promotions in public secondary schools, to explore education stakeholders' views on the effects of selected non-financial incentives on teachers' motivation, and to identify strategies used to improve provision of non-financial incentives to teachers. The study employed qualitative approach and case study design. Five public secondary schools were selected through systematic sampling techniques. Seventy two respondents were purposively selected and were categorized into heads of schools, teachers, and students' leaders, members of school boards, Teachers' Service Department secretary and District Secondary Education Officer. Data were collected through interviews, focus group discussions and documentary review and were analyzed using content analysis method. The study found out that teachers who are not accommodated in the school houses had lower working morale due to long distances they travel to and from school daily. Consequently, in all sampled schools there were problems involving teachers' lateness to school, absenteeism and lack of involvement in the school extra-curriculum activities after class hours attributed to shortage of teachers' houses near the schools. It was also found out that, inadequate provision of in-service trainings led to teachers' lack of competencies on some subject matters that resulted into skipping of some topics, poor teachers' involvement in school academic activities and ineffective teaching. Delays in promotion on the other hand have resulted into destruction of a sense of working competition in public schools. It was therefore concluded that non-financial incentives' scarcity in sampled public secondary schools has negatively affected teachers' motivation and therefore effective measures are needed to address it. The negative effects on teachers' morale are likely to persist until when the strategies are put in place to ensure their

adequacy in public secondary schools. The study recommends that, in order to improve teachers' morale to work hard, education leaders and other stakeholders should make sure that non-financial incentives especially housing, in-service trainings and promotions are adequately provided to teachers in public secondary schools. Finally, the study recommends that, further research should be undertaken to explore the effects of other elements of non-financial incentives to teachers' motivation in public secondary schools.