



Influence of Incentives on Teachers' Job Performance in Public Secondary Schools

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Abstract: *The study aimed at exploring the influence of incentives on Teachers' Job Performance in Public Secondary Schools. The study was conducted in Moshi District, Kilimanjaro. The study was guided by Maslow's hierarchy of needs theory. The study adopted cross sectional research design. Data collection was mainly collected by using questionnaire. The sample size consisted of 125 respondents drawn from a population of 182. Validity was established through expert judgment whereas reliability was obtained using Cronbach Alpha Method by adopting a cut off 0.7 Cronbach's alpha (α) test scale. Quantitative data was analyzed using descriptive statistics in the SPSS version 21 and results were presented in tables. The findings of the study showed that firstly, there is positive and significant influence between school offered incentives and teacher's job performance. The study further showed that, a unit increase in incentives would have positive and significant effect on teacher's performance. It was concluded that, monetary bonuses, salary rises, professional development, addition vacation days and development opportunities have positive and significance influence on teachers' job performance hence the performance of the teachers is undoubtedly affected by these variables. The study recommended that, teachers are the key actors in educational field; thus, need to show their professional authority and legitimacy to advise the government to invest in provision of incentives. The government should invest in incentives provision to see the increase in teacher's performance. Involving both primary and secondary schools would increase the wider room of opinions and provide various alternative answers to teachers' problems*

Keywords: Incentives, Teachers' Job Performance, Public Secondary School, Moshi, Kilimanjaro

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1. Introduction

Motivation is the process of providing an incentive to encourage performance and an individual's motive to complete a task. Incentives are essential for teachers and in education since it fosters their performance (Mabeyo, 2016). Education is one of the most important instruments for emancipating mankind, and each community invests much in it to guarantee that the entire generation obtains the required skills, information, and attitudes crucial for future survival. However, because of its importance, the extent to which education is judged is heavily anchored on examination scores; however,

academic accomplishment is also linked to teachers' job performance.

Given this fact, human incentives investment is critical in closing the achievement gap among pupils. According to Domack (2012), who reported on research conducted in Singapore on the impact of incentives on employee performance in state-owned schools, the most important resource for public schools is investing in human incentives, which is developed basing on skills of leadership. It is recommended that frequent incentives should be promoted to influence employee's performance in carrying out activities properly, since this stimulates individual workers to become devoted to the organization's ideals.

It was discovered in Damian's (2012) studies that teachers perform effectively when given favourable incentives. Furthermore, Damian, (2012) showed that, if teachers are well paid incentives, they feel happy but also their happiness is adequately increased, he or she becomes motivated, and the output improves. Recently, it has been discovered that teachers who are motivated outperform those who are not motivated, particularly in public secondary schools in Tanzania (Gout, 2021). Incentives are essential to ensure the successful implementation of secondary schools' objectives, mission, and vision. Incentives boost the teachers' performance through good working condition, noble policies, security and reliable relations among peers (Bennel, 2017). Currently, many teachers have low incentives Gout (2021); this has degraded teachers, leading to absenteeism and poor performance in their schools. This study therefore establishes the influence of teachers' incentives on the academic performance of students in some selected schools in Moshi District.

The purpose of this paper was to explore the Influence of Incentives on Teachers' Job Performance in Public Secondary Schools. It will enable the school administrator gain an understanding on the impact of teachers' incentives on job performance.

1.1 Research Questions

The following research question guided the study:

What is the influence of incentives on teachers' job performance in public secondary schools in Moshi District?

2. Literature Review

The theoretical and empirical literature was reviewed with reference to research objective. The Maslow's hierarchy of needs theory was reviewed.

2.1 Abraham Maslow's Hierarchy of Needs

Maslow's hierarchy of needs theory is a motivational theory in psychology advanced by Abraham Maslow's in 1943 in trying to explain the relationship that exist between extrinsic motivation and work performance. The hierarchy of needs was a chart drawn by Maslow basing on the assumption that, each individual has five levels of needs which in turn influence the individual's extrinsic motivation. These individual needs comprise of five-tier models of human needs and are often depicted as hierarchical levels within a pyramid starting with those needs of the lowest level to those of highest level in an ascending order. (Maslow's 1943)

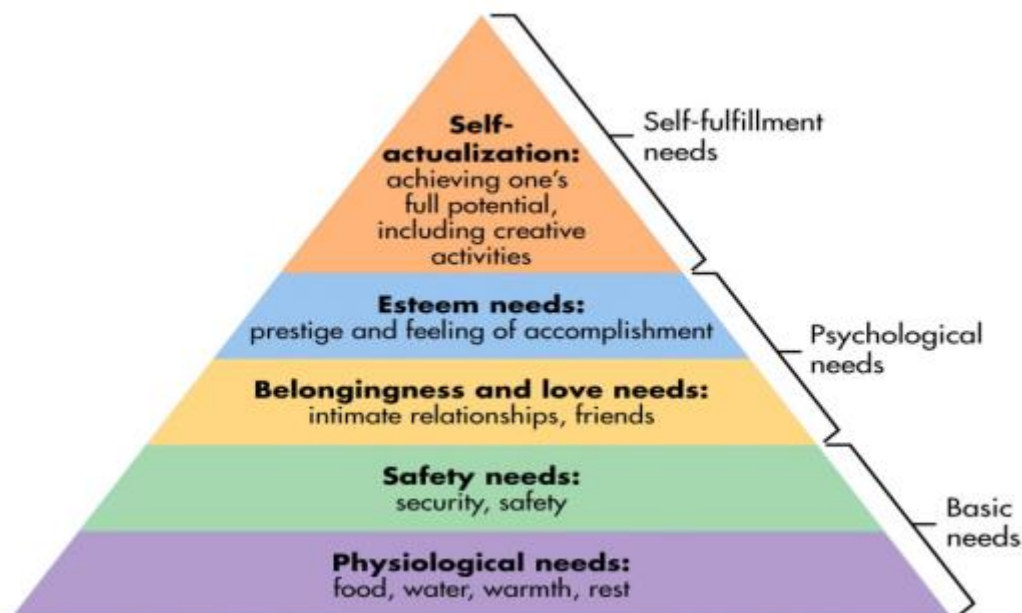


Figure 1: Levels of Maslow's Hierarchy of Needs Starting from the Lowest to the Highest in an Ascending Order
Source: Abraham Maslow's Hierarchy of Needs (1943).

However, out of these hierarchy needs, the study adopted only three which were physiological needs, safety and esteem needs.

Physiological needs: According to Maslow's theory, the physiological needs are essential in sustaining life of an individual and these are: food, water, warmth, rest as

well as good and comfortable working conditions. For him, the most basic level of needs must be met.

Safety needs: These needs include the need for security and safety; Maslow believed that an individual needs to be safe from physical and emotional harm. These needs manifest themselves in ways such as an individual's preference for job security, financial services, fair treatment at work place, protection against threats, insurance policies, health and well-being as well as desirable accommodations. If teachers are fulfilled with the safety needs they are likely to improve their job performance.

Esteem needs: This implies an individual's need of prestige and the feelings of accomplishment within the working place. In real sense, esteem needs are achieved by the individual (a worker) both, internal esteem under what we call self-esteem that incorporates self-respect, increase in self-confidence, learning new skills and autonomy, as well as the external esteem needs such as the great need of recognition, attention and admiration from peers. In short, the internal esteem needs are closely linked to the intrinsic motivations towards work but the external esteem needs are closely linked to the extrinsic motivations to the worker by the peers and thus become a part of the workplace society.

2.1.1 Application of the Theory in this Study

The study adopted the Maslow's hierarchy of needs theory, since the theory suggest the level of satisfaction amongst the individuals in relation to extrinsic motivation. According to Maslow theory, the more satisfied a customer is, the more committed he becomes; from the theory, it is learnt that, the more the teachers are motivated their level of satisfaction would be manifested in their commitment. The study is therefore guided by Maslow's hierarchy; in this case, Maslow's hierarchy of needs theory is very important to educational stakeholders as it gives them a framework of understanding their teachers' requirements within the schools' context. The theory is applicable in schools where various allowances (housing allowances, transport allowance) or overtime and other fringe benefits are provided.

2.2 Empirical Review

This section presents the empirical studies with respect to research theme derived from research question

2.2.1 The Influence of Incentives on Teachers' Job Performance

Bennell (2017) in Sub Saharan Africa noted that incentives for schools and teachers in the public education system to perform well are frequently weak due to ineffective incentives and sanctions. This was particularly the case where teachers cannot be effectively disciplined for unacceptable behaviour (absenteeism,

lateness, poor teaching, and abusive behaviour towards pupils) by school managements since it was very difficult to dismiss them and pay and promotion are largely unrelated to actual performance.

This situation was also revealed by Carron (2018) aiming at investigating the influence of monitoring and evaluation process on teaching and learning in primary schools in Gatanga Sub County Muranga County. This study was guided by the following objectives: to establish the influence of monitoring and evaluation of instructional policy and planning on teaching and learning among public primary schools in Gatanga Sub County; to establish the influence of monitoring and evaluation of teachers' professional development on teaching and learning processes in public primary schools in Gatanga Sub County; to establish the influence of monitoring and evaluation of classroom activities on teaching and learning; and to identify the influence of monitoring and evaluation of leadership, management and communication on teaching and learning in public primary schools in Gatanga Sub County.

The study adopted a Descriptive Survey Research design. The target population was 56 head teachers, 336 panel heads, and 6 DQASOS. The researcher used stratified sampling to identify the schools, simple random sampling to identify the teachers and purposive sampling techniques to sample its key respondents such as county staffing officer, Zonal TAC and DQASO. However, relying on only simple random sampling techniques limits the findings since in simple random sampling some key respondents might be left out. Hence, inclusion of purposive sampling would improve in depth findings.

The findings showed that where teacher pay is very low, there is normally de facto recognition that the labour process in schools has to be organized in such a way that give teachers the autonomy to generate additional income. Most managers also engage in these survival activities. More generally, there is a widespread acceptance that you get what you pay for, which is not very much when pay does not meet minimum livelihood needs. Secondary employment activities are likely to both, directly and indirectly lower the extrinsic motivation of teachers and eventually their performance in their main jobs. Corcoran et al. (2017) added that quality of teacher and teaching is the most dominating factor that affects learning at a large scale. Eton (2018) noticed that promotion, payment and salaries have a significant impact on the attitude of teachers towards their work.

Musa (2019) carried on the study on teacher incentives based on students' test scores in Kenya. Fifty schools were chosen at random for participation from among one hundred relatively low performing rural schools in Busia and Teso districts. The findings indicated that there was an increased pass rates on the state exams which was the

primary target of the incentives. A study by Kadzamira (2006) found that poor incentives and working conditions of teachers have resulted to low working morale, and thus, poor job performance. In addition, teachers' absenteeism and attrition were largely influenced by low salary, and poor working condition, which finally resulted in teachers' turnover. This study was in line with the findings from the World Bank report (2020), which concluded that in the absence of incentives to teachers, many of them were currently providing much less and low quality of education than they were capable. De-motivation was the major contributory factor to poor learning achievement of secondary school students.

Studying the influence of extrinsic rewards on teachers' job in public secondary schools in the informal settlements in urban populations in Argentina, Otega (2011), indicated that teachers were hardly motivated and hence it was common to meet learners abandoned in classes, while teachers engaged in informal businesses. The researcher recommended that various incentives ought to be availed to teachers to motivate them so as to dedicate a lot more time with learners.

3. Methodology

The study adopted a positivism paradigm. Positivism paradigm is a perspective or thinking of shared beliefs that informs the meaning or interpretation of research (Kothari, 2020). The study's choice of the paradigm was due to its ontological meaning, which focuses on quantifiable approaches preferred by the researcher in conducting the research. Hence the study employed the quantitative research approach because the researcher intended to observe conditions or events that influence individuals. The study adopted cross sectional research design since the problem was well defined and the research task is to describe the characteristics of the processes as the design allows researchers to compare many different variables at the same time. Data were gathered through close ended questionnaires.

The population for this study was 182 teachers all from selected public secondary schools. The basis for using teachers as the main target population in this study was that, they are the main target of the study, thus, expected to be influenced by these incentives for motivation provided in schools. The participants were purposively selected from six public secondary schools in Kilimanjaro region of Tanzania. Simple random sampling technique was preferable to this particular kind of respondents since it helped the researcher to avoid any kind of bias that may result from either clustering or stratifying the teachers. Incentives were measured by

monetary bonuses, salary rises, professional development, additional vacation days and development opportunities and dependent (Teachers Job Performance) variables. The total number of 125 teachers were selected for this study.

The questionnaire items based on Likert scale. Moreover, before the main data collection, the constructs were tested in a pilot study with ten respondents was conducted. The data that were collected through questionnaires were systematically coded and then transferred to a computer sheet prepared by using a Statistical Package for Social Sciences (SPSS) version 21, and analysed through regression analysis. The data was analyzed using the Pearson Product Moment to determine the correlation coefficient (C_e) and coefficient of determination (R) of the data set (for each determinant of teaching effectiveness).

The researcher ensured the respondent's confidentiality by making sure that no names were included in the questionnaires and by not disclosing any of the providing information with the purpose or revealing the respondents. Thus, the respondents were informed on the purpose of the study to seek their consent prior to conduct research work as well as provision of questionnaires to the respondents. The researcher sought precaution permission to conduct research from Open University of Tanzania. The researcher declared commitment to respect and keep respondents' information confidential and anonymous of their identity to avoid any harm on their security.

4. Results and Discussion

This section presents findings and discusses the study based on data collected from participants. The analysis focuses on a key theme related to the influence of incentives on teachers' job performance in public secondary schools in Moshi District.

4.1 Descriptive Analysis

The mean and standard deviation are shown in the data table for descriptive analysis. Table 1 below shows that, the mean and standard deviation value for incentives is 2.288000 and .9270661 respectively. The mean and standard deviation indicates that, incentives of teachers have a general influence on teachers' job performances in secondary schools in Moshi District. Furthermore, the study showed that, teachers' incentives have significant influence on teacher's job performance as shown by mean and standard deviation value of 2.288 and 0.927 respectively as shown in Table 1.

Table 1: Descriptive Statistics

Descriptive Statistics	N	Mean	Std. Deviation
SI	125	2.400000	.7995967
RC	125	3.092800	.8902406
INC	125	2.288000	.9270661
TJP	125	2.514400	.8125730
Valid N (listwise)	125		

Source: Field Data (2023).

NB:

SI – School Infrastructure

Rc – Teacher’s Recognition

INC - Teacher’s incentives (monetary bonuses, salary rises, professional development, addition vacation days and development opportunities)

TJP – Teacher’s Job Performances

4.2 Correlation Matrix

The correlation analysis was conducted in the multiple linear regression model to investigate the

multicollinearity among the independent variables. The correlation matrix for the variables is displayed in Table 2. This was due to the possibility that a multicollinearity issue could lead to incorrect regression findings.

Table 2: Correlation Matrix

		SI	RC	INC	TJP
SI	Pearson Correlation	1	.736**	.775**	.876**
	Sig. (2-tailed)		.000	.000	.000
	N	125	125	125	125
RC	Pearson Correlation	.736**	1	.758**	.749**
	Sig. (2-tailed)	.000		.000	.000
	N	125	125	125	125
INC	Pearson Correlation	.775**	.758**	1	.642**
	Sig. (2-tailed)	.000	.000		.000
	N	125	125	125	125
TJP	Pearson Correlation	.876**	.749**	.642**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	125	125	125	125

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Field Data (2023) Incentives and Teachers Job Performance

4.3 Multicollinearity Test

The study used the variance inflation factors (VIF) to look at multicollinearity; the VIF (Variance Inflation Factor) indicates the presence of multicollinearity. Low levels of VIF are desirable since higher levels are thought to have a negative impact on the outcomes of the

regression analysis (Ayeko & Wamalwa, 2015). The extent of inflation caused by multicollinearity in the beta weight-related standard errors is shown by VIF. A multicollinearity problem is present when the VIF is bigger than 10. According to Montgomery (2001), scores between 10 and above demonstrate the presence of multicollinearity, whilst values below 0.2 indicate a likely problem.

Table 3: Collinearity Statistics

Coefficients		Collinearity Statistics	
Model		Tolerance	VIF
1	SI	.347	2.881
	RC	.370	2.701
	INC	.322	3.105

a. Dependent Variable: TJP

Source: Field Data (2023).

Incentives had a VIF value of 3.105 and a tolerance value of 0.322 as shown by the results in Table 4. The incentives variable was not multicollinear according to the findings. VIF was clearly within the acceptable range

(neither less than 0.2 nor larger than 5). The conclusion that this factor has no bearing on one another serves to illustrate the link between the research variable.

4.4 Regression Analysis

The model summary, analysis of variance and coefficients table are included as the regression analysis'

findings. The goal of the study's model summary is to demonstrate the regression model's goodness of fit. The results are reported in table 4.

Table 4: Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
a. Predictors: (Constant), INC, RC, SI				

Source: Field Data (2023).

The results suggest that the standard error of the regression model is 35.7%, indicating that the average separation between the data points and the fitted line is around 36%. This shows that, 64% of the performance variation is accurately predicted by the regression model; the remaining 36% is explained by variables that are

currently not included in the regression model. The model accounts for 80.7% of the increased performance of teachers after taking errors into account (adjusted R square). In addition, the researcher employed Analysis of variance (ANOVA) to look at differences across variables in order to achieve the study's objectives.

Table 5: ANOVA

ANOVA ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	66.440	3	22.147	173.620	.000 ^a
	Residual	15.434	121	.128		
	Total	81.874	124			

a. Predictors: (Constant), INC, RC, SI

b. Dependent Variable: TJP

Source: Field Data (2023).

The aforementioned ANOVA table demonstrates that the significance of the variables is.000, and the findings demonstrate that the model is the best match for the study of the variables.

The analysis' coefficient results are displayed in Table 4.6. The purpose of the coefficients is to show whether the results are favourable or unfavourable. The coefficients also show the potential influence on the dependent variable of a change in one of the independent variables.

4.5 Regression Coefficients

Table 6: Coefficient Table

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.067	.120		.560	.576
	SI	.840	.068	.826	12.335	.000
	RC	.300	.059	.329	5.075	.000
	INC	.217	.061	.248	3.566	.001

a. Dependent Variable: TJP

Source: Field Data (2023).

Dependent Variable: Teachers' job performance in public secondary schools in Moshi District.

4.6 The influence of Incentives on Teachers' Job Performance in Public Secondary Schools

The regression result in Table 6 clearly shows that there is a positive and significant Influence of incentives on teachers' job performance in public secondary schools. The coefficient value of incentives stood at 0.217, and its P-value test stood at 0.001. The findings of the study signifies that incentives have a positive role in

influencing the performance of teachers in secondary schools. It also implies that; a unit increase in the incentives would have a 0.217 positive increase in the teachers' job performance.

The study results also signify that, teachers who are provided with a variety of incentives such as monetary bonuses, salary rises, professional development, addition vacation days and development opportunities would have higher impact on motivation in their working areas which lead to higher performance of students compared to teachers who are not provided with incentives. From the findings, it can be argued further that, the performance of the students academically would have a connection to how much teachers are being motivated. The more the incentives, the more the commitment from teachers and hence the good the performance of the student and the school at large (Bennel, 2017). It does not matter the nature of the incentives given to the teacher; the morale of the teacher would still be elevated to some degree. The findings above are supported by the study of Scott (2019), who argued that, there are many types of incentives but non-monetary incentives play a vital role in ensuring teachers' job performance. Also, the study revealed that the provision of meals, transport, staff houses, health services and availability of teaching and learning materials as incentives encourage teachers to perform effectively

The findings of the study are in line with the study of Ryan (2018) who stated that the public education system typically has poor incentives for teachers and institutions to achieve successfully because of ineffective rewards and sanctions. This was especially true when school administrators found it difficult to dismiss teachers; and pay and promotion were largely unrelated to actual performance. These behaviours included absenteeism, tardiness, poor teaching, and abusive behaviour toward students.

The findings of the study further are supported by the study of Matoke (2017), who asserts that incentives on teachers have the great role in their students' intellectual, personal, and social development. The report further showed that, teacher's role is significant to the teaching and learning process therefore low incentives, unconducive environment, political interferences; poor working environment contributes to teacher's poor job performance.

Teachers' incentives overall drive to conceive teachings and performance on the job as a pathway to develop the technical mind-set of students in order to effectively channel their innovative traits for the development of the country. This implies that, there is a connection between teacher's motivation and the performance of the students. The findings go further showing that, proper functioning of the country would solely depend on the way the learners are being taught. It is also considered that, the amount of time spent in class or with learners do differ with the rate of motivation. This is to say, the more

motivated the teachers are, the more the details, effective and quality materials would be delivered to the learners.

5. Conclusions and Recommendations

5.1 Conclusions

The study concludes that, incentives have direct impact to teachers' performance in public secondary schools; the study showed positive and strong influence. Thus, an increase in the incentive would positively and significantly influence teachers' job performance. On the lack of the incentives would have significant negative effect on teacher's performance. Finally, yet importantly, it was concluded that, incentives have positive and significant effect. For a school to foresee the best performance out of their teachers, they should consider incentives; the variable showed not only positive but also significant influence.

5.2 Recommendations

The study recommended the followings.

1. Teachers are supposed to be tirelessly and energetic enough to logically pressurize the school owners to make availability of incentives to teacher's constant which would act as stimuli to their performance and result to commitment to their performance which eventually leads to students' academic performance at schools.
2. The government and other educational stakeholders should increase teachers' incentives in public primary schools for student success. Stakeholders should play positive roles towards setting priorities right in ensuring that teachers are given a pride of place in providing necessary incentives that would meet the challenges of the twenty first (21st) century and beyond.
3. The concept of incentives should be given adequate attention in primary schools and uniformity should be encouraged in the educational system especially among teachers in government schools.
4. The government should at all levels improve teachers' incentives and other benefits so as to raise their standard of living and make their job lucrative and nobler than what it is presently.

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