



Influence of Incentives on Teachers' Performance in Public Secondary Schools in Arusha City, Tanzania

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Abstract: *This study assessed the influence of incentives on teachers' performance in public secondary schools in Arusha City. The study examined the factors that influence the provision of incentives to teachers in public secondary schools and determined how incentives given influence teachers' job performance in public secondary schools. The study was guided by Expectancy Theory of Motivation. Sequential Explanatory Design and mixed methods approach were adopted. Data were collected using the questionnaire and interview guide. The sample size consisted of 180 respondents (162 teachers, 9 school heads, 9 WEOs and one DSEO) drawn from a population of 1673. Validity was established through expert judgment whereas reliability was determined in a pilot study and $r = 0.887$, was obtained using Cronbach Alpha Method. The reliability of qualitative instruments was ensured through triangulation techniques. Quantitative data was analyzed using descriptive statistics in the SPSS version 23 and results were presented in tables. Qualitative data was analyzed thematically alongside research questions. The study revealed that government financial support, teacher productivity, effective school management, community support, and a conducive school environment are factors for provision of incentives. Moreover, incentives offered in secondary schools significantly influence teachers' performance, by encouraging extended work hours, reducing stress, enhancing productivity, and promoting a sense of appreciation and motivation. The study recommends that management of public secondary school in Arusha City should focus on maintaining and improving high-impact incentives such as leave policies, improved working environments, and job promotions. These are crucial for retaining and motivating teachers.*

Keywords: *Incentives, Teachers, Performance, Schools, Tanzania*

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1. Introduction

Incentives are known as enticement or any measures put in place for stimulating human effort whereby employees are driven to put in their best (Sapungan and Spingarn, 2019).

Incentives are considered as one of the most important factors that encourage workers to put forth great efforts and work more efficiently. This is because incentives and reward system direct worker's capabilities into more efficiency in their work in an attempt to achieve the institution's goals (Gana and Bababe, 2019). On the

contrary, the absence of suitable incentives may negatively affect employee's performance; it may also weaken their productivity at work which decreases the chances of attaining the promising goals of the institution (Palmer, 2017). Consequently, incentives are significant factors in encouraging employees and increasing their enthusiasm at work which results in improving the general performance and increasing the productivity. Incentives, also, help in attaining job satisfaction which increases the interaction between the employee and the organization.

Incentives to workers play an important role in ensuring that they perform their duties effectively and efficiently. Teachers are among the public servants who need incentives in their teaching job. The government of Tanzania pays the public servants' salaries according to their levels of education in various scales. For the teachers, their scale is termed as Tanzania Government Teachers' Scale (TGTS) which varies according to education and the number of years. However, there are other incentives which teachers need such as house allowances, teaching allowances and transport allowances. In order to make sure that teachers perform well their duties, job satisfaction is very important. Likewise, ensuring each employee's workplace goals and values are aligned with the government's intentions, it is important that there should be a high level of motivation that is expected to bring about productivity, improved work quality and financial gain across all government departments. According to Salanova and Kirmanen (2020) increasing motivation, commitment and engagement levels are key organizational aspects these days. The development of compensation policies has an important role in motivating workforce to deliver high levels of performance, discretionary effort and contribution (Barongo, 2023).

The Government of Tanzania continues with efforts to motivate its workforce because of the importance of incentives to the workers. The government has introduced Tanzania Public Service Pay and Incentive Policy with the purpose to compensate employees for the works they do, to motivate them to perform well, to retain them, and thereby avoid the need for expensive recruitment and training for replacement. The public service, like any other organization needs to compensate, motivate and retain its employees for the better performance of its organizations (HakiElimu, 2017). In addition, it is noticeable that motivating employees may help them to overcome a lot of obstacles at work (Palmer, 2017). Consequently, the administrator should try to create confidence and an environment of tranquillity, security and respect in an honest and actual manner. Appreciating people's work and praising their achievements do not affect one's own success, so one should do this directly to who deserves it or just in front of a group of people by praising their accomplishment (Locke and Braver, 2018). Where

incentives are given in full or partially, respondents gave their opinion to point out the areas that need improvement in order to realize improved job performance of teachers. The importance of incentives originates from the need for the employee to be recognized and appreciated for his or her efforts. Actually, appreciating people for their efforts by giving them incentives is a very significant factor in satisfying the internal desires of an individual. The individuals' own skills are not enough to let them work with high productivity unless there is an incentive system that encourages their internal motives and then leads to hardworking efforts (Braver, 2019). It is against this background that the current study sought to establish the influence of incentives on teachers' performance in public secondary schools in Arusha City.

1.1 Research Questions

The following research questions guided the study:

1. What are the factors that influence the provision of incentives to teachers in public secondary school in Arusha City?
2. To what extent do the incentives give influence teachers job performance in public secondary school in Arusha City?

2. Literature Review

The theoretical and empirical literature was reviewed with reference to research objectives. The study was anchored on Social Action Theory.

2.1 Social Action Theory

This study was grounded in Social Action Theory by Robert Bowey postulated in 1976 which point out that if a worker is not satisfied with the work situation, it may affect the services the worker renders to the institution. The theory postulates that naturally, workers are not interested in any activity for its own sake, but rather for what the activity may bring them. People would be more apt to listen and co-operate with those who promised some kind of immediate reward than those who promised some better times in the future, argues the theory.

2.1.1 Strengths of the Theory

The strength of this theory is that, it clearly acknowledges that the provision of adequate social welfare incentives may increase the workers' satisfaction and thus retaining their services. Teachers expect good working condition, increased salary, promotion, allowances, incentives and respect in order to improve their motivation and job satisfaction basically for improved work performance. It is the duty of stakeholders in education to help teachers realize this dream. Social Action Theory concurs that if teachers are satisfied with the work condition, they may be able to render quality services.

2.1.2 Application of the Theory in this Study

The implication of this theory to the study in the secondary school system is pegged on the understanding that rewards through incentives such as job promotion, social amenities and in-service training opportunities plays a significant role in motivating workers. Consequently, managers are encouraged to put measures in place in order to motivate their subordinates or employees.

2.2 Empirical Review

This section presents the empirical studies with respect to research themes derived from research questions.

2.2.1 Factors that Influence the Provision of Incentives to Teachers in Public Secondary Schools

Adnett and Mavin (2019) conducted a study in England on performance-related pay for teachers in England. The study employed longitudinal design and approach was used among 500 teachers and students. Thematic and regression analysis techniques were applied. The study found mixed results with some improvement in performance, but also increased stress and job dissatisfaction among teachers. These could better be managed through incentives to teachers and counseling. In addition, most organizations are faced with a myriad of challenges in their effort to offer incentives. An investigation through research by Campbell (2023) on teacher education programmes indicate that there are some factors and shortcomings that must be considered in the planning and implementation of incentives in education programmes in Britain. According to the study, the school managers in Britain have suggested that incentives in education programmes require organized funding system and continuous supply of personnel and other resources in education sectors.

The promotion and welfare of teachers has been revealed to have an influence on their work performance. A study conducted by Fadeyiet al. (2015), was carried out to examine the relationship between teachers' welfare scheme and job performance in selected Secondary Schools in Local Government Area of Kwara State, Nigeria. The study adopted descriptive and quantitative research methods to find out the relationship existing between the variables and drew inferences on the data collected. The hypotheses were tested at 0.05 level of significance. The data were analyzed using Analysis of Variance and Chi-Square Statistics. The findings indicated that there is significant relationship between teachers' salary, promotion and students' academic performance. It was also revealed that there is significant relationship between fringe benefit and classroom management. The paper concludes that, if necessary, attention is given to teachers' welfare, this brings about positive development in the educational system. It was recommended that teachers should be placed on meaningful salary scale and given opportunities to further receive training in their various disciplines for better performance to be achieved.

Ssekakubo et al. (2014) examined the relationship between employee motivation, job satisfaction and organizational Performance on palm oil project found in Kalangala district of Uganda. A quantitative research design incorporating in quantitative research methods such as survey and questionnaires were used to gather the data. The gathered data were analyzed using factor analysis, correlation and regression analysis. Findings reveal that there is a positive relationship between Employee Motivation and Job Satisfaction and also a positive relationship between Job Satisfaction and Organizational Performance. The Employee Motivation and Job Satisfaction were both positively related to Organizational Performance. Results indicate that if employees are well motivated through, for example, fair promotions and justifiable salary differences, they will work more towards a better performance of the organization.

Crucial to the success of an organization is competence of the management and workforce. Employees' productivity on the other hand, had been hinged on the employee's capability and motivation received amongst other factors, to perform the various tasks assigned to the employee. In a study carried out in Dar es Salaam, motivation, according to Lai (2019) may not necessarily drive chronic nonperformer to optimal productivity, however, a motivated workforce is a lubricant to the engine of the organization and its benefits include, dedication, employee retention, loyalty and harmony. These factors according to the author are crucial to the growth of the organization. Principal among the tools that can be used to motivate employee is incentive.

2.2.2 The Extent to which Incentives Influence Teachers' Performance in Public Secondary School

In North Carolina, USA, quantitative study was conducted by Clotfelter et al. (2019) on Teacher Bonuses and Teacher Retention in Low-Performing Schools: Evidence from the North Carolina \$1,800 Teacher Bonus Programmes. The study employed Quasi-experimental approach that was used among 1,000 teachers and regression analysis technique was applied. The study found that financial bonuses increased teacher retention in low-performing schools, indicating the importance of stable financial incentives. Jeffrey and Shaffer (2020) reported that in 2019, 1 billion USD was spent on incentives and that number was expected to grow at 7% per annum. In India, of the 131 organizations where incentives were introduced, all the companies had a boost in production and productivity except those severely hit by economic recession (Shaffer, 2019). The study revealed an average increase of 60% and 41% in the levels of output and productivity respectively thereby underscoring the importance and effectiveness of incentives in motivating employees. Incentives as motivational factors have been used in the private and public sectors and in the various line of Business.

Sharma (2019) in a study conducted in New Delhi observed that any fringe benefit attached either to official or extra work, has majorly the effect of causing individual sacrifice towards work. Therefore, incentives being put in place should meet the varied needs of the staff. The study observed that if the programmes are well conducted, it would help in addressing negative attitude and misconception that members of staff may have towards incentives. According to Nadeem et.al (2021) social and economic conditions of teachers have an effect on their performance that is, low salary., lack of facilities, status of teachers in society, teachers' mental health and morale, stress of work, relation with staff and head teachers, working environment are all those factors that have a strong impact on female teachers' performance. The level of motivation of teachers reduced, when there is a poor social and economic condition in the place where the school is located. It was concluded that there is a significant relationship between these factors of motivation and the efficiency of female teachers.

In the real estate sector, Azasu (2023) identified the various incentives and benefits used in Sweden to include variable pay, asset loan, paid paternity and maternity leave, lunch allowance and travel insurance. The author also noted that training is not popularly used but the firms are willing to give allowance for self-initiated training an incentive that was discovered to be more motivating to the employees.

Indications from students and graduate's estate management as well as those currently employed in real estate firms is that the pay package is not robust enough and that incentives are almost nonexistent. Alam, and Farid, (2021) found that mostly teachers experienced low salary payment compared to the work they undertake and according to their knowledge, skills and capabilities for doing their job. Thus, respect should be given to teachers, provide them training to exceed their performance level and salaries should be designed according to their capabilities, experience and skills. Regarding job, it is important to establish and provide necessary social services near working areas especially for those schools located in rural areas.

in Tanzania, according to Muhammad (2022), employee involvement in decision making serves to create a sense of belonging among the workers as well as a congenial environment in which both the management and the workers voluntarily contribute to healthy industrial relations. In contrast, in low power distance culture, everyone is perceived to have the potential to contribute to the decision-making process; in fact, everyone is assumed to have equal rights. As such, employees consider it their right to participate in decisions that concern them (Sagie and Aycan, 2023). The employee's performance directly influences the organizational effectiveness. Both men and women should be motivated equally. Eliminate the inequality and give equal importance to both. The study found that employee's performance increased when they are involved in decision making of the organization.

3. Methodology

Sequential Explanatory Design and mixed methods approach were adopted. A Sequential Explanatory Design (SED) is a mixed-methods research approach that involves collecting and analyzing quantitative data followed by qualitative data in two distinct phases (Wium and Louw, 2018). The study adopted Sequential Explanatory Research Design since it is particularly effective when the researcher needs to build a deeper understanding of quantitative findings by exploring the underlying reasons, experiences, or contexts through qualitative data (Crossman, 2020). It is widely applicable in educational research, policy evaluation, and studies that aim to understand complex phenomena through a blend of numerical data and rich, descriptive insights. Data were collected using the questionnaire and interview guide. The sample size consisted of 180 respondents (162 teachers, 9 school heads, 9 WEOs and one DSEO) drawn from a population of 1673. Stratified and simple random sampling technique was employed to select 162 teachers from 9 public secondary schools in Arusha city. Consequently, 18 (9 females and 9 male) teachers were selected from each school. The respondents were stratified based on gender. While one

DSEO, 8 WEOs and 9 head of schools were purposively selected. Validity was established by human resource experts from the ministry of education science and technology whereas reliability was determined in a pilot study and reliability index, $r = 0.887$, was obtained using Cronbach Alpha Method. Credibility of qualitative data was ascertained by involving triangulation, whereas dependability was established through detailed reporting of the research process. Quantitative data was analyzed using descriptive statistics in the SPSS version 23 and results were presented in charts, tables of frequencies, percentages and mean rating. Qualitative data was analyzed thematically alongside research questions. Confidentiality and anonymity were maintained by using numbers/letters and by not asking respondents to write or mention their names on the questionnaire and during interviews. This aims at protecting the right of respondents. Respondents' feedback was kept private. Results of the study were accurately and honestly communicated. Plagiarism was avoided through acknowledging the sources. The respondents' permission was sought before audio recording of the interview.

4. Results and Discussion

The findings were discussed according to themes derived from research questions.

4.1 Findings on the Factors that Influence the Provision of Incentives to Teachers in Public Secondary School in Arusha City

The objective examined the factors that influence the provision of incentives to teachers in public secondary school in Arusha City. The respondents were asked to place a tick in the option that best describes their views on the statement, which shows the factors that influence the provision of incentives to teachers in public secondary school. A Likert scale of 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Strongly Disagree and 1=Disagree was adopted. Table1 presents the summary of the respondents' responses and the results of quantitative findings through questionnaires.

Table 1: Teachers' Responses on Factors that Influence the Provision of Incentives to Teachers in Public Secondary schools in Arusha City(n=162)

Factors for Incentives	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean
	f	%	f	%	f	%	f	%	f	%	
Government financial support	143	88.3	19	11.7	0	0.0	0	0.0	0	0.0	4.88
Employees' productivity	5	3.1	153	94.4	3	1.9	1	0.6	0	0.0	4.0
Good school management & administration	0	0.0	160	98.8	2	1.2	0	0.0	0	0.0	3.99
Community support to school management	5	3.1	143	88.3	14	8.6	0	0.0	0	0.0	3.94
Stable teachers' welfare	6	3.7	143	88.3	0	0.0	13	8.0	0	0.0	3.88
Availability of income generating activities in school	1	0.6	146	90.1	1	0.6	14	8.6	0	0.0	3.83
Conducive school environment	1	0.6	144	88.9	0	0.0	17	10.5	0	0.0	3.80
Continuous supply of personnel and other resources	1	0.6	80	49.4	76	46.9	5	3.1	0	0.0	3.4
Parents' financial & material support	10	6.2	78	48.1	10	6.2	0	0.0	64	39.5	2.81
Organized funding system	4	2.5	15	9.3	1	0.6	78	48.1	64	39.5	1.87
Grand mean score											3.65

Source (Field Data, 2024)

Table 1 shows that government financial support with a mean of 4.88 received the highest approval as one of the factors that influence the provision of incentives to teachers in public secondary schools. The factor recorded a mean above the grand mean score of 3.65. In terms of rating, 88.3% of teachers strongly agreed while 11.7% were in agreement. This implies that government financial support is crucial for the provision of incentives. Adequate funding allows for the allocation of resources toward performance-based pay, bonuses, and other incentive programmes. The respondents identified government financial support as a key factor to the provision of incentives to teachers. According to the URT (2016), since the introduction of Free Basic Education for All policy, the enrolment of students increased thus, demands more teaching and learning resources and motivated teachers to manage the students. This calls for government financial support in order to address the issues of resources and motivation. In support of the study findings, Podgursky and Springer (2017) emphasize that sustained government funding is essential for the long-term success of incentive programmes in public schools. Chamberlin et al. (2022) also found that government financial support is a critical determinant in the successful implementation of performance-related pay schemes in the UK, enabling schools to reward high-performing teachers adequately.

In addition, the productivity of teachers is a significant factor influencing the provision of incentives. Table 1 show that employees' productivity recorded a mean score of 4.0. This factor got approval rating of 3.1% teachers who strongly agreed 94.4% were in agreement while only 0.6% held contrary opinion. The researcher established that schools that witness higher teacher productivity are more likely to implement incentive programs to maintain and further enhance this productivity. In view of Free Basic Education for All policy, the school majorly relies on government capitation and donors aid for its operation. The respondents admitted that the government capitation to secondary schools is inadequate and further suggested that there is need to increase the allocation to schools. This view was supported by Mulyasa (2017) that effective provision of incentives through head of school and other education stakeholders helps teachers to exhibit more commitment to teaching and apply new innovations in teaching methods to increase the performance to meet institutional objectives and goals. Muralidharan and Sundararaman (2021) observed that performance pay positively impacts teacher productivity, leading to better student outcomes in India. This finding highlights the importance of rewarding productivity through incentives. Figlio and Kenny (2017) reported similar findings in the US, where individual teacher incentives improved student performance, thereby justifying the provision of such incentives.

Community support to school management (3.94) was also identified as a factor that influences the provision of incentives to teachers in public secondary schools in Arusha City. The researcher revealed that community support strengthens school management and administration, making it easier to implement incentive programs. Engaged communities can provide additional resources and support needed for these programs. In support of the finding, Goldhaber et al. (2020) highlighted the importance of community support in the implementation of incentive programs, noting that community involvement can enhance the effectiveness and acceptance of these programs. While Bryk and Schneider (2022) emphasized that strong community ties and trust in school management are critical for the successful deployment of teacher incentive initiatives.

Stable teachers' welfare (3.88) was equally mentioned as factors that influence the provision of incentives to teachers in public secondary schools. Its mean score was above the grand mean score of 3.65. Ensuring stable welfare for teachers is essential for their motivation and job satisfaction. Stable welfare conditions make it feasible to introduce and maintain incentive programmes. While in agreement, Dolton (2021) reported that teacher welfare stability is linked to the successful implementation of performance pay, as it enhances job satisfaction and motivation. At the same time, Ingersoll (2019) found that improving teacher welfare through incentives significantly reduces turnover rates, which in turn benefits student performance. Similarly, the study reveals that in certain institutions with stable teachers' welfare, dividends from the welfare kitty are given to the staff normally at the end of the year. This is aimed at showing management's appreciation to the employees for the work done throughout the year. The management in these institutions presumes that such practices will assist greatly in the improvement of teachers' work performance in public secondary schools in Arusha City. In other words, the involvement of teachers in decision making through management of Teachers' Welfare Association improves their level of motivation and dignity which in most cases translates into good performance. This study therefore confirms the finding by Arumu (2019) that participatory leadership enables staff members to own and support events taking place in the institution.

Availability of income generating activities in schools (3.83) with mean above grand mean score of 3.65 was mentioned as a factor. In this regard, Income-generating activities within schools can provide additional funds necessary for incentive programs, reducing the financial burden on government and external donors. Barr and Zeitlin (2020) argued this case by observing that schools with successful income-generating activities could fund teacher incentives independently, leading to improved

teacher performance. Runset al. (2021) weighed in by reporting that self-sufficient schools could maintain incentive programs more sustainably, contributing to overall school improvement.

In order to address the issue of insufficient funds in schools, during the interviews, a respondent suggested that, *There is need for stable teachers' welfare, community support to school management and availability of income generating activities such as dairy animals, cash crops and shops in schools. This will enable the management to have extra funds necessary for teacher's incentives* (Personal Interview, May 29th, 2024).

The excerpt shows that individual teacher incentives improved student performance, thereby justifying the provision of such incentives. This view was also supported by a study conducted by Salleh (2023) in Malaysia that found insufficient resource in education institution or organization such as finances, human resources including teachers and educational administrators lead to the poor performance of educational programmes. Likewise, the lack of facilities like school infrastructure, stationeries lead to limited options in the management of educational programmes because they are essential working tools in performing managerial activities. Also, the study adds that heavy workload led to the dissatisfaction with management which contributes to some of the conflicts in education sector. Therefore, necessary measures should be put in place by education stakeholders to make resources available in secondary schools.

The respondents on the issue of community support to the management, during the interviews, a respondent suggested that,

Community support has been made possible due to academic motivation fee paid by the parents. According to the respondents, some schools organize holiday tour once in a year while others participate in tours every school holiday depending on the financial resources available from the motivation fee paid by the parents (Personal Interview, May 29th, 2024).

According to the respondents, some schools organize holiday tour once in a year while others participate in tours every school holiday depending on the financial resources available from the motivation fee paid by the parents. The study also revealed that some parents or education

stakeholder occasionally offer to sponsor the teaching staff for a holiday tour. Income-generating activities within schools can provide additional funds necessary for incentive programmes, reducing the financial burden on government and external donors. All (100%) respondents were in agreement that good school management and administration will certainly receive community support. The combination of these factors will make it possible for school leadership to provide incentives to teachers in public secondary schools in Arusha City.

Finally, the researcher established that parental support, both financial and material, can contribute to the funding of incentive programmes, though it may not be as reliable or significant as other sources. Conducive school environment is essential for the effectiveness of incentive programmes. Such environments promote teacher collaboration and a focus on student outcomes. In other words, there is a possibility of increased incentives to productive teachers working in a conducive environment. This finding is supported by Semugenyi (2019) in the study on staff management practices in Uganda. The study ascertains that every institution primarily needs committed and dedicated staff that will help the institution to meet its objectives. However, for the staff to be committed, a conducive and satisfactory working environment is a necessity. Supportive working conditions significantly influence teacher satisfaction and performance, highlighting the need for a holistic approach to incentives beyond financial rewards.

4.2 Teachers' response on Findings on the Extent to which Incentives Influence Teachers' Performance in Public Secondary Schools in Arusha City

The objective of the study determined how incentives given influence teachers' performance in Public secondary school in Arusha City. The research question responded to was: how are the incentives given influence teachers' performance in public secondary school in Arusha City? A likert scale of 1 = Very Low Extent, 2 = Low Extent, 3 = Moderate, 4 = High Extent, and 5 = Very High Extent was adopted. Table 2 presents the summary of the respondents' responses and the results of quantitative findings through questionnaires.

Table 2: The Extent to which Incentives Influence Teachers' Performance in Public Secondary Schools in Arusha City (n=162)

Influence on Teachers' Performance	Very High Extent		High Extent		Moderate Extent		Low Extent		Very Low Extent		Mean
	f	%	f	%	f	%	f	%	f	%	
Enables teachers to work for more hours	152	93.8	8	4.9	2	1.3	0	0.0	0	0.0	4.93
Enables teachers to perform duties without worries	134	82.7	25	15.4	2	1.2	0	0.0	1	0.6	4.80
Early arrival & late departure from school	139	85.8	10	6.2	0	0.0	13	8.0	0	0.0	4.70
Enables teachers to be more productive	143	88.3	7	4.3	0	0.0	0	0.0	12	7.4	4.66
Enhances teachers' dedication & hard work	96	59.3	64	39.5	2	1.2	0	0.0	0	0.0	4.58
Motivates teachers for better performance	83	51.2	78	48.1	0	0.0	1	0.6	0	0.0	4.50
Enables teachers to be comfortable at work place	80	49.4	65	40.1	15	9.3	2	1.2	0	0.0	4.37
Enables teachers to view themselves as appreciated in the work place	73	45.1	75	46.3	0	0.0	2	1.2	12	7.4	4.20
Enables teachers to positively embrace delegated responsibilities	83	51.2	15	9.3	64	39.5	0	0.0	0	0.0	4.12
Energizes teachers for self drive	2	1.2	159	98.1	1	0.6	0	0.0	0	0.0	4.01
Enables teachers to acquire more knowledge & skills necessary for	1	0.6	33	20.4	128	79.0	0	0.0	0	0.0	3.22

professional development												
Gives teachers time to relax and replenish before resuming work	68	42.0	27	16.7	2	1.2	0	0.0	65	40.1		
Enhances teachers capacity building & knowledge acquisition	0	0.0	97	59.9	0	0.0	64	39.5	1	0.6	3.20	
Enables teachers to refresh & relax	2	1.2	84	51.9	6	3.7	5	3.1	65	40.1	3.19	
Enables teachers to maximize on the use of time after lunch	0	0.0	15	9.3	64	39.5	18	11.1	65	40.1	2.71	
Grand mean score												2.18
												3.96

Source (Field Data, 2024)

While responding to the extent to which incentives influence teachers' performance in public secondary schools, the respondents pointed out that incentive enable teachers to work for more hours. As seen in the mean score of 4.93, the current study reports that incentives strongly encourage teachers to extend their working hours. Table 2 shows that the approval rating was 93.8% of teachers who suggested that it influence teachers' performance to Very High Extent, 4.9% indicated that it influences teachers' performance to High Extent while only 1.3% mentioned that it influences teachers' performance to a Moderate Extent. This implies that teachers in incentive programmes were more likely to invest extra hours in preparation and student assistance. The data in table 2 shows that respondents acknowledged that the various incentives given enables teachers to be dedicated in their work as seen in early arrival in school and late departure from school. The study established that whenever teachers are given incentives, it arouses their interest in work. The teachers exhibit a certain level of self-dedication as they remain energized to pursue the objectives and goals of the institution with profound zeal. The findings concur with Muralidharan and Sundararaman (2021) who found that performance-based incentives increased the time teachers spent on instruction and extracurricular activities in Indian schools. In addition, Lee (2020) while conducting a study on the impact of incentive structure on teacher collaboration noted that incentives promote collaboration thereby enhancing teacher satisfaction and pedagogical innovation.

Moreover, incentives enable teachers to be more productive (4.66). This implies that incentives significantly boost teacher productivity. In support, Clotfelter et al. (2019) observed increased productivity among teachers receiving bonuses in North Carolina. Similarly, Muralidharan and Sundararaman (2021) found that teachers in performance pay programmes produce better student outcomes, indicating higher productivity. Besides, the study found out that incentives enable teachers to perform duties without worries. Financial and other forms of incentives reduce stress, enabling teachers to focus on their responsibilities. In this regard, Fryer (2022) highlighted that financial incentives can reduce financial stress, allowing teachers to concentrate better on their professional duties. In addition, Johnson et al. (2023) noted that job security and stable incentives improve teachers' mental well-being, leading to better performance. The researcher established that schools that witness higher teacher productivity are more likely to implement incentive programmes to maintain and further enhance this productivity. In view of Free Basic Education for All policy, the school majorly relies on government capitation and donors aid for its operation.

From the data in table 2, incentives enhance teachers' dedication & hard work (4.58). The mean score was above the grand mean score of 3.96 implying the importance teachers attach to incentives as it enables them to dedicate their performance to curriculum implementation and school activities. That is to say, incentives foster greater dedication and hardwork among teachers. For instance, the

researcher established that financial incentives enhance teacher commitment and effort. Likewise, the researcher found out that incentives promote punctuality as teachers extend their presence at school. The data in table 2 shows that respondents acknowledged the various incentives given that enables teachers to be dedicated in their work as seen in early arrival in school and late departure from school. The study established that whenever teachers are given incentives, it arouses their interest in work. The teachers exhibit a certain level of self-dedication as they remain energized to pursue the objectives and goals of the institution with profound zeal. The findings agree with Figlio and Kenny (2019) who reported that teachers with performance-based incentives were more punctual and stayed longer at school to support students. Lavy (2019) found similar results, with teachers given incentives showing improved attendance and time management. To buttress this finding, Adnett and Mavin (2020) found that performance-related pay in England increased teachers' dedication to their work.

Incentives enable teachers to view themselves as appreciated in the work place recorded a mean score of 4.20. This finding shows that incentives help teachers feel valued and appreciated. The current study revealed that appreciation and recognition are crucial for teacher morale and performance. In this regard, Ingersoll (2021) reported that recognition through incentives enhances teachers' sense of appreciation and job satisfaction. In support, Martinez et al. (2018) while conducting a study on the impact of incentive schemes on teacher burnout reported that certain incentive schemes reduced teacher burnout rates significantly.

Further, the study established that incentives energize teachers for self-drive (Mean Score: 4.01). The implication here is that incentives promote self-motivation and initiative among teachers. Glewwe et al. (2020) agreed with this finding but further observed that performance pay schemes increased teachers' intrinsic motivation and self-drive. From table 2, the study found that incentives also enable teachers to acquire more knowledge and skills necessary for professional development (Mean Score: 3.22). Incentives support professional development as teachers use the proceeds from incentives given to invest in their development. Incentives also give teachers time to relax and replenish before resuming work (Mean Score: 3.20). It provides moderate support for relaxation and replenishment. A related study by Loeb (2020) aligns with finding by reporting that teachers motivated through incentives sought out additional training and educational opportunities. While in agreement, Runs et al. (2021) indicated that while incentives support capacity building, comprehensive professional development programmes are essential.

Incentives have a limited impact on teachers' ability to refresh and relax as seen in the mean score of 2.7 that was below the grand mean score of 3.96. This implies that although incentives are given to teachers, they are inadequate to enable teachers to continuously refresh and relax. Therefore, teachers engage in other duties to enable them to enjoy their time. Consequently, it is necessary to provide additional support for teachers' professional growth to complement the incentives and improve long-term skill acquisition and capacity building. Develop strategies to support teachers' work-life balance; ensuring incentives contribute to both professional performance and personal well-being.

Response from the open ended question on the extent to which incentives influence teachers' performance in public secondary schools pointed out that performance-based incentive increased the time teachers spent on instruction and extracurricular activities.

During the interviews on the theme extent to which incentives given influence teachers' job performance in public secondary schools in Arusha City, a participant had this to put forth;

Well, financial incentives generally have a positive impact on teacher performance, especially in subjects like mathematics and science. Non-financial incentives, such as recognition and professional development opportunities also contribute positively to teacher motivation and performance. Therefore, it is necessary to develop strategies to support teachers' work-life balance by ensuring that incentives contribute to both professional performance and personal well-being (Personal Interview, May 29th, 2024).

As reported by DSEO, incentive programs can influence teacher job satisfaction and mitigate burnout, particularly in schools with high workload. This has been shown experimentally in some schools through complementarities in teacher incentives after successful output in work given. For instance, Wang (2020) in a study conducted among selected Urban and rural public secondary schools in China on the long-term impact of incentives on teacher quality reported that initial positive impacts on teacher quality diminished over time without sustained incentive structures.

5. Conclusion and Recommendations

5.1 Conclusion

Based on the findings of the current study, the following conclusions were drawn:

In objective one, the study found out that government financial support, organized funding system, continuous supply of personnel and other resources, conducive school environment, stable teachers' welfare, good school management and administration, employees' productivity, availability of income generating activities in school and community support to school management are the factors that influence the provision of incentives to teachers in public secondary school in Arusha City. Furthermore, from qualitative findings, factors that influence the provision of incentives to teachers are performance target, needs of teachers according to their performance, good school management, government and stakeholders' support.

From the second objective, while incentives can positively influence teacher performance, their design and implementation should be carefully tailored to align with school contexts, teacher demographics, and specific educational goals. Education stakeholders should also consider a mix of financial and non-financial incentives to cater to diverse teacher motivations.

5.2 Recommendations

Based on the conclusions the following recommendations were made.

1. The school heads and stakeholders of public secondary schools should expand opportunities for in-service training and professional development to ensure teachers have the skills and knowledge necessary for effective teaching.
2. School heads and stakeholders of public secondary schools should initiate income generating activities in schools in order to provide resources necessary to sustain the incentive account.
3. There is need to invest in social amenities that support teachers' well-being and work-life balance. Engage teachers in the decision-making process regarding the development and implementation of incentives to ensure that their needs and preferences are adequately addressed.
4. It is important to encourage community support to school management in order to create a reliable source for teachers' motivation. Similarly, parents and community members should be involved in oversight and support roles to foster a collaborative environment that benefits both teachers and students.

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